

AP EXAM UPDATE:

- The AP EURO EXAM will include:
 - FRQs (Free Response Questions) ONLY- which one's I am not sure yet
 - **College Board will release specific FRQ types and the 2 options for dates to take the exam on APRIL 3RD**
 - Online-only format with a device from home (laptop, tablet, cell phone)
 - Exam will be 45-minutes in length - *this means it will only be a few questions at most and opportunities to cheat are limited*
 - They (College Board) acknowledge it will probably be open notes – will be focused on demonstrating SKILLS above all else – *CCOT; cause & effect; similarities and differences* – **this, as well as review of content, will be your #1 focus**
 - AP Exam security - The exam questions are designed and administered in ways that *prevent cheating*; College Board uses a range of digital security tools and techniques, including plagiarism detection software, to protect the integrity of the exams.
 - Will cover **Units 1-7 ONLY** (attached to this document). Considering you already learned this material; we will be deep diving into review of that content and SKILLS with the Review Packets I placed on CANVAS (these are also on my class website) Plus practice questions from Crack AP and AP Classroom.

CLASSROOM/ONLINE LEARNING LOGISTICS UPDATE:

- GRADES!
 - **3rd quarter** will end April 2nd
 - Grades are done for the quarter. I have cancelled Unit 8-9 and added in points 10/10 for the last essay.
 - **4th quarter** grades will commence with online learning starting March 30th
 - That means that even though the 3rd quarter ends April 2nd, I have basically closed off any new grades from going in.
 - Grades will be a combination of participation, completion, and accuracy depending on the assignment
 - **Final exam grade**
 - TBD
- Starting Tuesday, 03/31 (I will meet with AP Euro on “B” Days, and APUSH on “A” Days) you will have to log in to **CANVAS** – this is how the school and county will track your attendance to school.
- Most assignments will be assigned review questions from myAP Classroom MCQ’s and writing, and other writing/review assignments I send out.
- I will be holding Microsoft Teams video sessions during my **office hours (8am-11am)** in which I will review material and skill, but I can also provide individual feedback on questions. (School board will not allow Zoom)
 - You do NOT have to be logged on to Canvas during these hours exactly, but this will be the time that I am physically available to you to answer questions/review content, etc.
 - I will record any Team sessions and post them on canvas in the event you miss a session. Please pay attention to your texts on remind from me, as I will send out notices of these sessions in the future.

COLLEGE BOARD RESOURCES:

- The College Board is going to start live YouTube "classes" with a very good instructor (not me). Go to this link to see when the APUSH ones will be <https://www.youtube.com/user/advancedplacement> If students can't watch live, they will be posted on YouTube.
 - <https://apstudents.collegeboard.org/coronavirus-updates?excmid=FB-ED-CB-1>
 - FOCUS on SKILLS for the FRQs! Most of your assignments will be writing, but with plenty of MC to ensure that we are covering content and analysis as well.

UNIT 1

10–15% AP EXAM WEIGHTING

~15 CLASS PERIODS

Renaissance and Exploration

c. 1450 to c. 1648

UNIT AT A GLANCE


Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
	1.1 Contextualizing Renaissance and Discovery	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
CID	1.2 Italian Renaissance	Causation	1.A Identify a historical concept, development, or process.	
	1.3 Northern Renaissance	Comparison	2.C Identify patterns among or connections between historical developments and processes.	
TSI	1.4 Printing	Causation	1.A Explain a historical concept, development, or process.	
SOP	1.5 New Monarchies	Causation	1.A Identify a historical concept, development, or process.	
TSI, INT	1.6 Technological Advances and the Age of Exploration	Causation	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
ECD	1.7 Rivals on the World Stage	Causation	3.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	
ECD, INT	1.8 Colonial Expansion and Columbian Exchange	Causation	3.A Identify the evidence used in a source to support an argument.	

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UNIT 1

Renaissance and Exploration

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
INT	1.9 The Slave Trade	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
ECD, SCD	1.10 The Commercial Revolution	Causation	1.A Identify the evidence used in a source to support an argument.	
	1.11 Causation in the Renaissance and Age of Discovery	Causation	1.A Make a historically defensible claim.	
	Go to AP Classroom to assign the Personal Progress Check for Unit 1. Review the results in class to identify and address any student misunderstandings.			

