

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Social Studies

<p><i>Mission Statement</i></p>	<p>It is our belief that Social Studies education is ultimately to prepare students to assume the responsibilities of active citizenship. From this belief stems the following guidelines for the Social Studies Department of Geneva High School.</p> <p><i>Social Studies education should:</i></p> <ol style="list-style-type: none"> 1. both utilize and promote a global perspective 2. emphasize democratic values 3. allow students opportunities to interact 4. reflect a consciousness of current world events 5. promote interdisciplinary study 6. incorporate all of the social sciences, but be firmly rooted in history and geography 7. include knowledge and content, democratic ideals and civic values and skill development and social participation
<p><i>Courses</i> (Grades 9-12)</p>	<ul style="list-style-type: none"> • Modern World History • Modern World History Honors • World Studies • American Studies • AP European History • US History • AP US History • Sociology • Contemporary Issues • Economics • Urban History • Psychology I • Psychology II • US Government • AP US Government

Course Framework

Course Title Grade Level Semesters Prerequisites	Advanced Placement European History 10 2 B+ or greater in 9 th grade Social Studies and English; teacher recommendation. Writing sample may be required.
Course Description	<p>The emphasis of this course is on the general narrative of European history from approximately 1450 to 2000. The course includes an examination of the political, diplomatic, cultural, intellectual, social and economic history of Europe. In addition to providing a basic framework of events, personalities and movements, the goals of the course are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express that understanding and analysis in writing. Students are expected to take the AP examination in European History offered in May.</p>
District-approved materials/resources	<p>John McKay, Bennett Hill and John Buckler <i>A History of Western Society</i>. 7th Edition. Houghton Mifflin, 2003.</p> <p>R. R. Palmer, Joel Colton and Lloyd Kramer, <i>A History of the Modern World</i>. New York: Knopf Publishing Group, 9th edition.</p> <p>Dennis Sherman. <i>Western Civilization: Sources, Images and Interpretations</i>. Volumes I and II. McGraw Hill: New York, 2000. 5th Edition.</p>

Unit Frameworks
AP European History

Unit of Study	Unit One Introduction-Reformation
AP Standards	<ul style="list-style-type: none"> • (c1) emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. • (c2) teaches students to analyze evidence and interpretations presented in historical scholarship. • (c3) includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. • (c4) provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays
Objectives	<p><i>Knowledge and Understanding</i></p> <ul style="list-style-type: none"> • Assess the contributions of the Greeks and Romans to the idea of democracy. • Describe events in Europe in the Middle Ages that contributed to the idea of liberty, the individual and the role of government. • Analyze the impact of the Renaissance and Reformation on the division of Europe. • Be able to identify the major personalities that contribute to European history during this era. <p><i>Democratic understanding and civic values</i></p> <ul style="list-style-type: none"> • Explain the role of the individual in a democracy. • Assess the impact of the Middle Ages, Renaissance and Reformation on the political systems of Europe. <p><i>Skill attainment</i></p> <ul style="list-style-type: none"> • Explain several cause and effect relationships. • Understand how political, social and economic factors combine as a historic force. • Begin to formulate a response to a document-based question.
Assessments	<ul style="list-style-type: none"> • Discussion on nature of historical interpretation. • Short analytical writing on European Union reading, focusing on author point of view and major issues raised. (c2) • Presentation on Renaissance Art: samples of painting, sculpture and architecture with narration. (c3) • Student research assignment on Renaissance art. Students find examples in literature, painting and artifacts of Renaissance traits—secularism, individualism, skepticism, humanism. (c3)

	<ul style="list-style-type: none">• After discussion on <i>The Prince</i>, students write letters to Machiavelli, giving examples of how his major ideas are present or not in the current day.• Introduction to the DBQ, using Renaissance Education. Students will work in small groups to group documents and develop thesis. For homework, each student will write three paragraphs, utilizing the majority of the documents. (c4)
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Unit Frameworks
AP European History

