Fairfield Public Schools
Social Studies Curriculum

Advanced Placement
Modern European History

AP Modern European History: Description

The AP European History Course focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present, and to 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 themes require students to use historical thinking skills such as assessing continuity and change over time and making comparisons among various historical developments in different times and places.

Objectives and Standards:

Historical Understandings: Shown as content objectives, these goals define what students should know and be able to do upon completion of each unit. These understandings are drawn from the standards established by the College Board, as well as from the *Connecticut Social Studies Frameworks* (2015). They provide students with the historical perspectives required to analyze contemporary issues and problems confronting European citizens and nations today.

Historical Thinking / Inquiry Skills: These standards center on four dimensions driven by the use of questions to spark curiosity, guide instruction, deepen investigation, acquire rigorous content, and enable students to apply knowledge and ideas in real world settings so they can become active and engaged citizens. Drawn from the *Connecticut Social Studies Frameworks* (2015) and the *C3 Social Studies for the Next Generation National Framework* (2013), these standards enable students to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives.

AP Modern European History: Overview

Central Understandings

- Analyze the motives and consequences of European contact and interaction with other parts of the world. (INT)
- Analyze the evolution of various European economic systems and their impact on social structures and distribution of resources. (PP)
- Analyze the impact of evolving European values on traditional sources of authority. (OS)
- Analyze the various forms that European governments have taken, and how these systems have impacted social, ethnic, and political groups.(SP)
- Analyze the various forms family, class, and social groups have taken in European history and how they have changed over time. (IS)
- Analyze and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry.
- Analyze features of historical evidence such as audience, purpose, point of view, format, argument, limitations, and context germane to the evidence considered.
- Analyze and evaluate competing models of periodization in European history.
- Compose arguments / positions, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify a claim.
- Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity.
- Explain and evaluate ways in which specific historical phenomena, events, or processes connect to broader regional, national, or global processes occurring at the same time.

Course Themes

• Interaction of Europe and the World (INT)	• States and Other Institutions of Power (SP)
• Poverty and Prosperity (PP)	• Individuals and Society (IS)
• Objective Knowledge and Subjective Visions (OS)	

Course Compelling Questions

- What political, technological and intellectual developments enabled European contact and interaction with other parts of the world?
- How have encounters between Europe and the world shaped European cultures, politics and society?
- How has the organization of society changed as a result of or in response to the development of the spread of capitalism?
- How have individuals, groups, and the state responded to economic and social inequality?
- What roles have traditional sources of authority played in the creation and transmission of knowledge?
- How and why did Europeans come to value subjective interpretations of reality?
- How have various forms of European government changed over time?
- In what ways and why have European governments moved toward or reacted against representative and democratic principles and practices?
- How and why did changes in warfare affect diplomacy, the European state system, and the balances of power?
- How did the concept of a balance of power emerge, develop, and eventually become institutionalized?
- What forms have family, class and social groups taken in European history, and how have they changed over time?
- How and why have tensions arisen between the individual and society over the course of European history?

AP Modern European History: Year-at-a Glance

Unit	Title	Unit Compelling Questions
1	Period 1: 1450-1648	- How did the revival of classical texts challenge previously accepted societal and religious values? - How did the invention of movable type and the printing industry promote the dissemination of new ideas? - In what ways did Renaissance visual arts promote personal, political and religious goals? - How did the development of science challenge classical and religious views of the cosmos, nature, and the human body? - To what extent did the new concept of state sovereignty and secular systems of law play a central role in the creation of new political institutions? - How did the Protestant and Catholic Reformations fundamentally change theology, religious institutions, culture and political authority? - To what extent did conflict among religious groups overlap with political and economic competition within and among states? - To what extent were European nations driven by commercial and religious motives to explore overseas territories and establish colonies? - How did European colonial expansion lead to a global exchange of goods, people and capital? - To what extent did economic change impact social patterns and traditions of hierarchy and status?

