

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

European History, AP

Course # 264

Grade(s) 11, 12

Department: Social Studies

Length of Period (mins.) 41

Total Clock Hours: 123

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering: required ✓ elective

Credit: 1.0

Adopted:

Developed by:

Laurie Furry

Description of Course

Course Title:

European History, AP - # 264

Description:

Students will be expected to critically read, write, view, and analyze European History from 1450 to present. Included in this course will be how the art, music, literary, economic, social, and political aspects of the various periods interact and impact history. Students will pursue independent projects aimed at the critical analysis of historical writings.

Goals:

- To expose students to individual and small group work
- To understand the meaning of documents through reading and interpreting primary sources
- To develop historical writing skills
- To understand social, economic, political and artistic developments in major periods of European history
- To prepare students for the Advanced Placement Examination in European History

Requirements:

This is a course intended for selected students who have successfully completed the World Studies Honors course, or who have shown evidence of superior academic ability. (Students who have not followed the Honors track must secure approval from their counselor.)

Text:

McKay, Hill, and Buckler, A History of Western Society Since 1300, 7th edition, Houghton Mifflin, 2003

Perry, Marvin and VonLaur, Theodore, Sources of the Western Tradition, Houghton Mifflin, 5th edition, 2003

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Renaissance	1	Students will evaluate the effect of the Black Death, the Hundred Years War and late Medieval religion on the development of the Renaissance.	L	- Chapter 12 - Supplemental readings on the Black Death, peasant revolts, and the Medieval world view	Class discussion	8.1.12.A 8.1.12 B 8.1.12 D 8.4.9 A,C
	2	Students will identify the four major characteristics of the Renaissance.	L	- Chapter 13 - Supplemental reading: <i>The Prince</i> by Niccolo Machiavelli and/or primary source selection from period	Essay	8.1.12.D 8.4.12 A 8.4.12 C
	3	Students will describe how the Renaissance manifests itself in politics, government, and social organizations in Europe.	L	- Chapter 13 - Supplemental readings: Petrarch and Mirandola	- Class discussion - Homework essay	8.1.12.D 8.4.12 C
	4	Students will recognize the four characteristics of the Renaissance in art and literature of the period	U	- Chapter 13 - Supplemental art books from the library and/or Renaissance Art Power Point	Discussion and/or presentation	8.1.12.D 8.4.12 B
	5	Students will explain the status of women and Blacks in Renaissance society.	L	Chapter 13	Essay	8.4.12.D
	6	Students will compare the Italian and Northern Renaissances.	U	Chapter 13	Multiple choice	8.1.12.A,D 8.4.12 C
Reformation and Renewal	7	Students will identify and describe how late medieval religious development paved the way for the Reformations.	A	Medieval world view reading	- Class discussion - Essay, identification, and multiple choice	8.1.12.B 8.4.12 B 8.4.12 C
	8	Students will identify the various Reformations.	A	- Video: The History of Britain - Chapter 14 - Supplemental: <i>The 95 Theses</i> - Map of the Spread of Protestantism	Homework essay	7.1.12 B 7.3.12 B 8.1.12 D 8.4.12 A 8.4.12 B
	9	Students will assess the role political and social factors played in the several reformations.	R	- Chapter 14 - Video: Protestant Reformation	- Class discussion - Test	8.1.12.A 8.4.12 A 8.4.12 C
Reformation and Renewal	10	Students will compare and contrast major religious figures and their beliefs.	U	- Supplemental: John Calvin <i>Institutes of the Christian Religion</i>, Erasmus <i>In Praise of Folly</i> - Chapter 14 - Video: Biography of M. Luther	- Class discussion - Essay - Possible document-based question	8.1.12 C 8.1.12 D 8.4.12 A 8.4.12 B 8.4.12 C
	11	Students will know the consequences	A	Chapter 14	Class discussion	8.4.12.C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		of religious division.			• Essay	8.4.12 D
	12	Students will explain how the Reformation impacted women.	A	• Chapter 14	• Class discussion • Essay	8.4.12.C
	13	Students will evaluate the response of the Catholic Church to the Reformation.	L	• Chapter 14 • Supplemental: <i>Canons and Decrees of the Council of Trent</i>	• Class discussion • Essay	8.1.12.A,D 8.4.12 B,C
