SAN LEANDRO UNIFIED SCHOOL DISTRICT
COURSE PROPOSAL

SECTION A. COVER PAGE

1. **Course Title:** **If Title Change, State Old Title:** **AP European History**	7. **Action** XX New Course O Course Revision O Title Change Only
2. Date Submitted: Sept. 2015	8. **Grade Level**(s) O 6 O9 11 O 7 O10 OXX 12 O 8 ** The course can be offered to grades 10-12th, however it is highly recommended for 12th graders as an elective
3. Transcript Title/Abbreviation(s)	**9. Prerequisites** (Please list.) O Required XX Recommended Students should have a grade of B or higher in their English class. Also recommend that students have taken Geography
4. Transcript Course Code/Course Number:	**10. Seeking Program Distinction?** O YES (Check one below.) ONO OHonors XX AP OOther
5. Subject Area History	11. **Is this a CTE course?** O YES OXX NO **If YES, complete Section C**
6. **Department** History – Social Science	12. **Previously approved by UC? unknown FOR SLHS?** O YES NO O NA for 6th-8th Year approved Year removed
13. UC ELIGIBILITY **Already eligible?** O NA for 6th-8th **XXYES NO** **a** XX **b**O **c**O **d**O **e**O **f**O **g**XX **Proposing eligibility?**O NA for 6th-	14. **Unit Value/Course Credit/Length of Course** O 0.5 (semester or half-year XX 1.0 (one year equivalent) O 2.0 (two-year equivalent) O Other

8th ☐YES ☐NO **a** XX **b**☐ **c**☐ **d**☐ **e**☐ **f**☐ **g**XX Please mark one for approved eligibility or proposed eligibility.	
15. School Contact: Name: Ruby Smart Phone: 510-618-4600 ext. 2214 Email: rsmart@slusd.us Position: History-Social Science Teacher	
16. Signatures: Department Chair Principal:	**DISTRICT OFFICE USE ONLY** **Date approved by Board Curriculum Committee** **Date approved by Board**

SECTION B. COURSE CONTENT

17. Course Description

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance—Interaction of Europe and the World, Poverty and Prosperity, Objective Knowledge and Subjective Visions, States and Other Institutions of Power, and Individual and Society—provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places.

18. Course Goals and/or Major Student Outcomes

The primary objective of the course is to assist students in their preparation of the AP European History exam. Also – students will be learning and practicing 21st century skills mentioned in Common Core that AP® central has adopted. Those skills include:
The historical thinking skills provide opportunities for students to learn to think like historians, most notably to analyze evidence about the past and to create persuasive historical arguments. Focusing on these practices enables teachers to create learning opportunities for students that emphasize the conceptual and interpretive nature of history. Skill types and examples for each are listed below.
I. Chronological Reasoning
II. Comparison and Contextualization
III. Crafting Historical Arguments from Historical Evidence
IV. Historical Interpretation and Synthesis

19. Course Objectives (standards)
The AP European History course is structured around themes and concepts in four different chronological periods from approximately 1450 to the present:
Period 1: c. 1450 to c. 1648
Period 2: c. 1648 to c. 1815
Period 3: c. 1815 to c. 1914
Period 4: c. 1914 to the present

Within each period, key concepts organize and prioritize historical developments. Themes allow students to make connections and identify patterns and trends over time.

The California Common Core Standards for Grades level 11-12 will all be observed
Because of the nature of the AP course, students are expected to utilize all reading, writing and speaking skills set forth from the California Common Core standards. Such skills are (but not limited to-)
Reading –

- *Key Ideas and Details*
  - CCSS.ELA-Literacy.RH.11-12.1
    Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
    - Primary Source Analysis
  - CCSS.ELA-Literacy.RH.11-12.2
    Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
    - Author's Thesis Paper
  - CCSS.ELA-Literacy.RH.11-12.3
    Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
    - Author's Thesis Paper
- *Craft and structure*
  - CCSS.ELA-Literacy.RH.11-12.6
    Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
    - Author's Thesis Paper
- *Integration of Knowledge and Ideas*
  - CCSS.ELA-Literacy.RH.11-12.8
    Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
    - Primary Source Analysis
- *Range of Reading and Level of Text Complexity*