UNIT 2







10–15% AP EXAM WEIGHTING

~15 CLASS PERIODS

Age of Reformation

c. 1450 to c. 1648

UNIT AT A GLANCE




Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
	2.1 Contextualizing 16th- and 17th-Century Challenges and Developments	Continuity and Change	 Identify and describe a historical context for a specific historical development or process.	
CID	2.2 Luther and the Protestant Reformation	Causation	 Identify the evidence used in a source to support an argument.	
	2.3 Protestant Reform Continues	Comparison	 Explain a historical concept, development, or process.	
SOP	2.4 Wars of Religion	Causation	 Make a historically defensible claim.	
CID	2.5 The Catholic Reformation	Continuity and Change	 Identify a source's point of view, purpose, historical situation, and/or audience.	
SCD	2.6 16th-Century Society and Politics	Continuity and Change	 Identify patterns among or connections between historical developments and processes.	

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UNIT 2

Age of Reformation

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
CID	2.7 Art of the 16th Century: Mannerism and Baroque Art	Causation	 Identify patterns among or connections between historical developments and processes.	
	2.8 Causation in the Age of Reformation and the Wars of Religion	Causation	 Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
 Go to AP Classroom to assign the Personal Progress Check for Unit 2. Review the results in class to identify and address any student misunderstandings.				

Absolutism and Constitutionalism

c. 1648 to c. 1815

UNIT AT A GLANCE




Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
	3.1 Contextualizing State Building	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
SOP	3.2 The English Civil War and the Glorious Revolution	Causation	1.E Explain a historical concept, development, or process.	
ECD	3.3 Continuities and Changes to Economic Practice and Development	Continuity and Change	2.E Identify patterns among or connections between historical developments and processes.	
	3.4 Economic Development and Mercantilism	Continuity and Change	1.E Explain a historical concept, development, or process.	
SOP	3.5 The Dutch Golden Age	Causation	2.B Explain the point of view, purpose, historical situation, and/or audience of a source.	
SOP, TSI	3.6 Balance of Power	Causation	4.A Identify and describe a claim and/or argument in a text-based or non-text-based source.	

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UNIT 3

Absolutism and Constitutionalism

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
SOP	3.7 Absolutist Approaches to Power	Causation	 Identify patterns among or connections between historical developments and processes.	
	3.8 Comparison in the Age of Absolutism and Constitutionalism	Comparison	 Support an argument using specific and relevant evidence. <ul style="list-style-type: none"> Describe specific examples of historically relevant evidence. Explain how specific examples of historically relevant evidence support an argument. 	
 Go to AP Classroom to assign the Personal Progress Check for Unit 3. Review the results in class to identify and address any student misunderstandings.				

UNIT 4


10–15% AP EXAM WEIGHTING

~15 CLASS PERIODS

Scientific, Philosophical, and Political Developments

c. 1648 to c. 1815

UNIT AT A GLANCE

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods ~15 CLASS PERIODS
	4.1 Contextualizing the Scientific Revolution and the Enlightenment	Causation	4.A Identify and describe a historical context for a specific historical development or process.	
TSI	4.2 The Scientific Revolution	Causation	1.B Explain how claims or evidence support, modify, or refute a source's argument.	
SCD, CID	4.3 The Enlightenment	Causation	1.C Explain how a historical development or process relates to another historical development or process.	
SCD	4.4 18th-Century Society and Demographics	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
CID	4.5 18th-Century Culture and Arts	Continuity and Change	4.A Identify and describe a historical context for a specific historical development or process.	
SOP, NEI	4.6 Enlightened and Other Approaches to Power	Causation	1.A Explain the point of view, purpose, historical situation, and/or audience of a source.	
	4.7 Causation in the Age of the Scientific Revolution and the Enlightenment	Causation	1.C Use historical reasoning to explain relationships among pieces of historical evidence.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 4. Review the results in class to identify and address any student misunderstandings.				

UNIT 5

10–15% AP EXAM WEIGHTING

~15 CLASS PERIODS

Conflict, Crisis, and Reaction in the Late 18th Century

c. 1648 to c. 1815

UNIT AT A GLANCE


Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
	5.1 Contextualizing 18th-Century States	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ECD	5.2 The Rise of Global Markets	Causation	1.A Explain a historical concept, development, or process.	
SOP	5.3 Britain's Ascendancy	Causation	1.A Identify patterns among or connections between historical developments and processes.	
	5.4 The French Revolution	Causation	1.C Compare the arguments or main ideas of two sources.	
SCD	5.5 The French Revolution's Effects	Causation	1.C Use historical reasoning to explain relationships among pieces of historical evidence.	
SOP, NEI	5.6 Napoleon's Rise, Dominance, and Defeat	Causation	1.A Explain how a historical development or process relates to another historical development or process.	

