

SCHOOL DISTRICT OF THE CHATHAMS

AP European History Grades 11 & 12 Full Year

Course Overview

In Advanced Placement European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students will exercise, develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course views evidence of the past within seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations.

The curriculum has been approved by the College Board's Advanced Placement Program and prepares students for the AP European History Exam.

New Jersey Student Learning Standards

The New Jersey Student Learning Standards (NJSLS) can be located at www.nj.gov/education/cccs/2020/.

The Emergence of the First Global Age: Global Interactions and Colonialism

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.

6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

6.2.12.GeoGE.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.

6.2.12.GeoGE.1.b: 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.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.

6.2.12.HistoryCC.1.a: Determine the extent to which various technologies, (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.

6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.

6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.

- 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
- 6.2.12.HistoryCC.1.f: Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
- 6.2.12.HistoryCC.1.g: Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

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

- 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).
- 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.
- 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
- 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).
- 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 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.

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

- 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.
- 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).
- 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.
- 6.2.12.EconGI.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.EconGI.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.
- 6.2.12.EconGI.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.
- 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.
- 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.
- 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.

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.

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.

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

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.

6.2.12.CivicsHR.4.a: Analyze the motivations, causes, and consequences of the genocides of Armenians,

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.

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.

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.

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.

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.

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).

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.

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.

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.

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

- 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.
- 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.
- 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.
- 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.
- 6.2.12.EconGE.5.a: Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
- 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.
- 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.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.
- 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).
- 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.
- 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.
- 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.
- 6.2.12.HistoryCC.6.a: Evaluate the impact of terrorist movements on governments, individuals and societies.

Technology Standards

- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 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
- 9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.
- 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

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- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.
- 9.1.12.CDM.1: Identify the purposes, advantages, and disadvantages of debt.
- 9.1.12.EG.1: Review the tax rates on different sources of income and on different types of products and services purchased.
- 9.1.12.EG.2: Explain why various forms of income are taxed differently

9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.

9.1.12.FP.2: Explain how an individual's financial values and goals may change across a lifetime and the adjustments to the personal financial plan that may be needed
9.1.12.PB.1: Explain the difference between saving and investing

Career Ready Practice

CRP2. Apply appropriate academic and technical skills.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural/global competence.

Interdisciplinary Connections

English Language Arts

- RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

Units of Study

Unit 1: Renaissance and Exploration (~15 classes)

- How have historians explained the “new conception of mankind” which emerged during the Renaissance, and how does it compare to contemporary views of mankind?
- What evidence reveals how humanism affected both Renaissance thinking & contemporary attitudes?
- In what ways have historians identified how the Renaissance differed from the late medieval period?
- How have historians explained the spirit of the Renaissance & did it reflect regional differences?
- How do understandings of this period help explain how beliefs about the nature of mankind affect one's political views?

Unit 2: Age of Reformation (~15 classes)

- How do various historians explain the causes of the Reformation?
- What evidence reveals how the Reformation changed Europe religiously, politically, economically, and socially?
- What evidence shows how the status of women and children in European society changed by the Reformation or not?
- What evidence reveals the motivations for European voyages of exploration & what evidence reveals their effects on both Europe and the rest of the world?
- How do understandings of this period help explain how are politics & economics related?

Unit 3: Absolutism and Constitutionalism (~12 classes)

- What gives rulers legitimacy?

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- How do states consolidate power?
- How do understandings of this period help identify qualities made leaders successful in Early Modern Europe, & are these qualities still valued in leaders, today?
- Should religion play a role in politics?
- Should a king or ruler be “above the law?”
- What evidence reveals why Europe failed to experience peace in the decades following the Treaty of Westphalia?
- How did mercantilism affect European and New World economies?
- Why did Austria, Prussia, France, Russia, & England emerge as the strongest powers during the age of absolutism?
- How does focusing on individuals enhance or distort our historical perspective?

Unit 4: Scientific, Philosophical, and Political Developments (~8 classes)

- What explains the positive (and negative) reception of new ideas in a society?
- Do ideas shape reality or does reality shape ideas?
- How do we know anything with certainty?
- How do new technologies and institutions contribute to the spread of new ideas?
- Why do people maintain inconsistent beliefs and practices?
- Should scientists and innovators share their ideas collaboratively or work privately?
- What is the relationship between Enlightenment ideas and religion?
- What factors lead to population decline, stabilization, and growth?
- What factors contribute to the rise of capitalism?
- Do the arts imitate life or does life imitate the arts?
- Does society perfect or corrupt people?