Writing –

- *Text types and purposes*
  - CCSS.ELA-Literacy.W.11-12.1
    Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. DBQ Essay
    - CCSS.ELA-Literacy.W.11-12.1.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 claim(s), counterclaims, reasons, and evidence.
    - CCSS.ELA-Literacy.W.11-12.1.b
      Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
    - CCSS.ELA-Literacy.W.11-12.1.c
      Use words, phrases, and clauses as well as varied syntax 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.
    - CCSS.ELA-Literacy.W.11-12.1.d
      Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - CCSS.ELA-Literacy.W.11-12.1.e
      Provide a concluding statement or section that follows from and supports the argument presented.
  - CCSS.ELA-Literacy.W.11-12.2
    Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. DBQ Essays, Long Essay Question
    - CCSS.ELA-Literacy.W.11-12.2.a
      Introduce a topic; 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.
    - CCSS.ELA-Literacy.W.11-12.2.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.
    - CCSS.ELA-Literacy.W.11-12.2.e
      Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
    - CCSS.ELA-Literacy.W.11-12.2.f
      Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- *Production and distribution of Writing*
  - CCSS.ELA-Literacy.W.11-12.4
    Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
  - CCSS.ELA-Literacy.W.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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
  - CCSS.ELA-Literacy.W.11-12.6
    Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- *Research to build and present knowledge*
  - CCSS.ELA-Literacy.W.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 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. DBQ Deconstruction

- *Range of Writing*
  - CCSS.ELA-Literacy.W.11-12.10
    Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Current Events

To see the types of lessons, projects, everyday class learning using the California Common Core standards, please see "Instructional Methods" and "Assessment Tools".

20. Course Outline

Unit I – Introduction and the Later Middle Ages – Approximately 2 weeks
Unit II – The Renaissance – Approximately 2 weeks
Unit III – The Reformation and Religious Wars – Approximately 2 weeks
Unit IV – Absolutism and Constitutionalism - Approximately 2 weeks
Unit V – The Scientific Revolution and the Enlightenment – Approximately 3 weeks
Unit VI – The French Revolution and Napoleon - Approximately 2 weeks
Unit VII - Industrial Revolution and the Age of "isms" – Approximately 3 weeks
Unit VIII – Unification, Mass Politics, Victoria and the New Imperialism - Approximately 2 weeks
Unit IX – World War I, the Russian Revolution, and the Age of Anxiety - Approximately 2 weeks
Unit X – The Rise of Dictatorships and World War II - Approximately 2 weeks
Unit XI – The Cold War, Social Transformation, and Contemporary Europe - Approximately 2 weeks
Intensive Review – Approximately 3 weeks

21. Instructional Materials:
Board approved required text

Suggested Textbook :
McKay, J.P., et al. *A History of Western Society Since 1300,* Eleventh Edition. Boston: Houghton Mifflin
Company, 2005. ISBN 1457642182 (Paperback)

Supplementary materials
Suggested Document Reader:
Sowards, J. Kelley, ed. *Makers of the Western Tradition: Portraits from History* (Vol. 2), Seventh Edition. Boston: Bedford Books, 1997. ISBN: 031214251X

Other supplemental materials are unknown at this time, as the AP European History class is in redesign for 2015-2016.

22. Instructional Methods and/or Strategies (Key Assignments)
Each unit of study will contain some of the following activities.

Lecture and discussion of topics – students will participate in discussions based on course topics. Reading quizzes on content is weekly.

Primary Source Analysis – students analyze primary and secondary sources through the use of HIPPO. In addition, students will be prompted to identify, analyze, and evaluate each source through writing and presenting.

Author's Thesis Paper – students are provided with opposing viewpoints on certain historical issues and content, either primary or secondary sources. Students will, in writing are to do the following:

- The Thesis:
  - Students are to write what the main argument of each author is.
- The Evidence:
  - Students looking at supporting evidence will analyze whether the authors logically interpret them. Do they clearly support the thesis?
- Critical Analysis:
  - What do the sources add to your own understanding of the topic?
  - What points are strongly made and well documented?
- Final Analysis: (Students will summarize everything in written form)
  - Which of the sources makes the most convincing case and why?

