MOORESTOWN TOWNSHIP PUBLIC SCHOOLS
MOORESTOWN, NEW JERSEY

Moorestown High School
Social Studies Department

Advanced Placement-European History
Grades 11 and 12

Date : July 1, 2022
Prepared by: Dr. Fred Bjornstad
Supervisor: Roseth Rodriguez

Contents

Mr. Maurice Weeks, President	**Dr. Sandra Alberti**
	Ms. Melissa Arcaro Burns
	Ms. Jill Fallows Macaluso
Dr. Mark Snyder, Vice President	**Ms. Cheryl Makopoulos**
	Mr. Mark Villanueva
	Ms. Lauren Romano

Administration

Mr. Mr. Michael Volpe, *Superintendent of Schools*

Dr. Karen Benton, *Director of Curriculum, Instruction, & Innovation*

Dr. David Tate, *Director of Special Education*

Ms. Carole Butler, *Director of Human Resources & Diversity*

Mr. Jeffrey Arey, *Director of Educational Technology*

Mr. James Heiser, *Business Administrator/Board Secretary*

Principals

Mr. Andrew Seibel, *Moorestown High School*

Mr. Matthew Keith, *William Allen Middle School*

Ms. Susan Powell, *Moorestown Upper Elementary School*

Ms. Michelle Rowe, *George C. Baker School*

Mr. Brian Carter, *Mary E. Roberts School*

Ms. Heather Hackl, *South Valley School*

Supervisors of Curriculum and Instruction

Ms. Jacqueline Brownell, *Language Arts & Media K-12*

Ms. Julie Colby, *Mathematics K- 12*

Mr. Shawn Counard*, Athletics, Physical Education/Health K-12*

Ms. Kat D'Ambra, *Guidance K-12*

Ms. Leslie Wyers*, Special Education Pre-K – 6*

Ms. Cynthia Moskalow, *Special Education 7 – Post Graduation*

Mr. Gavin Quinn, *Science K-12*

Ms. Roseth Rodriguez, *Social Studies & World Languages K – 12*

Ms. Patricia Rowe*, Visual & Performing Arts, Technology & Engineering, Business K-12*

Ms. Leslie Wyers*, Special Education Pre-K – 6*

H08-49 AP-EUROPEAN HISTORY
Level: 5 Grades: 11-12 5 Credits/Year

AP-European History covers the period from 1450 to the present. The course is largely chronological and five themes provide a framework throughout: the interaction of Europe and the world, economic developments, the evolution of objective knowledge and subjective visions, states and other institutions of political power, and the ever-changing relationship between the individual and society. Students examine the themes by employing historical thinking skills, namely, recognizing change and continuity over time, making comparisons, and defining the causes of complex historical events and putting them in context. The course culminates with the AP test given in early May. **Prerequisite:** successful completion of World History and standard US History survey courses, with teacher recommendation.

New Jersey Student Learning Standards (NJSLS)

Subject/Content Standards

Include grade appropriate subject/content standards that will be addressed

---

Era 1. The Emergence of the First Global Age: Global Interactions and Colonialism

The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations. Colonization was inspired by the desire to have access to resources and markets, often at the expense of the indigenous culture, population, and environment.

Core Idea	Performance Expectations
Geographic data can be used to analyze spatial patterns.	• 6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	• 6.2.12.GeoHE.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	• 6.2.12.EconGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.EconGE.1.a: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society. • 6.2.12.EconGE.1.b: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization. • 6.2.12.EconGE.1.c: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Core Idea	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights.	• 6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. • 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).

Core Idea	Performance Expectations
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. • 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
Chronological sequencing serves as a tool for analyzing past and present events.	• 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
Complex interacting factors influence people's perspective.	• 6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Era 3. Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)

The Industrial Revolution was a consequence of technological innovation and expanding economic activity and markets, resulting in massive population movement, urbanization, and the development of complex economic systems. Industrialized nations embarked on a competitive race for global resources and markets, resulting in the establishment of political and economic control over large regions of the world that had a lasting impact.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	• 6.2.12.CivicsPI.3.a: Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
Civic participation and deliberation are essential characteristics of individuals who support democracy and its principles**.	• 6.2.12.CivicsPD.3.a: Cite evidence describing how and why various ideals became driving forces for reforms and revolutions in Latin America and across the world (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism).
Democratic principles concerning universal human rights, concepts of equality, and the commitment to human freedom are commonly expressed in fundamental documents, values, laws, and practices.	• 6.2.12.CivicsDP.3.a: Use a variety of resources from multiple perspectives to analyze the responses of various governments to pressure from the people for self-government, reform, and revolution.
Social and political systems throughout time have promoted and denied civic virtues and democratic principles.	• 6.2.12.CivicsDP.3.b: Use data and evidence to compare and contrast the struggles for women's suffrage and workers' rights in Europe and North America and evaluate the degree to which each movement achieved its goals.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.3.a: Debate if the role of geography or enlightened ideals had the greater influence on the independence movements in Latin America.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	• 6.2.12.GeoGI.3.a: Use geographic tools and resources to investigate the changes in political boundaries between 1815 and 1914 and make evidence-based inferences regarding the impact of imperialism.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.EconGE.3.a: Analyze the interrelationships between the "agricultural revolution," population growth, industrialization, specialization of labor, and patterns of landholding in 19th century Britain. • 6.2.12.EconGE.3.b: Construct a claim based on evidence regarding on the interrelationships between the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources in different regions of the world.