Unit of Study	Unit Two Religious Wars—Eighteenth Century Politics and Economy
AP Standards	<ul style="list-style-type: none"> • (c1) emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. • (c2) teaches students to analyze evidence and interpretations presented in historical scholarship. • (c3) includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. • (c4) provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Explain the concept of absolutism and how it plays out in Europe. • Compare and contrast mercantilism and early capitalism. • Describe major trends in the literature, art and music of the 17th and centuries and how they contribute to the developing nation-states. • Explain the impact of the English Revolution on the development of political institutions and religion. • Analyze the reasons for Eastern Europe’s significantly different development from western Europe during the seventeenth century. <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Explain the significance of constitutionalism and absolutism in European history. • Assess the roles of the different social groups in the English Revolution. <p>Skill attainment</p> <ul style="list-style-type: none"> • Use primary sources to construct meaning. • Analysis of visual source.
Assessments	<ul style="list-style-type: none"> • DBQ: The Dutch Republic (c4) • Presentation on Baroque Art and painting analysis assignment. Assignment has very specific criteria for analyzing painting. (c3) • Writing assignment on Louis XIV: Find three different historical interpretations of the Sun King. Write a brief summary of each, including the thesis of each author, any bias that you detect, and evidence that they use to support thesis. Lastly, what sense of agreement or disagreement can you find among the three? (c2) • Essay, “Was Peter Great?” Using readings about Peter the Great by

	<p>four different historians, students write an analytic essay on question. (c2, c4)</p> <ul style="list-style-type: none">• Class activity on 18th century warfare: using data, pictures, charts, tables, etc., students draw conclusions about the nature of 18th century warfare. (c3)
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Unit Frameworks
AP European History

Unit of Study	Unit Three Scientific Revolution-Napoleon
AP Standards	<ul style="list-style-type: none"> • (c1)emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. • (c2) teaches students to analyze evidence and interpretations presented in historical scholarship. • (c3) includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. • (c4) provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Explain the concept of revolution. • Describe the impact of the Scientific Revolution and the Enlightenment on the European view of the world. • Explain the connection between the Scientific Revolution and Enlightenment. • Assess the impact of the enlightened despots on the history of Europe. • Explain how reason and natural law shape the thinking of the Enlightenment. • Understand the role of the media in political movements. • Explain the impact of the French Revolution on the world. <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Assess how a revolution can impact the various groups of people. • Understand the stages of a revolution. • Explain how the idea of democracy is shaped by the French Revolution and Napoleon. <p>Skill attainment</p> <ul style="list-style-type: none"> • Further analysis of visual art. • Participation in debate. • Refine skills in document-based writing.
Assessments	<ul style="list-style-type: none"> • Assignment on Scientific Revolution: students find articles from current day newspapers, showing modern-day dilemmas regarding science and technology and link them to Scientific Revolution. • Salon assignment: Students develop program for a salon and a letter detailing their experiences at attending.

	<ul style="list-style-type: none">• Speed debate: Who was the most enlightened despot—Catherine the Great, Joseph II or Frederick the Great? Students will research these enlightened despots and be prepared to defend one of them as being the one most deserving of the title. The rubric awards students for references to a specific scholarly source that is used in the debate. (c2)• Simulation of Congress of Vienna• Report cards on Napoleon• After using Brinton’s model of revolution to discuss the French Revolution, students write a fictional story of revolution, incorporating the stages and characteristics referred to in Brinton’s model. (c2, c4)• Create a DBQ on some feature of the French Revolution. Include 6 documents; 2 must be visual (artwork, chart, table, map, etc.) Include a historical background, a question that reflects the upper levels of Bloom’s taxonomy, and a brief explanation of each piece that you have included. (c3, c4)• Field trip to Art Institute of Chicago and follow-up written analysis of painting. (c3)• DBQ: Reign of Terror or Views of Slavery during Enlightenment. (c4)
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Unit Frameworks
AP European History

Unit of Study	Unit Four Industrialization, Nationalism and Imperialism
AP Standards	<ul style="list-style-type: none"> • (c1) emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. • (c2) teaches students to analyze evidence and interpretations presented in historical scholarship. • (c3) includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. • (c4) provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Discuss the political, social and economic impact of the Industrial Revolution. • Describe the revolutions and reform movements that shaped the nineteenth century Europe. • Explain ways in which the Industrial Revolution affected people’s daily lives and the fine arts. • Analyze urbanization as a force in nineteenth century Europe. <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Explain the relationship between democracy and nationalism. • Examine how the rise of nationalism led to unification of some countries and decline of others. • Explain how imperialism is rationalized in a democratic society. <p>Skill attainment</p> <ul style="list-style-type: none"> • Research skills. • Critical reading: analysis of scholarly article on nationalism.
Assessments	<ul style="list-style-type: none"> • Romanticism assignment. Students find examples of Romantic literature and painting. Also, an example of a modern-day Romantic (according to the 19th century definition). Students also must find examples of “Not Romantic”—a painting, a movie poster and a quote. (c3) • Modern day “isms” discussion. • Presentation on Romanticism; Powerpoint on Romantic painting. (c3) • Research paper on famous person from 19th century. Will include