DBQ Deconstruction – Students, working in groups, will read sources and deconstruct the documents, and then in writing circles will develop thesis statements, as well as write body paragraphs as practice in writing essays.

Chronological Reasoning Lesson - Students are provide a number of events, in no particular order, which they will then place in order, naming the decade in which each occurred.
Students will complete the exercise by providing the following:

1. Identify the period in which these occur;
2. Identify continuity and change over time exemplified by the selections; and
3. Identify the theme(s) under which these issues and developments might be categorized.

Monthly Current Event – students are expected to write monthly current events. Students are to find articles on current European topics and compare them to historical events, as well as connect to how the news affects our community and affects them personally. Students use rich non-fiction texts throughout the course.

What's In the World – students will be doing map exercises for each unit, based upon on the unit topic.

"Reading Like a Historian" – students will be doing primary and secondary resource activities around major topics in history, as well as answering sourcing, contextualization, corroboration and close reading questions, using Stanford History Education Group website: http://sheg.stanford.edu/rlh.

Unit Exam – Unit exams will be given at the end of each unit. The exam will have two to three components: analytical multiple-choice questions (MC), analytical short answer questions (SA), and

either a free response essay (FRQ) or a document based questions (DBQ). Each component of the exam will emphasize the application of historical thinking skills to answer the question. Information from prior units is often a critical component of the response.

English Language Learners (ELLs) are encouraged to take AP European History. Differentiation for teaching this college level course will be provided for students as needed. Tutoring can be offered to students who are at risk of failing. However, because of the nature of the AP course, a college level expectation will be enforced.

23. Assessment Methods and/or Tools

Quizzes, previous College Board tests, essays, projects, and topical papers will measure competency. Quizzes include quantitative and visually presented information (charts/graphs/maps, etc.) on a weekly basis as a review of materials presented from the previous week. Tests are given at the end of each of the 11 units. Document Based essays that allow students to demonstrate their ability to analyze and interpret the structure and actors within European history with a follow-up of a 55-question multiple-choice section. Tests are designed to replicate the materials covered in the AP Exam, and thus prepare students for the actual test. Homework assignments require students to answer Free Response Questions on a bi-weekly basis. Students are also required to submit a research paper or major project prior to the conclusion of the course.

24. Grading Policy
In accordance with SLUSD Board of

A teacher shall base a student's grades on impartial, consistent observation of the student's level of mastery of the course content and district standards. Students shall have the opportunity to demonstrate this mastery through a variety of methods such as performance tasks, projects, quizzes, tests, and portfolios.
(cf. 6011 - Academic Standards)
(cf. 6162.5 - Student Assessment)

The teacher of each course shall determine the student's grade. The grade assigned by the teacher shall not be changed by the Board or the Superintendent except as provided by law, Board policy, or administrative regulation. (Education Code 49066)

For grades 10-12, grades for Student mastery of standards shall be reported for each grading period as follows:
A (90-100%) Standard Strongly Exceeded 4.0 grade points
B (80-89%) Standard Exceeded 3.0 grade points
C (70-79%) Standard Met 2.0 grade points
D (60-69%) Standard Nearly Met 1.0 grade points
F (0-59%) Standard Not Met 0 grade points
I Incomplete 0 grade points

An Incomplete may be given only when a student's work is not finished because of illness or other excused absence. The teacher/school should make a good faith effort to facilitate the student's completion of the incomplete work.

Because of the more rigorous nature of Advanced Placement, honors, and concurrent postsecondary courses, students receiving a grade of A, B, or C in those courses shall receive extra grade weighting as follows:

A (90-100%) Standard Strongly Exceeded 5.0 grade points
B (80-89%) Standard Exceeded 4.0 grade points
C (70-79%) Standard Met 3.0 grade points
(cf. 6141.5 - Advanced Placement)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6172.1 - Concurrent Enrollment in College Classes)

Grades will be based upon total points and be mostly from unit tests, quizzes, and essays. Some outside homework assignments will be counted.
100-91 = A
90-82 = B
81-73 = C
72-64 = D
60 –0 = F