Core Idea	Performance Expectations
	• 6.2.12.EconGE.3.c: Compare the impact of imperialism on economic development in Africa, Asia, and Latin America regarding barriers or opportunities for future development and political independence.
Resources impact what is produced and employment opportunities.	• 6.2.12.EconET.3.a: Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about social, economic, and cultural changes in the world.
Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	• 6.2.12.EconET.3.b: Compare the characteristics of capitalism, socialism, and communism to determine why each system emerged and its success in leading to economic growth and stability.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.3.b: Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.
To better understand the historical perspective, one must consider historical context.	• 6.2.12.HistoryUP.3.a: Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.3.c: Analyze the impact of the policies of different European colonizers on indigenous societies and explain the responses of these societies to imperialistic rule.

Era 4. Half-Century of Crisis and Achievement: The Era of the Great Wars

Nationalism, imperialism, industrialization, and militarism contributed to an increase in economic and military competition among European nations, the Ottoman Empire, and Japan, and led to World War I. The failure of the Treaty of Versailles, the impact of the global depression, and the expansionist policies and actions of Axis nations are viewed as major factors that resulted in World War II. World Wars I and II were "total wars" in which nations mobilized entire populations and economies and employed new military tactics that resulted in unprecedented death and destruction, as well as drastic changes in political boundaries. World Wars I and II challenged economic and political power structures and gave rise to a new balance of power in the world. Economic, technological, and military power and bureaucracies have been used by nations to deliberately and systematically destroy ethnic/racial, political, and cultural groups.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	• 6.2.12.CivicsPI.4.a: Compare and contrast socialism, communism, fascism, and liberal democracy, analyze the extent to which they promote and protect civil, political, social and economic rights for people, and explain the reasons for their growth or decline around the world. • 6.2.12.CivicsPI.4.b: Assess government responses to incidents of ethnic cleansing and genocide.
Governments around the world support universal human rights to varying degrees.	• 6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians, Ukrainians, Jews in the Holocaust and assess the responses by individuals, groups, and governments and analyze large-scale atrocities including 20th century massacres in China.
Geographic data can be used to analyze spatial patterns.	• 6.2.12.GeoSV.4.a: Use geographic representations to compare the changes in political boundaries in Europe pre- and post-WWI. • 6.2.12.GeoSV.4.b: Determine how geography impacted military strategies and major turning points during World War II.
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	• 6.2.12.GeoGI.4.a: Use evidence to explain how the fall of the Ottoman Empire and the rise of regional powers led to the creation of new nations in the Middle East.
Governments affect both public and private markets through regulation, taxation, budget allocations, subsidies, tariffs, price regulation, and policies that increase or reduce production possibilities.	• 6.2.12.EconEM.4.a: Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
There are multiple and complex causes and effects of historical events.	• 6.2.12.HistoryCC.4.a: Analyze the extent to which nationalism, industrialism, territorial disputes, imperialism, militarism, and alliances led to World War I. • 6.2.12.HistoryCC.4.b: Assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.

Core Idea	Performance Expectations
	• 6.2.12.HistoryCC.4.c: Analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.4.d: Assess the extent to which world war, depression, nationalist ideology, communism, and liberal democratic ideals contributed to the emergence of movements for national self-rule or sovereignty in Africa and Asia. • 6.2.12.HistoryCC.4.e: Explain the role of colonized and indigenous peoples in the war efforts of the Allies and the Central/Axis Powers in both World Wars.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.4.f: Analyze how the social, economic, and political roles of women in western countries were transformed during this time period and explore the reasons why this transformation did not occur outside of the western world. • 6.2.12.HistoryCC.4.g: Use a variety of resources from different perspectives to analyze the role of racial bias, nationalism, and propaganda in mobilizing civilian populations in support of "total war." • 6.2.12.HistoryCC.4.h: Compare and contrast World Wars I and II in terms of technological innovations (i.e., industrial production, scientific research, war tactics) and social impact (i.e., national mobilization, loss of life, and destruction of property).
To better understand the historical perspective, one must consider historical context.	• 6.2.12.HistoryUP.4.a: Analyze the impact of the Treaty of Versailles and the League of Nations from the perspectives of different nations.
Complex interacting factors influence people's perspective.	• 6.2.12.HistoryUP.4.b: Report on the influence of war, economic depression, and genocide on the arts, cultural values, and social ideas. • 6.2.12.HistoryUP.4.c: Compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved.