	14	Students will compare and contrast the pre-Reformation Catholic Church with the post-Reformation Catholic Church.	R	• Student notes from previous chapter • Supplemental: <i>The Spiritual Exercises</i> by Ignatius of Loyola and/or other primary source selection from period	• Class discussion • Essay	8.1.12.B 8.1.12 D 8.4.12 B 8.4.12 C
	15	Students will identify and describe the various sects and denominations which developed from the Reformation.	A	• Chapter 14	• Class discussion • Essay	8.4.12.A
	16	Students will compose a critical journal article review due at the end of the first quarter.	U	• Supplemental: out of class project	• Evaluation of review of an approved journal article	8.1.12 D 8.4.12 C 8.4.12 D
European Expansion and Wars of Religion	17	Students will defend European overseas exploration and conquest.	L	• Chapter 15 • “Columbus: Hero or Villain” by Felipe Fer_andez-Armsto • Map of exploration	• In class debate and/or mock trial • Essay	6.1.12 D 7.3.12 B 8.1.12 C,D 8.4.12 A-C
European Expansion and Wars of Religion	18	Students will compare and contrast the causes and consequences of the religious wars in France, the Netherlands, and Germany	R	• Chapter 15 • Maps of religious warfare	• Class discussion • Essay, identification, and multiple choice	7.1.12 B 7.3.12 B 8.1.12 A 8.4.12 C,D
	19	Students will evaluate how the religious crisis of this period affected the status of women and Blacks.	R	• Chapter 15 • Supplemental readings	• Essay, identification, and multiple choice • Class discussion • Possible monk witch hunt trial • Homework Essay	8.1.12.B 8.1.12 D 8.4.12 A 8.4.12 B 8.4.12 C
	20	Students will explain and give examples of artistic, architectural, and literary masterpieces from the Baroque period.	U	• Chapter 15 • Supplemental: library art books and/or Baroque power point presentation • Musical samples • <i>History of Western Architecture</i>	• In class discussion	8.1.12.B 8.1.12 D 8.4.12 A 8.4.12 B
Development of French Absolutism	21	Students will define Absolutism.	A	• Chapter 16	• Essay • Class discussion	5.3.12 K 8.4.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
	22	Students will compare and contrast feudal and dynastic monarchies with absolute monarchies.	R	Chapter 16	- Essay - Class discussion	8.1.12 A 8.4.12 A 8.4.12 C
	23	Students will compare and contrast major figures (i.e. Sully, Richelieu, Colbert, Mazarin).	R	- Chapter 16 - Group research	- Essay - Evaluation of group project	8.1.12.A 8.4.12 A
	24	Students will summarize the major policy steps in the development of French Absolutism.	R	Chapter 16	- Essay - Class discussion	8.1.12.A 8.4.12 A 8.4.12 C
	25	Students will identify which social and economic factors limit absolute monarchs.	L	Chapter 16	- Essay - Class discussion	8.4.12.A 8.4.12 C
	26	Students will describe and give examples of “French Classicism” and how it personified Louis XIV.	L	- Chapter 16 - Group research - Supplemental primary source - Musical samples	- Essay - Evaluation of group project	8.1.12.B 8.1.12 C 8.1.12 D 8.4.12 B
Development of French Absolutism	27	Students will assess the wisdom of Louis XIV who won wars to advance his prestige.	R	- Group research - Maps of French territorial expansion	- Essay - Evaluation of group project	7.3.12 B,E 8.1.12 A,D 8.4.12 A,D
	28	Students will explain why Absolutist Spain declined during the 17 th century.	A	Chapter 16	- Quiz - Essay test	6.1.12 D 8.1.12 A 8.4.12 A,C
Development of Constitutionalism in England and the Dutch Republic	29	Students will define constitutionalism.	A	Chapter 16	Test	5.3.12 K 8.4.12 C
	30	Students will describe the decline of Absolutism in England.	L	- Chapter 16 - Supplemental: James I	- Discussion - Essay	8.1.12 C,D 8.4.12 A,B
	31	Students will compare and contrast the major political leaders in England from 1603-1649.	R	- Chapter 16 - Family Trees of English rulers - Video: The History of Britain - Group research	- Discussion - Evaluation of group project - Essay and multiple choice	8.1.12 A 8.1.12 D 8.4.12 A 8.4.12 B
	32	Students will explain the development of Puritanical Absolutism in England.	L	- Chapter 16 - Video: Oliver Cromwell	- Class discussion - Essay test	8.4.12 A 8.4.12 D
	33	Students will use Hobbe’s <i>Leviathan</i> to justify both Cromwell and a monarch as England’s leaders.	R	- Supplemental: primary source - Video: Oliver Cromwell - Group research	- Evaluation of group project - Class discussion	8.1.12 D 8.4.12 A,B 8.4.12 D
	34	Students will explain events surrounding the Restoration of the English monarchy.	A	- Chapter 16 - Group research	- Evaluation of group project - Class discussion	8.1.12 A 8.4.12 A
	35	Students will evaluate the Glorious	R	Chapter 16	Evaluation of group	5.1.12 I

