

**TAMALPAIS UNION HIGH SCHOOL DISTRICT**  
**Larkspur, California**

**Course of Study**

**ADVANCED PLACEMENT EUROPEAN HISTORY**

**I. INTRODUCTION**

A. Purpose of this course

Advanced Placement European History examines the history of Europe from approximately 1450 to the present, that is, from the High Renaissance to the very recent past. The course is designed to prepare students to take the Advanced Placement Exam in European History. The course can be used to fulfill the World History graduation requirement.

B. Students will have the opportunity to demonstrate proficiency in the following district graduation outcomes

- #1 Communicate articulately, effectively, and persuasively when speaking and writing;
- #2 Read/view and analyze material in a variety of disciplines;
- #3 Use technology to access information, analyze/solve problems and communicate ideas;
- #4 Demonstrate knowledge of individual rights and responsibilities in a democratic society;
- #10 Analyze current issues from historical, political, economic, geographic, scientific and multicultural perspectives.

In addition, students will also have the opportunity to examine and interpret artistic work.

C. Articulation with Other Courses

This course complements and reinforces other courses throughout the district curriculum: World Cultures and Geography, World History, U.S. History, U.S. Government, and Economics in the Social Studies Department; Art History in the Fine Arts Department; and a number of classes in the English Department.

D. Course Goals

In addition to providing a basic narrative of events and movements, the goals of the Advanced Placement Program in European History are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and to express

historical understanding in writing.

## II. Student Learning Outcomes

### A. Outcomes for Student Work

1. Students will be able to earn a passing score of a three or better on the AP European History exam.
2. Students will demonstrate their knowledge by writing historical essays.
3. Students will analyze primary and secondary sources in responding to document based questions (DBQs).
4. Students will demonstrate mastery of the following themes in Modern European History through projects, historical simulations, oral presentations, papers, class discussions, essays, tests and quizzes.
  - a. Intellectual and Cultural History
    - Changes in religious thought and institutions
    - Secularization of learning and culture
    - Scientific and technological developments and their consequences
    - Major trends in literature and the arts
    - Intellectual and cultural developments and their relationship to social values and political events
    - Developments in social, economic, and political thought
    - Developments in literacy, education, and communication
    - The diffusion of new intellectual concepts among different social groups
    - Changes in popular culture, such as the development of new attitudes toward religion, family, work, and ritual
    - Impact of global expansion on European culture
  - b. Political and Democratic History
    - The rise and functioning of the modern state in its many forms
    - Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
    - The evolution of political elites and the development of political parties and ideologies
    - The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority persecutions
    - The growth and changing forms of nationalism

- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

c. Social and Economic History

- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society, food supply, diet, famine, disease, and their impact
- The development of commercial practices and their economic and social impact
- Crime and resistance to social norms
- The origins, development, and consequences of industrialization
- Changes in the demographic structure of Europe, their causes and consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity
- Development of racial and ethnic group identities

B. Means of Student Assessment

Students will be assessed through projects, simulations, oral presentations, papers, essays, class discussions, tests, and quizzes. Students will be given course grading standards and expectations at the beginning of the course.

C. Means of Course Assessment

The course will be assessed based upon: (a) the number of students enrolled and; (b) student performance on the AP exam.

### III. METHODS/MATERIALS

- A. A variety of methods will be used throughout this course. They will include simulations, research papers, oral presentations, debates, class discussions, role-plays, and lecture. In addition, students will read and analyze historical evidence and write historical essays.

B. Suggested Materials

1. Text: The Western Heritage (since 1300)
2. Primary Sources
3. Secondary Sources
4. Videos
5. Slides
6. Maps
7. Field trips
8. Guest speakers
9. Simulations

C. Technology will be used as a research and communication tool in this course. Students will use technology (Internet, CD-ROMs, etc.) as a source of background information. In addition, students will also use their word-processing knowledge to express themselves in research papers and essays. There is also the possibility of using multi-media applications for classroom presentations.

#### IV. GENERAL INFORMATION

AP European History is a year-long, ten credit, course open to all 10<sup>th</sup> – 12<sup>th</sup> grade students who meet the entrance criteria. As an Advanced Placement course, AP European History carries a weighted grade point.

##### Entrance Criteria

Students must have the recommendation of their most recent Social Studies and English teachers (one each). Students will be evaluated on their skills in reading, writing, and analysis, as well as their commitment and motivation. A standard recommendation form (attached) will be used. Students who score an overall average of 16 or better on the recommendation rating forms meet the entrance criteria.

##### Requirements Met

AP European History fulfills the district's World History graduation requirement.

Students scoring a "three or better" on the AP European History Exam may earn college credit and/or advanced standing upon the college they attend. Students should consult with the colleges directly for information about this.

The course is accepted in partial fulfillment of the UC "a" or "g" requirements.

Approved: February 24, 1998  
Revised: 8/5/02  
Updated: 12/5/08

## AP EUROPEAN HISTORY TEACHER RECOMMENDATION FORM

Dear (teacher)\_\_\_\_\_:

The following students are enrolled in your classes this semester and have expressed interest in taking AP European History next fall. Strong reading skills, solid essay writing, an ability to think analytically and a strong work ethic are necessary if a student is to succeed in this class. As part of the screening process, your opinion as to their qualifications is essential and very much appreciated.

Please rate students on a 1-5 scale as described below:

- 5      extremely qualified for AP level work
- 4      well qualified for AP level work
- 3      somewhat qualified for AP level work
- 2      probably unqualified for AP level work
- 1      clearly not qualified for AP level work

These evaluations are confidential and will NOT be shared with students. Please be honest and realistic in your evaluation and comments.

<b>Student</b>	<b>Reading (1-5)</b>	<b>Writing (1-5)</b>	<b>Analysis (1-5)</b>	<b>Work Ethic (1-5)</b>	<b>Comments</b>

Upon completion, please return to \_\_\_\_\_ . Thank you very much for your time!