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.2.12.HistoryCA.4.a: Generate an evidence-based argument to explain the rise of nationalism in China, Turkey, and India. • 6.2.12.HistoryCA.4.b: Assess the causes of revolution in the 20th century (i.e., Russia, China, India, and Cuba), and determine the impact on global politics. • 6.2.12.HistoryCA.4.c: Evaluate how the Allied countries responded to the expansionist actions of Germany, Italy, and Japan.

Era 5. The 20th Century Since 1945: Challenges for the Modern World

Decolonization, the emergence of new independent nations, and competing ideologies changed the political landscape and national identities of those involved, and sometimes included military confrontations and violations of human rights. International migration and scientific and technological improvements in the second half of the 20th century resulted in an increasingly global economy and society that are challenged by limited natural resources.

Core Idea	Performance Expectations
Civic and political institutions address social and political problems at the local, state, tribal, national, and/or international level.	• 6.2.12.CivicsPI.5.a: Analyze the structure and goals of the United Nations and evaluate the organization's ability to protect human rights, to mediate conflicts, and ensure peace.
Governments around the world support universal human rights to varying degrees.	• 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.5.a: Explain how World War II led to aspirations for self-determination and compare and contrast the methods used by African and Asian countries to achieve independence.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.2.12.GeoPP.5.a: Use a variety of sources to explain the impact of migration on the way of life in the country of origin and the new country (e.g., social, economic, political structures).
Geographic data can be used to analyze spatial patterns.	• 6.2.12.GeoSV.5.a: Use geographic data to interpret the factors of post-independence struggles in South Asia (e.g., the struggle over the partitioning of the subcontinent into India and Pakistan, as well as later tensions over Kashmir).
Global interconnections create complex spatial patterns at multiple scales that continue to change over time.	• 6.2.12.GeoGI.5.a: Use maps and primary sources to evaluate the impact of geography and economics on the decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

Economic ways of thinking are influenced by economists, economic theories, and economic laws (e.g., Smith, Malthus, Ricardo, Marx, Schumpeter, Keynes, Friedman).	• 6.2.12.EconET.5.a: Compare and contrast free market capitalism and Western European democratic socialism with Soviet communism. • 6.2.12.EconET.5.b: Articulate a point of view which assesses the reasons for and consequences of the growth of communism and shift toward a market economy in China.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
Chronological sequencing serves as a tool for analyzing past and present events.	• 6.2.12.HistoryCC.5.b: Analyze the reasons for the Cold War and the collapse of the Soviet Union and evaluate the impact of these events on changing national boundaries in Eastern Europe and Asia.

Core Idea	**Performance Expectations**
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.5.c: Cite evidence describing the role of boundary disputes and limited natural resources as sources of conflict. • 6.2.12.HistoryCC.5.d: Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities. • 6.2.12.HistoryCC.5.e: Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information worldwide.
There are multiple and complex causes and effects of historical events.	• 6.2.12.HistoryCC.5.f: Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances (e.g., NATO, SEATO, Warsaw Pact), and periodic military clashes (e.g., Korean War, Middle East).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.5.g: Assess the impact of Gandhi's methods of civil disobedience and passive resistance in India and determine how his methods were later used by people from other countries.

	• 6.2.12.HistoryCC.5.h: Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women's progress toward social equality, economic equality, and political equality in various countries.
Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.	• 6.2.12.HistoryCA.5.a: Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.

Era 6. Contemporary Issues

Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.

Core Idea	Performance Expectations
Constitutions, laws, treaties, and international agreements seek to maintain order at the national, regional, and international levels of governance.	• 6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
Governments around the world support universal human rights to varying degrees.	• 6.2.12.CivicsHR.6.a: Evaluate the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

Core Idea	Performance Expectations
Human and civil rights support the worth and dignity of the individual.	• 6.2.12.CivicsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	• 6.2.12.GeoPP.6.a: Make evidence-based inferences to determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	• 6.2.12.EconGE.6.a: Evaluate efforts of governmental, non-governmental, and international organizations to address economic imbalances, social inequalities, climate change, health and/or illiteracy.

	• 6.2.12.EconGE.6.b: Assess the role government monetary policies, central banks, international investment, and exchange rates play in maintaining stable regional and global economies.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	• 6.2.12.EconGE.6.c: Relate the rise of the Internet and social media to global economy.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

English Language Arts Companion Standards
List appropriate units below for which standards <u>may be addressed</u>

Unit Addressed	Standard #	Standard Description
Units 1-4	RH.11-12.1.	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Units 1-4	RH.11-12.2.	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or the author's perspective(s) develop over the course of the text.
Units 1-4	RH.11-12.3.	Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
Units 1-4	RH.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Units 1-4	RH.11-12.5.	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
Units 1-4	RH.11-12.6.	Evaluate authors' differing perspectives on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
Units 1-4	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.
Units 1-4	RH.11-12.8.	Evaluate an author's claims, reasoning, and evidence by corroborating or challenging them with other sources.
Units 1-4	RH.11-12.9.	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
Units 1-4	RH.11-12.10.	By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.
Units 1-4	WHST.11-12.1.	Write arguments focused on discipline-specific content. A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. B. Develop claim(s) and counterclaims using sound reasoning and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