Unit	Num	Objective	Level	Content	Evaluation	Standard
		Revolution and its implications.		- Supplemental: English Declaration of Rights - Group research	- project - Class discussion	8.1.12 C,D 8.4.12 A,B
	36	Students will explain how the Dutch Republic developed constitutionalism.	L	- Chapter 16 - Supplemental reading	Test on Absolutism and Constitutionalism	8.1.12 D 8.4.12 A-C
Eastern European Absolutism	37	Students will describe the medieval background of Eastern Europe.	A	Chapter 17	Class discussion	8.4.12.C
	38	Students will compare and contrast the basic structure of society in Eastern Europe with Western Europe in the early modern period.	R	Chapter 17	- Class discussion - Essay, multiple choice	8.1.12 A 8.4.12 C 8.4.12 D
	39	Students will construct how the rulers of Austria, Prussia, and Russia managed to build powerful, absolute monarchies in their different social environments.	R	- Chapter 17 - Map of Russian expansion - Video: Catherine the Great	- Essay - Class discussion	7.3.12 B 7.3.12 E 8.1.12 A 8.4.12 A 8.4.12 D
	40	Students will evaluate how absolute monarchs' interaction with artists and architects contributed to Baroque culture.	R	- Chapter 17 - Musical samples - Primary source readings on Peter the Great - Eastern European Baroque Art PowerPoint presentation	- Homework essay - Class discussion	8.1.12 B 8.1.12 D 8.4.12 A 8.4.12 B 8.4.12 C
Age of Reason	41	Students will compare and contrast the major personalities of the period.	U	- Chapter 18 - Video: Enlightenment	- Essay, multiple choice, and identification - Class discussion	8.4.12 A
	42	Students will describe the new scientific theories of the major personalities.	U	- Chapter 18 - Supplemental: readings from Bacon, Descartes, Kant, Voltaire, and Rousseau	- Class discussion - Homework essay	8.1.12 B,D 8.4.12 A-C
	43	Students will determine how scientific changes and enlightened thought effected society and politics	R	- Chapter 18 - Primary source document	Class discussion	8.1.12 C 8.4.12 B-D
	44	Students will analyze how the Enlightenment aided the development of Absolutism in Prussia and Russia.	U	Chapter 18	Essay	8.1.12 A 8.4.12 A 8.4.12 D
Prelude to Industrialization	45	Students will compare the open field system and enclosure	L	Chapter 19	- Test - Class discussion	6.1.12 A 8.1.12 B 8.4.12 C
	46	Students will identify those agricultural innovations that impacted	L	- Chapter 19 - Maps of resources and early	- Test - Class discussion	7.3.12 D 8.1.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		society.		industry		8.4.12 C
	47	Students will evaluate the political, economic, and social impact of agricultural changes.	R	- Chapter 19 - Primary Source document: Adam Smith	- Class discussion - Homework essay	6.1.12 D 8.1.12 C,D 8.4.12 A-C
	48	Students will determine how the cottage industry grew and developed into modern industrialization.	U	Chapter 19	Test	6.1.12 A,D 8.1.12 A 8.4.12 C
Life of the People in the 18th century	49	Students will evaluate the changes that occurred in marriage and family by the end of the 18 th century.	R	- Chapter 20 - Supplemental: Mary Wollstonecraft reading - Power point presentation - Group research	- Homework essay - Test - Evaluation of group project	8.1.12 B 8.1.12 D 8.4.12 B 8.4.12 C 8.4.12 D
	50	Students will compare and contrast life for 18 th century children with today.	R	- Chapter 20 - Supplemental: primary source from period - Group research	- Evaluation of group project - Essay - Class discussion	8.1.12 B 8.1.12 D 8.4.12 B-D
	51	Students will identify 18 th century diet and evaluate its effects on people's health.	U	- Chapter 20 - Power point presentation - Group research	- Evaluation of group project - Test - Class discussion	8.1.12 B 8.1.12 D 8.4.12 B 8.4.12 C