2	Period 2: 1648-1815	• How was the authority of absolute monarchy established in a variety of nations over the course of the 17th and 18th centuries? • How did challenges to the absolute model of government lead to alternate political systems? • How did dynastic and state interests, along with Europe's expanding colonial empires, influence the diplomacy and warfare of European states? • In what ways did rational and empirical thought challenge traditional values and ideas? • To what extent did new public venues and print media popularize Enlightenment ideas? • To what extend did the French Revolution pose a fundamental challenge to Europe's existing political and social order? • How did the market economy developed by Europe in the 17th century provide the foundation for its future global role? • How did population growth of the 18th century lead to a consumer revolution? • How did the consumer revolution cause a variety of changes in both family and private life? • To what extent did the urbanization of the 18th century challenge social and political institutions?
3	Period 3: 1815-1914	• What factors impacted the ability of various nations to industrialize over the course of the 19th century? • To what extent did the Industrial Revolution alter class and family structures across European nations? • How did the Second Industrial Revolution lead to a heightened sense of consumerism among the European populace? • What new ideologies developed and took root as a response to industrial and political revolutions? • To what extent did governments' response to the problems of industrialization lead to an expansion of their functions and bureaucracies? • How did the Concert of Europe seek to maintain the status quo through collective action? • How did movements of nationalism and liberalism challenge the conservative order imposed by the Congress of Vienna? • To what extend did the unification of Germany and Italy transform the European balance of power and patterns of diplomacy? • How did industrial, cultural and technological developments spur overseas expansion and imperialism? • How did intellectual and cultural movements of the late 19th century reflect a loss of confidence in the objectivity of knowledge and the development of relativism?
4	Period 4: 1914-Present	• How did the development of industrialism and advancement in science and technology change the nature of warfare in the twentieth century? • What factors contributed to the rise of fascism, extreme nationalism and racist ideology in the Interwar period? • What role did nationalist and separatist movements play in the development of a post War peace? • To what extent did Communist states achieve the Marxist principles? • What was the impact of total war on the loyalty and respect of civilians to their nation-states?

| | | How did the alliances of the World Wars deteriorate into a divided and antagonistic Europe for the latter part of the twentieth century? What factors caused European nations to favor political and economic integration after the era of the World Wars? To what extent did European artists use strong emotions to address individuality and move away from realism toward abstraction and the non-rational? How did advancements in science and technology challenge the notion of objective knowledge and organized religion? How did various movements for political and social equality, such as feminism, anti-colonialism, and campaigns for immigrants' rights, pressure governments and redefine citizenship? |

Monitoring Student Progress

Students' progress in relation to the content and skill standards will be measured with teacher-generated, as well as district-wide, formative and summative assessments in the following areas:

1. Determine the central ideas or information of historical content; provide an accurate summary that makes clear the relationships among the key details and ideas (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.2).
2. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the content as a whole (INQ DIM 1-4; CCSS.ELA-LITERACY.RH11-12.1).
3. Evaluate differing points of view on the same historical event or issue by assessing various claims, reasoning, and evidence (INQ DIM 1-3; CCSS.ELA-LITERACY.RH11-12.6).
4. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g. visually, quantitatively, as well as in words) in order to address a question or solve a problem (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.7)
5. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources (INQ DIM 3-4; CCSS.ELA-LITERACY.RH11-12.9).
6. Produce arguments (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.1).
7. Produce informative / explanatory interpretations (written or presented) focused on discipline-specific content (INQ DIM 3-4; CCSS.ELA-LITERACY.WHST.11-12.2).
8. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (INQ DIM 1-4; CCSS.ELA-LITERACY.WHST.11-12.7).
9. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source; integrate information into the text selectively; avoid plagiarism and overreliance on any one source and follow a standard format for citation (INQ DIM 1-4; CSS.ELA-LITERACY.WHST.11-12.8).
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinary-specific tasks, purposes, and audiences (INQ DIM 4; CCSS.ELA-LITERACY.WHST.11-12.10)