		E. Provide a concluding paragraph or section that supports the argument presented.
Units 1-4	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. A. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. E. Provide a concluding paragraph or section that supports the argument presented.
Units 1-4	WHST.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Units 1-4	WHST.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
Units 1-4	WHST.11-12.6.	Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
Units 1-4	WHST.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

Units 1-4	WHST.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Units 1-4	WHST.11-12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
Units 1-4	WHST.11-12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Career Awareness, Exploration, Preparation, and Training (Standard 9.2)
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
	There are strategies to improve one's professional value and marketability.	*9.2.12.CAP.1: Analyze unemployment rates for workers with different levels of education and how the economic, social, and political conditions of a time period are affected by a recession.* *9.2.12.CAP.2: Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.* *9.2.12.CAP.3: Investigate how continuing education contributes to one's career and personal growth.*
	Career planning requires purposeful planning based on research, self-knowledge, and informed choices.	*9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.*

		9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans. *9.2.12.CAP.6*: Identify transferable skills in career choices and design alternative career plans based on those skills. *9.2.12.CAP.7*: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest. *9.2.12.CAP.8*: Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors. *9.2.12.CAP.9*: Locate information on working papers, what is required to obtain them, and who must sign them. *9.2.12.CAP.10*: Identify strategies for reducing overall costs of postsecondary education (e.g., tuition assistance, loans, grants, scholarships, and student loans). *9.2.12.CAP.11*: Demonstrate an understanding of Free Application for Federal Student Aid (FAFSA) requirements to apply for postsecondary education.
Units 1-4	An individual's income and benefit needs and financial plan can change over time.	*9.2.12.CAP.12*: Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients. *9.2.12.CAP.13*: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
	Securing an income involves an understanding of the costs and time in preparing for a career field, interview and negotiation skills, job searches, resume development, prior experience, and vesting and retirement plans.	*9.2.12.CAP.14*: Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

| | Understanding income involves an analysis of payroll taxes, deductions and earned benefits. | **9.2.12.CAP.15**: Demonstrate how exemptions, deductions, and deferred income (e.g., retirement or medical) can reduce taxable income.
9.2.12.CAP.16: Explain why taxes are withheld from income and the relationship of federal, state, and local taxes (e.g., property, income, excise, and sales) and how the money collected is used by local, county, state, and federal governments.
9.2.12.CAP.17: Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
9.2.12.CAP.18: Differentiate between taxable and nontaxable income from various forms of employment (e.g., cash business, tips, tax filing and withholding).
9.2.12.CAP.19: Explain the purpose of payroll deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay, including the cost of employee benefits to employers and self-employment income.
9.2.12.CAP.20: Analyze a Federal and State Income Tax Return. |
| | There are ways to assess a business's feasibility and risk and to align it with an individual's financial goals. | **9.2.12.CAP.21**: Explain low-cost and low-risk ways to start a business.
9.2.12.CAP.22: Compare risk and reward potential and use the comparison to decide whether starting a business is feasible.
9.2.12.CAP.23: Identify different ways to obtain capital for starting a business |

Life Literacies and Key Skills (Standard 9.4)
List appropriate units below for which standards will be addressed

By Grade 12		
Unit Addressed	**Core Idea**	**Standard / Description**
Units 1-4	**Creativity and Innovation**: With a growth mindset, failure is an important part of success.	**9.4.12.CI.1**: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

	Creativity and Innovation: Innovative ideas or innovation can lead to career opportunities.	*9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).* *9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).*
	Critical Thinking and Problem-solving: Collaboration with individuals with diverse experiences can aid in the problem-solving process, particularly for global issues where diverse solutions are needed.	*9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).* *9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).* *9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice).* *9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.*
	Digital Citizenship: Laws govern the use of intellectual property and there are legal consequences to utilizing or sharing another's original works without permission or appropriate credit.	*9.4.12.DC.1: Explain the beneficial and harmful effects that intellectual property laws can have on the creation and sharing of content (e.g., 6.1.12.CivicsPR.16.a).* *9.4.12.DC.2: Compare and contrast international differences in copyright laws and ethics*
	Digital Citizenship: Laws govern many aspects of computing, such as privacy, data, property, information, and identity. These laws can have beneficial and harmful effects, such as expediting or delaying advancements in computing and protecting or infringing upon people's rights.	*9.4.12.DC.3: Evaluate the social and economic implications of privacy in the context of safety, law, or ethics (e.g., 6.3.12.HistoryCA.1).* *9.4.12.DC.4: Explain the privacy concerns related to the collection of data (e.g., cookies) and generation of data through automated processes that may not be evident to users (e.g., 8.1.12.NI.3).* *9.4.12.DC.5: Debate laws and regulations that impact the development and use of software.*
	Digital Citizenship: Cultivating online reputations for employers and academia requires separating private and professional digital identities.	*9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.*