	52	Students will determine 18 th century medical contributions.	U	- Chapter 20 - Power point presentation - Group research	- Evaluation of group project - Test - Class discussion	8.1.12 B 8.1.12 D 8.4.12 B 8.4.12 C
	53	Students will distinguish patterns of popular religion in the 18 th century.	R	- Chapter 20 - Group research	- Evaluation of group project - Test - Class discussion	8.1.12 B 8.1.12 D 8.4.12 B 8.4.12 C
Revolution and Reaction	54	Students will relate liberalism and the American Revolution to early discontent in France.	U	Chapter 21	- Class discussion - Essay	8.1.12 B 8.4.12 A 8.4.12 D
	55	Students will describe the causes of the French Revolution.	L	Chapter 21	- Class discussion - Test	8.1.12 A 8.4.12 C,D
	56	Students will describe the role of women in the Revolution.	L	Chapter 21	- Class discussion - Test	8.4.12 C 8.4.12 D
	57	Students will evaluate how political and economic changes (crowd appeasement) affected the tide of Revolution.	R	Chapter 21	- Class discussion - Test - Mock trial of Louis XVI and Robespierre	6.1.12 D 8.1.12 C 8.4.12 C 8.4.12 D
	58	Students will describe Republican France from the Second Revolution	L	- Chapter 21 - Supplemental: Robespierre	- Class discussion - Test	6.1.12 D 8.1.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		until Napoleon in terms of political, economic, and social issues.			• Homework essay	8.4.12 A-C
	59	Students will summarize the ideas and objectives of the men and women who tried to change the French system.	U	• Chapter 21 • Supplemental: Declaration of the Rights of Man	• Class discussion • Test	8.1.12 B,D 8.4.12 A 8.4.12 B
	60	Students will identify the gains and losses for privileged groups and ordinary people during the wars and upheaval of the Revolution.	L	• Chapter 21	• Class discussion • Essay	8.1.12 A 8.4.12 C 8.4.12 D
	61	Students will describe the rise of Napoleon.	A	• Chapter 21 • Supplemental: Napoleon • Primary Source Documents (Jackdaw Napoleon)	• Class discussion • Essay	8.1.12 A 8.1.12 B 8.1.12 D 8.4.12 A,B
	62	Students will compare and contrast Napoleon, Louis XVI, and Republican France.	R	• Chapter 21 • Maps of pre- and Napoleonic Europe	• Class discussion • Essay	7.3.12 B,E 8.1.12 A,B 8.4.12 A
Revolution and Reaction	63	Students will analyze Republican France's attitude toward slavery.	U	• Chapter 21	• Test	8.4.12 D
	64	Students will evaluate foreign reactions to the French Revolution.	U	• Supplemental: Edmund Burke's <i>Reflections on the Revolution in France</i>	• Class discussion • Possible document-based question	8.1.12 B-D 8.4.12 B
	65	Students will compose a critical journal article review due at the end of the second quarter.	U	• Supplemental: out of class project	• Evaluation of review of an approved journal article	8.1.12 D 8.4.12 C 8.4.12 D
Industrial Revolution and Ideologies	66	Students will explain the origins and development of the Industrial Revolution.	A	• Chapter 22	• Class discussion • Test	8.1.12 A 8.4.12 C
	67	Students will evaluate changes brought onto society by the Industrial Revolution.	L	• Chapter 22 • Graphs of Coal and Iron Production • Supplemental: primary source readings on living and working conditions • Maps of Industrial England	• Class discussion • Test • Homework essay	6.1.12 A,D 6.4.12 D 7.3.12 D 8.1.12 B 8.1.14 D 8.4.12 B 8.4.12 C
	68	Students will analyze economic theories derived from the Industrial Revolution.	U	• Chapter 22 • Primary Source readings	• Class discussion • Test	6.1.12 A 8.1.12 B,D 8.4.12 A-C
Ideologies and Revolutions between 1815-1850	69	Students will analyze the various political ideologies and how they led to change.	U	• Chapter 23 • Primary Source documents	• Class discussion • Test • Homework essay	8.1.12 B-D 8.4.12 A 8.4.12 D
	70	Students will summarize how artists	R	• Chapter 23	• Class discussion	8.1.12 B