Unit 5: Conflict, Crisis, and Reaction in the Late 18th Century (~12 classes)

- What evidence of this period reveals the extent that the notion of “competition” shapes politics and trade?
- How have historians identified the most important causes & effects of each phase of the French Revolution?
- What evidence reveals the extent was the French Revolution a product of the Enlightenment?
- In what ways was Napoleon both “a child of the revolution” and “the last of the enlightened despots?”
- What were the differences between liberalism & conservatism in the early 19th century?
- What is the relationship between government and violence?
- How do understandings of this period explain the causes and consequences of nationalism?
- Are humans primarily rational or primarily emotional beings?

Unit 6: Industrialization and Its Effects (~8 classes)

- What evidence of this period help explain what causes revolutions in industry?
- What evidence reveals the harms and benefits of industrialization?
- What solutions did ideologies identified as liberalism, Marxism, and socialism each have to offer to meet the challenges of the early 19th century?
- What is the relationship between labor and the means of production?
- How do governments seek to maintain order?
- How have cultural understandings related to sex, gender, and marriage changed across time?
- How do understandings of this period help explain the relationship between political and economic ideologies?
- What evidence reveals what motivated reformers of this era?

- What common objectives motivated the revolutions of 1848 have been identified by historians and to what degree were these goals achieved by 1848?
- Does evidence of this period reveal how institutional suppression of societal groups lead to political, social, and/or economic radicalization?

Unit 7: 19th-Century Perspectives and Political Developments (~20 classes)

- How do understandings of this period reveal the relationship between nationalism and racism?
- What unites a nation-state?
- How do new ideas shape society?
- What evidence of this period shows how states justified their imperial subjugation of other peoples?
- How have historians explained the causes and effects of European imperialism?
- Do the arts imitate life or does life imitate the arts?
- What impact did the second industrial revolution have on the demographic structure of Europe?

Unit 8: 20th-Century Global Conflicts (~10 classes)

- What causes of World War I have been identified by historians?
- What causes of The Russian Revolutions have been identified by historians?
- What evidence of this period helps explain how technology has altered the conduct of modern warfare?
- What understandings of this period help explain what causes peace to fail?
- What are the causes and effects of economic depressions?
- What evidence explains the contexts in which fascism and totalitarianism developed in this period?
- What strengths and weaknesses of the Treaty of Versailles have been identified by historians?
- What causes of World War II have been identified by historians?
- How do ideologies develop, spread, and compete with other ideologies?
- What causes racism and anti-Semitism?
- How do conflicts affect societies and the international order?

Unit 9: Cold War and Contemporary Europe (~10 classes)

- How have historians explained the causes of the Cold War?
- How have mass atrocities affected international relations in the post-WWII era?
- How did decolonization affect Europe?
- To what extent were cold war tensions reflected in Europe socially, culturally, and artistically?
- What events have been associated with the end of the Cold War?
- How have the roles of women in society changed over time?
- How can nation-states exist in political and economic harmony?
- Why do people move?
- What are the causes, challenges, and benefits of globalization?
- How has European culture and identity changed and remained the same across time?
- Does NATO serve a useful purpose in a reorganized Europe?
- What role does ethnic nationalism play in our world, today?
- Who has the right to define, prosecute, and punish war crimes?

<h3>Learning Objectives/Discipline Standards of Practice</h3>

Learning Objectives:

- Students will understand what history is

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- History is a discipline of inquiry and analysis of the evidence of the past to create useful understandings of the human experience.
- Students will understand how history is practiced
 - The historical practice creates historical understandings through an active process of posing insightful questions of the past, finding, analyzing and synthesizing historical evidence and sources, and drawing defensible conclusions based on evidence (interpretation).
- Students will understand what critical thinking is
 - Critical thinking is the process of analyzing and evaluating our thinking in order to improve it.
 - Thinking consists of separate steps and processes. Paying attention to the separate steps and processes of thinking and understanding how they work improves our thinking.
- Students, alone and in groups, will be able to:
 - Engage in Chronological Thinking
 - Construct timelines of the events occurring during major eras.
 - Explain how major events are related to one another in time.
 - Engage in Spatial Thinking
 - Select and use various geographic representations to compare information about people, places, regions, and environments.
 - Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.
 - Engage in Critical Thinking
 - Compare and contrast differing interpretations of current and historical events
 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
 - Engage in Presentation Skills
 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

College Board Historical Thinking Skills

Developments and Processes

- Identify and explain a historical concept, development, or process.

Sourcing and Situation

- Analyze sourcing and situation of primary and secondary sources.

Claims and Evidence in Sources

- Analyze arguments in primary and secondary sources.

Contextualization

- Analyze the context of historical events, developments, or processes.

Making Connections

- Using historical reasoning processes (comparison, causation, continuity and change) analyze patterns and connections between and among historical developments and processes.