	Digital Citizenship: Digital communities influence many aspects of society, especially the workforce. The increased connectivity between people in different cultures and different career fields have changed the nature, content, and responsibilities of many careers.	*9.4.12.DC.7: Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).*
	Digital Citizenship: Network connectivity and computing capability extended to objects, sensors and everyday items not normally considered computers allows these devices to generate, exchange, and consume data with minimal human intervention. Technologies such as Artificial Intelligence (AI) and blockchain can help minimize the effect of climate change.	*9.4.12.DC.8: Explain how increased network connectivity and computing capabilities of everyday objects allow for innovative technological approaches to climate protection.*
	Global and Cultural Awareness: Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences.	*9.4.12.GCA.1: Collaborate with individuals to analyze a variety of potential solutions to climate change effects and determine why some solutions (e.g., political. economic, cultural) may work better than others (e.g., SL.11-12.1., HS-ETS1-1, HS-ETS1-2, HS-ETS1-4, 6.3.12.GeoGI.1, 7.1.IH.IPERS.6, 7.1.IL.IPERS.7, 8.2.12.ETW.3).*
	Information and Media Literacy: Advanced search techniques can be used with digital and media resources to locate information and to check the credibility and the expertise of sources to answer questions, solve problems, and inform the decision-making.	*9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.* *9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources.*

	Information and Media Literacy: Digital tools such as artificial intelligence, image enhancement and analysis, and sophisticated computer modeling and simulation create new types of information that may have profound effects on society. These new types of information must be evaluated carefully	*9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)* *9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience (e.g., S-ID.B.6b, HS-LS2-4).*
	Information and Media Literacy: In order for members of our society to participate productively, information needs to be shared accurately and ethically.	*9.4.12.IML.5: Evaluate, synthesize, and apply information on climate change from various sources appropriately (e.g., 2.1.12.CHSS.6, S.IC.B.4, S.IC.B.6, 8.1.12.DA.1, 6.1.12.GeoHE.14.a, 7.1.AL.PRSNT.2).* *9.4.12.IML.6: Use various types of media to produce and store information on climate change for different purposes and audiences with sensitivity to cultural, gender, and age diversity (e.g., NJSLSA.SL5).*
	Information and Media Literacy: Accurate information may help in making valuable and ethical choices.	*9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).*
Units 1-4	**Information and Media Literacy:** Media have embedded values and points of view.	*9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).* *9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).*
	Technology Literacy: Digital tools differ in features, capacities, and styles. Knowledge of different digital tools is helpful in selecting the best tool for a given task.	*9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specific task (e.g., W.11-12.6.).* *9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.*

	Technology Literacy: Collaborative digital tools can be used to access, record and share different viewpoints and to collect and tabulate the views of groups of people.	*9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.* *9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).*

Interdisciplinary Connections ([2020 NJSLS](#))
List any other content standards addressed as well as appropriate units. All arts integration connections may be listed within this chart.

Visual & Performing Arts Integration ([Standard 1](#))
List appropriate units below for which standards (1.1 through 1.5) may be addressed

Unit Addressed	Artistic Process	Anchor Standard
Units 1-4	**Creating**	*Anchor Standard 1: Generating and conceptualizing ideas.* *Anchor Standard 2: Organizing and developing ideas.* *Anchor Standard 3: Refining and completing products.*
Units 1-4	**Connecting**	*Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.* *Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.*
Units 1-4	**Performing/ Presenting/ Producing**	*Anchor Standard 4: Selecting, analyzing, and interpreting work.* *Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.* *Anchor Standard 6: Conveying meaning through art.*
Units 1-4	**Responding**	*Anchor Standard 7: Perceiving and analyzing products.* *Anchor Standard 8: Applying criteria to evaluate products.* *Anchor Standard 9: Interpreting intent and meaning.*

Amistad, Holocaust, LGBT and Disabilities, Diversity and Inclusion, Asian Americans and Pacific Islanders Laws:

Unit Addressed	Performance Expectations
Units 1-3	**Amistad Law: N.J.S.A. 18A 35-4.43 (Grades K-12)** Every board of education shall include, in the curriculum of all elementary and secondary school students, instruction that infuses into all courses on the United States, the centuries of accomplishments by African Americans in the building and development of America including, but not limited to, the areas of industry, military, government, and the professions; local communities; math, science, medicine, and space; architecture and the arts; social institutions and culture; and other aspects of life in America. The instruction shall enable students to identify and analyze applicable theories concerning human nature and behavior; to know and understand the nation's heritage of slavery and freedom; to know and understand the impact of African diasporic cultures and institutions on the Americas; to know and understand the contributions of African Americans to all areas of American society throughout its history, beginning with the colonial period; to know and understand that inequality is a consequence of prejudice and discrimination in the pursuit of maintaining power and dominance over certain portions of society; to know and understand citizenship and disenfranchisement; and to understand that issues of moral dilemma and conscience have a profound impact on the nation and the self-image and self-realization of its entire population, especially the personal and civic development of students in grades kindergarten through 12. The instruction shall also emphasize the personal responsibility of each citizen to fight racism and hatred whenever and wherever it happens and to uphold the national ideals of freedom and justice for all.
Units 1-4	**Holocaust/Genocide Law: N.J.S.A. 18A:35-28 (Grades K-12)** Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.
Units 1-4	**Disabled and LGBT Persons Law: N.J.S.A. 18A:35-4.35 (Grades 6 -12)** A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
Units 1-4	**Diversity and Inclusion Law: N.J.S.A. 18A:35-4.36a (Grades K-12)** Each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards. The instruction shall highlight and promote diversity, including economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance; examine the impact that unconscious bias and economic disparities have on both an individual level and on society as a whole; and encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Units 1-4	**Asian American, Pacific Islander History and Contributions Law**: N.J.S.A. **18A:35-4.44 (Grades K-12)** A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Pacing Guide (All Dates are approximate based on the school calendar)

Unit/ Topic	Month (w/Approx number of Teaching Days)
Introduction and Overview	**September** **(~ 2 days)**
Unit I, 1450-1648 **Topic 1: Renaissance and Exploration** **The Waning of the Middle Ages** **Renaissance: Northern and Southern** **New Monarchies** **Transformative technologies** **Colonial Expansion and Slavery**	**September** **(~ 20 days)**
Unit I, 1450-1648 **Topic 2: Age of Reformation** **Protestantism** **Catholic Reformation** **Wars of Religion** **16th Century Arts and Society**	**October** **(~11 days)**
Unit 2, 1648-1815 **Topic 3: State-Building** **Proto-Capitalism** **State-building: Absolutism, Constitutionalism, Despotism** **Revolutions in the Atlantic World**	**October** **(~11 days)**
Unit 2, 1648-1815 **Topic 4: Scientific, Philosophical and Political Developments** **Scientific Revolution** **Enlightenment** **18th Century Society and Culture**	**November** **(~20 days)**
Unit 2, 1648-1815 **Topic 5: Late 18th Century Conflicts and Crises** **British Ascendency** **Romanticism** **French Revolution and Napoleon**	**December** **(~15 days)**

Revolutions in the Atlantic World **Congress of Vienna**	**December** Continued
Unit 3, 1815-1914 **Topic 6: The Industrial Revolution and its Economic, Social, Cultural and Political Consequences** **Second Industrial Revolution** **Conservatism, Liberalism, Socialism, Marxism, Anarchism, Feminism**	**January** (~20 days)
Unit 3, 1815-1914 **Topic 7: 19th Century Political and Social Developments** **Varieties of Nationalism** **Darwinism, Social Darwinism, and the Decline of Liberalism** **Social and Cultural Trends** **Varieties of Imperialism and their Consequences**	**February** (~15 days)
Unit 4, 1914-Present **Topic 8: Global Conflicts** **World War I** **Russian Revolution** **Twentieth Century Crisis: Liberalism, Communism, Fascism** **World War II** **The Holocaust** **20th Century Cultural Developments (Modernism)**	**March** (~20 days)
Unit 4, 1914-Present **Topic 9: Cold War and Contemporary Europe** **Origins and Development of the Cold War, 1945-89** **Decolonization** **International Counterculture** **Feminism** **Arts and Culture** **Migration and Immigration** **Technological Changes** **Globalization** **Arts and Culture** **1989 and After**	**April** (~20 days)
Film as Memory	**May-June** (~20 days)

Unit Name: Unit I, Ca. 1450-1648

Learning Goals: What do I want my students to learn?

Standards

NJSLS - 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.EconGE.1.a, 6.2.12.EconGE.1.a, 6.2.12.EconGE.1.b, 6.2.12.EconGE.1.c, 6.2.12.HistoryCC.1.a, 6.2.12.HistoryCC.1.b, 6.2.12.HistoryCC.1.c, 6.2.12.HistoryCC.1.d, 6.2.12.HistoryCC.1.f, 6.2.12.HistoryCC.1.g, 6.2.12.CivicsPR.2.b, 6.2.12.GeoPP.2.a, 6.2.12.EconGE.2.a, 6.2.12.HistoryCC.2.a, 6.2.12.HistoryCC.2.b, 6.2.12.HistoryCC.2.c, 6.2.12.HistoryUP.2.a

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- Rationalism and science challenged ecclesiastical and traditional authorities.
- Christendom was rent by religious pluralism and violence.
- Western Europe became more urban, but remained clearly stratified. New kinds of states appeared, undermining traditional political systems.
- European exploration and colonization revolutionized daily life in Western Europe and established a global economy.
- Technological developments were dominated by court patronage of individuals.
- Eastern Europe was largely untouched by Renaissance, Reformation, Exploration, and State-Building.