Unit	Num	Objective	Level	Content	Evaluation	Standard
		and writers of the Romantic movement influenced or demonstrated change.		- Musical samples - Romantic Period PowerPoint presentation	Test	8.1.12 D 8.4.12 A 8.4.12 C
	71	Students will explain how political revolution broke out in 1815.	A	- Chapter 23 - Map of post-Napoleonic Europe	- Class discussion - Test	7.3.12 B,E 8.1.12 A,B 8.4.12 D
	72	Students will evaluate the success and failure of the revolutions of 1830 and 1848 throughout Europe.	U	Chapter 23	Multiple choice test	8.1.12 A 8.4.12 D
Urban Society from 1800 to 1900	73	Students will describe life in 19 th century cities and how it changed.	A	- Chapter 24 - Primary source documents - Group research	- Test - Class discussion - Evaluation of group project	8.1.12 B 8.1.12 D 8.4.12 B-D
	74	Students will evaluate the effects of the emergence of the urban industrial society	R	Chapter 24	- Homework essay - Discussion - Evaluation of group project	8.1.12 D 8.4.12 C 8.4.12 D
	75	Students will compare and contrast families, lifestyles, and the challenges faced by different social classes.	U	- Chapter 24 - Graphs of population and income statistics	- Discussion - Evaluation of group project	7.3.12 A 8.1.12 D 8.4.12 C,D
	76	Students will evaluate the effects of science and thought on this era.	R	Chapter 24	- Discussion - Evaluation of group project	8.1.12 D 8.4.12 C 8.4.12 D
	77	Students will compose a critical journal article review due at the end of the third quarter.	U	Supplemental: out of class project	Evaluation of review of an approved journal article	8.1.12 D 8.4.12 C 8.4.12 D
Nationalism: 1850 to 1914	78	Students will describe the rise of nationalism in Europe (France, Italy, Germany, Russia, and Britain).	A	Chapter 25	- Test - Class discussion	8.1.12 A 8.4.12 C 8.4.12 D
	79	Students will evaluate if nationalism became a universal faith in Europe.	R	- Chapter 25 - Musical and artistic samples	- Test - Class discussion	8.1.12 B 8.4.12 C 8.4.12 D
	80	Students will describe Italian and German unification.	A	- Chapter 25 - Maps of German and Italian unification	- Test - Class discussion	7.3.12 B,E 8.1.12 B 8.4.12 C
	81	Students will evaluate the effectiveness of Russian modernization.	R	- Chapter 25 - Primary source document	- Test - Class discussion	8.1.12 B 8.1.12 D 8.4.12 C
	82	Students will evaluate the role of socialism and nationalism in the	R	Chapter 25	- Test - Class discussion	8.1.12 A 8.4.12 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		development of anti-Semitism.			• Homework essay	8.4.12 D
The West and the World	83	Students will explain the rise of global inequality due to industrialization.	A	• Chapter 26	• Class discussion	6.1.12 A 8.1.12 A 8.4.12 C,D
	84	Students will explain the effects of imperialism on Japan and China.	A	• Chapter 26	• Test • Class discussion	8.4.12 C