	<p>basic biographical data, but paper should be more concerned with an interpretation of the person in the context of the historic period. Must include at least 5 primary sources, and 2 must deal with some historic assessment of person. (c2, c3, c4)</p> <ul style="list-style-type: none"> • DBQ: Nationalism in Germany (c4) • Essay test: Students choose two questions from list of 10 thematic essay questions. (c4) • Write an analysis of an assigned article on nationalism. Include main purpose of author, key concepts, main assumptions, major inferences, main point of view and implications. (c2) • “A Day in the Life of...” Students choose 8 pictures (from a collection of about 40), and make up an identity of a person in the late nineteenth century. Assemble a journal, using the pictures, that describes a day in your life. • Students write a compare/contrast essay using two pieces of artwork (<i>The Hatch Family</i> and <i>Lunch Hour</i>) to explain the differences in the social classes in the late nineteenth century. (c4) • Population study. Students develop a variety of graphs to illustrate the population trends of nineteenth century Europe. (c3)
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Unit Frameworks
AP European History

Unit of Study	Unit Five Twentieth Century Europe
AP Standards	<ul style="list-style-type: none"> • (c1) emphasizes relevant factual knowledge about European history from 1450 to the present to highlight intellectual, cultural, political, diplomatic, social, and economic developments. • (c2) teaches students to analyze evidence and interpretations presented in historical scholarship. • (c3) includes extensive instruction in analysis and interpretation of a wide variety of primary sources, such as documentary material, maps, statistical tables, works of art, and pictorial and graphic materials. • (c4) provides students with frequent practice in writing analytical and interpretive essays such as document-based questions (DBQ) and thematic essays
Objectives	<p>Knowledge and Understanding</p> <ul style="list-style-type: none"> • Discuss the causes, events and aftermath of World War I. • Trace the growth of dictatorships in Italy, Germany, Japan and Russia. • Discuss the causes and events of World War II. • Identify the major global conflicts between 1914 and 1945. • Analyze the causes and results of the Russian Revolution. • Explain the relationship between technology and war. • Analyze the Versailles peace treaty, especially in terms of its role in causing the rise of dictators after World War I • assess the impact of the Russian Revolution—on both Russia and the rest of the world • explain the differences between major political ideologies • provide a general chronology of the major theaters of warfare during World War II • explain the Holocaust and its impact on the world • Summarize the causes and impact of the Cold War. • Assess how technology, environmental awareness and other trends impact the world’s economies and cultures. • Summarize the conflicts between traditional and modern values that affect emerging nations. • Explain the impact of terrorism on the modern world. <p>Democratic understanding and civic values</p> <ul style="list-style-type: none"> • Explain the role of the individual in a Communist, Socialist and Fascist system of government. • Evaluate the Treaty of Versailles as an expression of democratic

	<p>values.</p> <ul style="list-style-type: none"> • Explain the concept of self-determination and explain its significance to modern Europe. • Analyze the impact of the fall of Communism. • Explain the role of democracy in Eastern Europe. <p>Skill attainment</p> <ul style="list-style-type: none"> • Interpret a variety of visual sources. • Organize a response to a free-response essay in a limited amount of time. • Analyze poetry and novel excerpts. • Compare/contrast essay. • Annotated bibliography.
<p>Assessments</p>	<ul style="list-style-type: none"> • Student discussion of Fay’s thesis on the origins of World War One. Follow-up with paper, responding to his major arguments. (c2) • Students write a compare/contrast paper on Versailles peace treaty and Fourteen Points. (c4) • Literary circles on WWI literature, where students will analyze poetry, novel excerpts and short stories from World War I era. (c3) • Student discussion on Russian Revolution, using Brinton’s model. • Compare/contrast paper, where you choose any person from a previous era in history and compare and contrast the policies, programs, ethics, and issues of this person with Stalin. (c4) • Student presentations on countries during 20’s-30’s. Analysis of major issues in a given country. Powerpoint presentations that must include a variety of visuals. (c3) • Students will compile an annotated bibliography on a particular topic from World War II. Bibliography will include primary and secondary sources, with descriptions of each source. • Guest lecturer: Modern European history through architecture (c3) • Students choose a postwar issue and develops a DBQ. (c4) • Student-prepared museum exhibits of postwar world. Must include artifacts, pictures, maps, charts, tables, artwork and interactive displays. (c3) • Socratic Seminar: What was THE defining moment in European history? Students will submit a brief, outlining their choice and reasons. Small groups of students will gather and defend choices and question others. (c4) • Meeting of Minds: various personalities from 19th and 20th centuries gather to discuss such issues as power, wealth, individual rights, leadership and war. Students will research their assigned personality and participate in the discussion using that perspective.