Learning Objectives

Students will be able to…
- compare and contrast the causes, patterns and ideas of historical developments.
- place particular events in a historical context.
- make an argument about a historical question using historical evidence to support an
- analytical thesis.
- analyze, evaluate and synthesize historical evidence.
- identify and analyze the causes and effects of the Renaissance, Reformation,
- exploration and state-building.
- compare and contrast traditional (medieval) European civilization with early modern
- Europe.
- categorize key terms as social, political, economic and/or cultural.
- students will be able to determine patterns of continuity and change between 1450 and 1648.

Unit Name: Unit II 1648-1815

Learning Goals: What do I want my students to learn?

Standards

NJSLS - Era 1: 6.2.12.GeoSV.1.a, 6.2.12.GeoHE.1.a, 6.2.12.EconGE.1.a, 6.2.12.EconGE.1.a, 6.2.12.EconGE.1.b, 6.2.12.EconGE.1.c, 6.2.12.HistoryCC.1.a, 6.2.12.HistoryCC.1.b, 6.2.12.HistoryCC.1.c, 6.2.12.HistoryCC.1.d, 6.2.12.HistoryCC.1.f, 6.2.12.HistoryCC.1.g, Era 2: 6.2.12.CivicsPR.2.b, 6.2.12.GeoPP.2.a, 6.2.12.EconGE.2.a,

6.2.12.HistoryCC.2.a, 6.2.12.HistoryCC.2.b, 6.2.12.HistoryCC.2.c, 6.2.12.HistoryUP.2.a Era 3: 6.2.12.CivicsPD.3.a,

6.2.12.CivicsDP.3.a, 6.2.12.EconGE.3.a, 6.2.12.EconET.3.a, 6.2.12.HistoryUP.3.a, 6.2.12.HistoryCC.3.c

NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- Traditional forms of governance were eclipsed by absolutism, constitutionalism, and despotism.
- Traditional economic patterns were transformed by the emergence of mercantilism,
- Emergence of the Commercial Revolution, capitalism, and global trade.
- Social relationships were reshaped by religious pluralism, liberalism, capitalism, urbanization and slavery.
- The Scientific Revolution gave rise to the Enlightenment and Romanticism. Secularism became a permanent feature of European culture. The concept of human rights emerged for the first time.

Learning Objectives

Students will be able to…

● compare and contrast the causes, patterns and ideas of historical developments.
● make an argument about a historical question using historical evidence to support an analytical thesis.
● analyze, evaluate and synthesize historical evidence.
● categorize key terms as social, political, economic and/or cultural.
● place particular events in a historical context.
● make an argument about a historical question using historical evidence to support an analytical thesis.
● compare and contrast the rationales and practices of different political systems that emerged in the era and also with traditional forms of governance.
● identify sources of nationalism and its varieties.
● account for the emergence of new economic patterns and how they were related to the development of the state.
● explain the causes of changes in gender roles, class structure, demography, racial attitudes and family life.
● discern the connections between print culture, the arts, religiosity (or its absence) and broader political, economic and social developments.
● explicate the nature and consequences of technological and scientific advancements on the political, economic, social and cultural practices.

● distinguish the genres of art during the period (baroque, neoclassical and romantic).
explain how print culture reshaped European life.
● explain the human rights were central to revolutions in France and the British colonies
by reading key documents
● show how the social sciences reflected the methods and values of the Scientific
Revolution.
● demonstrate that Western European states grew in power in part by creating
institutions devoted to science and technology.

Unit Name: Unit III 1815-1914

Learning Goals: What do I want my students to learn?

Standards

Fundamental Concepts / Big Ideas

- Compare and contrast the causes, patterns and ideas of historical developments.
- Place particular events in a historical context.
- Make an argument about a historical question using historical evidence to support an
- analytical thesis.
- Analyze, evaluate and synthesize historical evidence.
- Categorize key terms as social, political, economic and/or cultural.
- Industrialization revolutionized almost every aspect of European life and profoundly reshaped cultures around the globe.
- The population of Western Europe grew to unprecedented size and had never been so urbanized.
- Liberalism was ascendant in 1815, but in decline in the decades after 1850. It was challenged by new ideologies on the right and the left.
- There was no general war in Europe for a century.
- A "new" imperialism emerged making European states dominant in Africa, Asia and
- Latin America.
- Religious belief continued to decline, accelerated by advances in the sciences.
- Bourgeois culture dominated western European culture. The arts were emancipated from patronage, allowing for the emergence of Modernism.
- Technological development was increasingly dominated by corporations and underwritten by financial institutions.