Argumentation

- Develop an argument.

College Board Reasoning Processes

- Comparison
- Causation
- Continuity and Change

Discipline Standards of Practice:

- Developing Questions and Planning Inquiry
 - Developing insightful questions and planning effective inquiry involves identifying the purposes of different questions to understand the human experience, which requires addressing real world issues. Inquiries incorporating questions from various social science disciplines build understanding of the past, present and future; these inquiries investigate the complexity and diversity of individuals, groups, and societies.
- Gathering and Evaluating Sources
 - Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.
- Seeking Diverse Perspectives
 - Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.
- Developing Claims and Using Evidence
 - Developing claims requires careful consideration of evidence, logical organization of information, self-awareness about biases, application of analysis skills, and a willingness to revise conclusions based on the strength of evidence. Using evidence responsibly means developing claims based on factual evidence, valid reasoning, and a respect for human rights.
- Presenting Arguments and Explanations
 - Using a variety of formats designed for a purpose and an authentic audience forms the basis for clear communication. Strong arguments contain claims with organized evidence and valid reasoning that respects the diversity of the world and the dignity of each person. Writing findings and engaging in civil discussion with an audience provides a key step in the process of thinking critically about conclusions and continued inquiry.
- Engaging in Civil Discourse and Critiquing Conclusions
 - Assessing and refining conclusions through metacognition, further research, and deliberative discussions with diverse perspectives sharpens the conclusions and improves thinking as a vital part of the process of sensemaking. Responsible citizenship requires respectfully listening to and critiquing claims by analyzing the evidence and reasoning supporting them. Listening to and understanding contrary views can deepen learning and lay the groundwork for seeking consensus.
- Taking Informed Action
 - After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

Instructional Resources and Materials

Whole class resources have been identified with an asterisk.

A broad diversity of historical evidence of the past in the form of primary source materials as well as secondary source interpretations of the past are assigned or recommended by teachers in the course of instruction. Primary source materials in text, art, photographs, images, film, audio recordings, and statistical data include, but are not limited to, correspondence, diaries, census and court records, legislation, manuscripts, maps, memoirs, music, art, news stories, oral histories, speeches and sound and film recordings. Secondary sources to support student learning in the discipline of history include, but are not limited to, book excerpts, articles, essays, video clips, maps, charts, photographs, art, music, and web-based digital materials.

Instructional materials are recommended by and included in Units of Study resources as well as the College Board and vary in order to explore essential questions and meet the learning needs of students.

Resources - Textbook

- Jackson J. Spielvogel *Western Civilization*, 8th Edition, AP Edition, Cengage Learning, 2012
- College Board - AP Classroom
- Exemplary Primary Source Archives
 - Amnesty International
 - Choices Program of Brown University
 - German Propaganda Archive of Calvin University
 - Internet Archive
 - Internet History Sourcebooks Project of Fordham University
 - Library of Congress
 - National Archives of the United Kingdom
 - Seventeen Moments in Soviet History archive of Society Documents of Michigan State University
 - Stanford History Education Group
 - World History for Us of the UCLA Department of History
 - Visualizing Cultures from the Massachusetts Institute of Technology
- Exemplary Secondary Sources
 - Big History Project
 - CrashCourse
 - Facing History and Ourselves
 - Gale In Context
 - The History Guide
 - HistoryToday
 - Howard University Center for African Studies
 - Institute for Curriculum Services
 - Intelligence Squared
 - Khan Academy
 - Natural History Magazine from the American Museum of Natural History
 - National Geographic
 - PBS Learning Media
 - Smithsonian Magazine
 - TED-Ed
 - United Nations

Assessment Strategies

Assessment is designed to measure a student's mastery of a course standard and learning objective. Assessment can be used for both instructional purposes (formative assessment) and for evaluative purposes (summative assessment).

Teachers may choose to have students practice and demonstrate their understanding of concepts and performance of disciplinary practices through a variety of means including, but not limited to those listed below:

- Discussion and dialogue in whole-class discussions.
- Discussion, dialogue and collaboration in small-group and paired conferences.
- Performative, project-based, activities such as live and recorded presentations, mock trials, historic role plays and debates.
- Guided question responses in structured analysis of primary and secondary sources.
- Annotation, notation and analytical mark-ups of primary and secondary source, text, images, and maps.
- Drawings, digital infographics, image collages and sketched representations of historical concepts, developments, and events.
- Formative assessment utilizing the College Board's My AP Classroom unit Progress Checks.
- Quizzes and tests consisting of question types and scoring guidelines consonant with the College Board's Advanced Placement exam in European History including multiple choice and free response questions.