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UNIT 5

Conflict, Crisis, and Reaction in the Late 18th Century

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
SOP	5.7 The Congress of Vienna	Causation	1.5 Explain how claims or evidence support, modify, or refute a source's argument.	
CID	5.8 Romanticism	Causation	4.8 Explain how a specific historical development or process is situated within a broader historical context.	
	5.9 Continuity and Change in 18th-Century States	Continuity and Change	1.3 Identify patterns among or connections between historical developments and processes.	
 Go to AP Classroom to assign the Personal Progress Check for Unit 5. Review the results in class to identify and address any student misunderstandings.				

UNIT 6

10–15% AP EXAM WEIGHTING

~15 CLASS PERIODS

Industrialization and Its Effects

c. 1815 to c. 1914

UNIT AT A GLANCE


Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
	6.1 Contextualizing Industrialization and Its Origins and Effects	Continuity and Change	4.B Explain how a specific historical development or process is situated within a broader historical context.	
ECD	6.2 The Spread of Industry Throughout Europe	Causation	1.A Explain a historical concept, development, or process.	
TSL, ECD	6.3 Second Wave Industrialization and Its Effects	Causation	2.A Identify patterns among or connections between historical developments and processes.	
SCD	6.4 Social Effects of Industrialization	Causation	3.C Compare the arguments or main ideas of two sources.	
SOP	6.5 The Concert of Europe and European Conservatism	Continuity and Change	2.B Explain how a historical development or process relates to another historical development or process.	

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UNIT 6

Industrialization and Its Effects

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
SOP	6.6 Reactions and Revolutions	Causation	<p>4.D Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might:</p> <ul style="list-style-type: none"> • Explain nuance of an issue by analyzing multiple variables. • Explain relevant and insightful connections within and across periods. • Explain the relative historical significance of a source's credibility and limitations. • Explain how or why a historical claim or argument is or is not effective. 	
	6.7 Ideologies of Change and Reform Movements	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.8 19th-Century Social Reform	Causation	2.A Explain the point of view, purpose, historical situation, and/or audience of a source.	
	6.9 Institutional Responses and Reform	Causation	4.B Explain how a specific historical development or process is situated within a broader historical context.	
	6.10 Causation in the Age of Industrialization	Causation	1.C Explain how a historical development or process relates to another historical development or process.	
<p> Go to AP Classroom to assign the Personal Progress Check for Unit 6. Review the results in class to identify and address any student misunderstandings.</p>				

19th-Century Perspectives and Political Developments

c. 1815 to c. 1914

UNIT AT A GLANCE





Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
	7.1 Contextualizing 19 th -Century Perspectives and Political Developments	Continuity and Change	4.A Explain how a specific historical development or process is situated within a broader historical context.	
NEI	7.2 Nationalism	Causation	1.E Explain how a historical development or process relates to another historical development or process.	
NEI, SOP	7.3 National Unification and Diplomatic Tensions	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
TSI	7.4 Darwinism, Social Darwinism	Causation	2.C Explain the significance of a source's point of view, purpose, historical situation, and/or audience, including how these might limit the use(s) of a source.	
	7.5 The Age of Progress and Modernity	Continuity and Change	1.E Identify patterns among or connections between historical developments and processes.	

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UNIT 7

19th-Century Perspectives and Political Developments

UNIT AT A GLANCE *(cont'd)*

Thematic Focus	Topic	Reasoning Process	Suggested Skill	Class Periods
				~15 CLASS PERIODS
<div>INT, TSI</div>	7.6 New Imperialism: Motivations and Methods	Causation	<div>  Corroborate, qualify, or modify an argument using diverse and alternative evidence in order to develop a complex argument. This argument might: <ul style="list-style-type: none"> Explain nuance of an issue by analyzing multiple variables. Explain relevant and insightful connections within and across periods. Explain the relative historical significance of a source's credibility and limitations. Explain how or why a historical claim or argument is or is not effective. </div>	
	7.7 Imperialism's Global Effects	Causation	<div>  Explain how a historical development or process relates to another historical development or process. </div>	
	7.8 19th-Century Culture and Arts	Continuity and Change	<div>  Explain how a specific historical development or process is situated within a broader historical context. </div>	
	7.9 Causation in 19th-Century Perspectives and Political Developments	Causation	<div>  Explain a historical concept, development, or process. </div>	
<div>AP</div>	Go to AP Classroom to assign the Personal Progress Check for Unit 7. Review the results in class to identify and address any student misunderstandings.			