	85	Students will explain the causes and effects of increased population.	A	• Chapter 26 • Graphs of population and immigration	• Test • Class discussion	7.3.12 A 8.1.12 B 8.4.12 D
	86	Students will evaluate the causes and the significance of Western imperialism in Africa and Asia.	U	• Chapter 26 • Video: The History of Britain • Maps of European empires • Primary source documents	• Test • Class discussion • Homework essay	7.3.12 B,E 8.1.12 B,D 8.4.12 C,D
World War I	87	Students will explain the causes of World War I and evaluate their importance.	A	• Chapter 27 • Propaganda posters	• Class discussion • Test	5.1.12 M 8.1.12 B 8.4.12 D
	88	Students will explain the significance of the Alliance system.	R	• Chapter 27	• Class discussion • Test	8.4.12 D
	89	Students will evaluate the significance of the Russian Revolution.	R	• Chapter 27 • Video: Lenin	• Class discussion • Test	8.1.12 A 8.4.12 D
	90	Students will evaluate the significance of the war on socialism, women, and economics.	R	• Chapter 27 • World War I Poetry	• Class discussion • Test	8.1.12 B,C 8.4.12 C,D
	91	Students will explain the collapse of autocracy in Russia and the rise of Communism.	R	• Chapter 27 • Supplemental readings	• Class discussion • Test • Homework essay	8.1.12 B 8.1.12 D 8.4.12 D
	92	Students will compare and contrast the Balkans then to now.	U	• Chapter 27	• Class discussion • Test	8.4.12 C
	93	Students will evaluate the effects of the treaties ending World War I.	R	• Chapter 27 • Map of Post-WWI Europe	• Class debate	7.3.12 B,E 8.1.12 B 8.4.12 D
Change in Thought	94	Students will evaluate what doubt of established thought meant for western art, architecture, philosophy, and literature.	U	• Chapter 28 • Musical samples • Modern Thought Power point presentation • Individual research	• Homework essay • Test • Evaluation of individual project	8.1.12 B-D 8.4.12 A-C
	95	Students will compare and contrast political leaders' peace-making methods with those of today.	R	• Chapter 28 • Primary source readings • Individual research	• Class discussion • Test • Evaluation of individual project	8.1.12 B 8.1.12 D 8.4.12 A 8.4.12 D
	96	Students will identify the conditions	A	• Chapter 28	• Class discussion	8.1.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		in Germany after World War I			• Test	8.4.12 C,D
	97	Students will compose a critical journal article review due at the end of the fourth quarter.	U	• Supplemental: out of class project	• Evaluation of review of an approved journal article	8.1.12 D 8.4.12 C 8.4.12 D
Dictatorship and World War II	98	Students will compare and contrast authoritarianism to totalitarianism and give examples of each.	U	• Chapter 29 • Primary source documents	• Class discussion • Test	5.3.12 K 8.1.12 B,D 8.4.12 A,D
	99	Students will describe Stalin's rise to power.	A	• Chapter 29 • Video: Red Empire	• Class discussion	8.1.12 B,C 8.4.12 A
	100	Students will summarize the effects of Stalinism on the people of the USSR.	U	• Chapter 29 • Video: Red Empire	• Class discussion • Test	6.1.12 A 8.1.12 B,C 8.4.12 C
