

Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



History & Social Sciences Curriculum Guide

Course: AP European History

In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students 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 also provides 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. Topics, Pacing Reasoning Process, and Suggested Skills can be found within the College Board's AP European History Course and Exam Description:

<https://apstudents.collegeboard.org/sites/default/files/2019-05/ap-european-history-course-and-exam-description.pdf>

Content Standards

- Interaction of Europe and the World
- Poverty and Prosperity
- Objective Knowledge and Subjective Visions
- States and Other Institutions of Power
- Individual and Society

World History Topics

- Renaissance and Exploration
- Age of Reformation
- Absolutism and Constitutionalism c. 1648 – c.1815
- Scientific, Philosophical, and Political Developments
- Conflict, Crisis, and Reaction in the Late 18th Century
- Industrialization and Its Effects c. 1815 – c. 1914
- 19th-Century Perspectives and Political Developments
- 20th-Century Global Conflicts c. 1914 – present
- Cold War and Contemporary Europe

Practice Standards*

- **Developments and Processes**
- **Sourcing and Situations**
- **Claims and Evidence in Sources**
- **Contextualization**
- **Argumentation**
- **Historical Interpretation and Synthesis**

SHOULD THESE BE CAPITALIZED LIKE THE REST OF HISTORY?

Literacy Standards*

- Read and comprehend history/social studies texts exhibiting complexity appropriate for grade 10.
- Cite specific textual evidence to support analysis of primary and secondary sources.
- Write arguments focused on discipline specific content
- Initiate and participate effectively in a range of collaborative discussions.

**Not intended as an exhaustive list . Incorporation of Literacy and Practice Standards is fluid and ongoing.*

Three Pillars of the History and Social Science Framework



Massachusetts Department of Elementary and Secondary Education



History & Social Sciences Curriculum Guide Overview

Curriculum Guide	Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.
Curriculum Map	Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include: standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.
Guiding Principles	These nine principles serve as the foundation for all History and Social Science education in Massachusetts. They can be viewed here: http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Literacy Standards	In studying this content, students apply grade-appropriate reading, writing, speaking, and listening skills.
Content Standards	The Content Standards describe what students should know and be able to do within each grade-level.
Practice Standards	These are “designed for integration with the Content Standards and Literacy Standards for History and Social Science, the seven practices encompass the processes of inquiry and research that are integral to a rich and robust social science curriculum and the foundation for active and responsible citizenship.” http://www.doe.mass.edu/frameworks/hss/2018-12.pdf
Essential Questions	Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.
Key Activities	Key Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as a menu of curriculum resources from which educators identify the most appropriate tools to utilized in their classrooms. More specifics about identified resources are identified within the curriculum map documents.