Learning Objectives

Students will be able to…
● compare and contrast the causes, patterns and ideas of historical developments.
● place particular events in a historical context.
● make an argument about a historical question using historical evidence to support an analytical thesis.
● analyze, evaluate and synthesize historical evidence.
analyze patterns of industrialization across the continent.
● comprehend and explain the consequences of industrialization globally and locally.

- distinguish between the first and second industrial revolutions.
- explain liberalism as an ideology and contrast it with various anti-liberal ideologies.
- the state increasingly involved itself in what was once considered the private sphere.
- explain how the Congress of Vienna laid the basis for a century of peace and why it disintegrated after 1871.
- explain changing gender roles during the period.
- analyze the elements of bourgeois life and its critics.
- distinguish modernism from traditional forms of art.
- explain how the Second Industrial Revolution grew out of an economic organizational revolution.

Unit Name: Unit IV, 1914-Present

Learning Goals: What do I want my students to learn?

Standards

NJSLS - Era 4: 6.2.12.CivicsPI.4.a, 6.2.12.CivicsPI.4.b 6.2.12.CivicsHR.4.a, 6.2.12.GeoSV.4.a, 6.2.12.GeoSV.4.b,

6.2.12.GeoGI.4.a, 6.2.12.EconEM.4.a, 6.2.12.HistoryCC.4.a, 6.2.12.HistoryCC.4.b, 6.2.12.HistoryCC.4.c,

6.2.12.HistoryCC.4.d, 6.2.12.HistoryCC.4.e, 6.2.12.HistoryCC.4.f, 6.2.12.HistoryCC.4.g, 6.2.12.HistoryCC.4.h,

6.2.12.HistoryUP.4.a, 6.2.12.HistoryUP.4.b, 6.2.12.HistoryUP.4.c, 6.2.12.HistoryCA.4.a, 6.2.12.HistoryCA.4.b,

6.2.12.HistoryCA.4.c.   Era 5: 6.2.12.HistoryCC.5.a, 6.2.12.GeoPP.5.a, 6.2.12.GeoGI.5.a, 6.2.12.EconET.5.a,
6.2.12.EconET.5.b, 6.2.12.HistoryCC.5.b, 6.2.12.HistoryCC.5.e,

6.2.12.HistoryCC.5.f, 6.2.12.HistoryCC.5.g, 6.2.12.HistoryCC.5.h, 6.2.12.HistoryCA.5.a. Era 6: 6.2.12.CivicsPI.6.a,

6.2.12.CivicsHR.6.a, 6.2.12.CivicsHR.6.b, 6.2.12.GeoPP.6.a, 6.2.12.EconGE.6.b, 6.2.12.EconGE.6.c,

6.2.12.HistoryCC.6.a, 6.3.12.HistoryCA.12
NJSLS - Career Awareness, Exploration, Preparation, and Training
NJSLS - Life Literacies and Key Skills
NJSLS - Interdisciplinary Standards

Fundamental Concepts / Big Ideas

- compare and contrast the causes, patterns and ideas of historical developments.
- place particular events in a historical context.
- make an argument about a historical question using historical evidence to support an analytical thesis.
- analyze, evaluate and synthesize historical evidence.
- categorize key terms as social, political, economic and/or cultural.
- The Twentieth Century Crisis was an ideological struggle between liberal, Marxist-Leninist and fascistic ideologies. By mid-century, western Europe was disenthralled from ideology. The USSR imposed an alien ideology on its bloc.
- Ideologies and nationalism led to repeated episodes of ethnic cleansing.
- Europe ceased to dominate the world, ceding power to the peripheral USA and USSR.
- Western Europe reconstructed itself along liberal beliefs, leading to greater political and economic integration, Central and Eastern European nations lost control of their individual historical development while under Soviet authority.
During the Cold War, western Europe became evermore integrated politically, economically, and militarily. After the Cold War, nationalists rose up to challenge the EU, feminism, and immigration,
- The Soviet political and economic system sowed the seeds of its own destruction.
- European society was diversified by immigration from its former colonies.
- Women gained unprecedented freedom.
- The development of technology was increasingly directed by the state for its purposes.

Learning Objectives

Students will be able to…
- compare and contrast the causes, patterns and ideas of historical developments.
- place particular events in a historical context.
- make an argument about a historical question using historical evidence to support an analytical thesis.
- analyze, evaluate and synthesize historical evidence.
- analyze the historiography of the outbreak of war in 1914.
- compare and contrast the Paris Peace Conference with the Congress of Vienna and the post-World War II settlement.
- explain why liberalism failed in Central and Eastern Europe and in Russia.
- compare and contrast the social, political, economic and cultural beliefs of fascism, Marxism-Leninism and liberalism.
- compare and contrast the Europe of 1945 with the Europe of 1914.
- analyze the origins, course and end of the Cold War.
- explain the consequences of spreading economic and political integration (EU, NATO) in the post-Soviet era.
- discern the relationship between history and memory in Europe.

Please contact the content supervisor for any questions.