	101	Students will describe Mussolini's rise to power.	A	• Chapter 29	• Class discussion • Test	8.4.12 A
	102	Students will compare Mussolini's rise to power to Hitler's rise to power.	U	• Chapter 29 • Propaganda posters • Hitler <i>Mein Kampf</i> or other primary source document	• Class discussion • Test • Homework essay	5.1.12 M 8.1.12 B,D 8.4.12 A,B
	103	Students will evaluate the various causes of World War II.	R	• Chapter 29	• Class discussion • Test	8.1.12 A 8.4.12 D
Dictatorship and World War II	104	Students will assess the impact of the Holocaust on European Jews and on the world today.	R	• Video: The Nazis	• Class discussion	8.1.12 C 8.4.12 A 8.4.12 C,D
	105	Students will summarize the events leading to the end of World War II.	U	• Chapter 29	• Class discussion • Test	8.1.12 A 8.4.12 D
	106	Students will compare and contrast the causes, warfare tactics, and impact on society of World War I with World War II.	R	• Previous class notes • Battle maps • Individual research	• Class discussion • Test • Evaluation of individual project	7.3.12 B,E 8.1.12 B-D 8.4.12 A 8.4.12 C,D
Western European Renaissance	107	Students will identify the causes of the Cold War.	A	• Chapter 30	• Class discussion • Test	5.4.12 B 8.1.12 A 8.4.12 D
	108	Students will evaluate which post-World War II developments proved most successful and most disappointing.	R	• Chapter 30	• Class discussion • Test • Homework essay	8.1.12 C 8.4.12 C 8.4.12 D
	109	Students will analyze changes in the role of women in post-World War II Europe.	R	• Chapter 30 • Supplemental: Simone de Beauvoir	• Essay or multiple choice test	8.1.12 B,D 8.4.12 B 8.4.12 C
	110	Students will explain how and why Europe recovered economically after	U	• Chapter 30	• Class discussion • Test	6.1.12 A 8.1.12 A

Unit	Num	Objective	Level	Content	Evaluation	Standard
		World War II, despite political division.				8.4.12 C
	111	Students will evaluate the impact of de-colonization.	R	- Chapter 30 - Primary source documents - Maps of modern Asia and Africa	- Class discussion - Test	6.4.12 D 6.5.12 E 7.3.12 B,E 8.1.12 B,D 8.4.12 B-D
Europe After the Collapse of Communism	112	Students will evaluate the effect of the collapse of Communism on Russia and Eastern Europe.	R	- Chapter 31 - Supplemental: primary source documents	- Class discussion - Test	6.5.12 E 8.1.12 B,D 8.4.12 B,C
	113	Students will analyze the growth and role of NATO, the United Nations, and the European Union since the collapse of Communism.	U	- Chapter 31 - Web sites of international organizations	- Class discussion - Test	5.4.12 E 7.3.12 E 8.1.12 B,D 8.4.12 D
	114	Students will evaluate political conflict and economic developments in modern Europe.	R	- Chapter 31 - Group research	- Class discussion - Test - Evaluation of group project	6.5.12 E 8.1.12 D 8.4.12 C 8.4.12 D

Other supplemental sources will be added during the year.