Period 1: 1450-1648

Overview

During the period of 1450 to 1648, the world view of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world. Renaissance intellectuals and artists revived classical motifs in the fine arts and classical values in literature and education. Humanists employed new models of textual criticism that led a questioning spirit to emerge among the European elite. The invention of the printing press in the mid-15th century accelerated the development and dissemination of these new attitudes. During the 16th and 17th centuries, Europeans developed new approaches to and methods for looking at the natural world which challenged accepted beliefs and ideas. The unexpected encounters with the Western hemisphere at the end of the 15th century further undermined knowledge derived from classical and biblical authorities. These explorations produced new knowledge of geography and the world's peoples through direct observation, which gave credence to new approaches and inquiry of all knowledge. It is during this time period that human beings began to celebrate and become more aware of human potential and achievement, and throughout this unit students will examine the ways that it fostered a paradigm shift between the medieval and modern world.

Unit Content Objectives

At the conclusion of this unit, students will be able to:
- Analyze the ways in which the worldview of European intellectuals shifted from one based on traditional authority to one based on inquiry and observation of the natural world.
- Analyze how the struggle for sovereignty within and among states resulted in various degrees of political centralization.
- Explain how scientific and intellectual advancements facilitated European interaction with other parts of the world.
- Assess how religious pluralism challenged the concept of a unified Europe.
- Evaluate the impact of European exploration on European nations and peoples and indigenous populations.
- Analyze the ways in which commercial and agricultural capitalism increasingly shaped everyday life.
- Assess the persistence of medieval social and economic structures within European society.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:
- How did the revival of classical texts challenge previously accepted societal and religious values?
- How did the invention of movable type and the printing industry promote the dissemination of new ideas?
- In what ways did Renaissance visual arts promote personal, political and religious goals?
- How did the development of science challenge classical and religious views of the cosmos, nature, and the human body?
- To what extent did the new concept of state sovereignty and secular systems of law play a central role in the creation of new political institutions?
- How did the Protestant and Catholic Reformations fundamentally change theology, religious institutions, culture and political authority?

- To what extent did conflict among religious groups overlap with political and economic competition within and among states?
- To what extent were European nations driven by commercial and religious motives to explore overseas territories and establish colonies?
- How did European colonial expansion lead to a global exchange of goods, people and capital?
- To what extent did economic change impact social patterns and traditions of hierarchy and status?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY
It is expected that students in high school European History will individually and with others:

INQ 9–12.1 Explain how a question reflects an enduring issue in the field.
INQ 9–12.2 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question.
INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

Corresponding CT Core Standards: CCSS.ELA-Literacy, RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.7
Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS
It is expected that students in AP Modern European History will individually and with others:

Change, Continuity, and Context
HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
HIST 9–12.2 Analyze change and continuity in historical eras.
HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

Perspectives
HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.

HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.
HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence
HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.
HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
HIST 9–12.11 Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.
HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation
HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Geographic Representations: Spatial Views of the World
GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture
GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Populations: Spatial Patterns and Movement
GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns
GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land

use.
GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Economic Decision-Making
ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets
ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy
ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy
ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.
ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Civic and Political Institutions
CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles
CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws
CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE
It is expected that students in high school European History will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.

INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1-10; CCSS.ELA-WHST.11-12.1-2; CCSS.ELA-Literacy.WHST.11-12.7-10

Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION

It is expected that students in high school European History will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

INQ 9–12.11 Construct explanations using sound reasoning, correct sequence (linear or non-linear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical)

INQ 9–12.12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 9–12.13 Critique the use of claims and evidence in arguments for credibility.

INQ 9–12.14 Critique the use of the reasoning, sequencing, and supporting details of explanations.

INQ 9–12.15 Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

INQ 9–12.16 Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

INQ 9–12.17 Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

Corresponding CT Core Standards: CCSS.ELA-Literacy.RH.11-12.1; CCSS.ELA-Literacy.WHST.11-12.1-8

Key academic vocabulary: *argument, explanation, sources, evidence, claims, counterclaims, visually / visualize, credibility*

Period 2: 1648-1815

Overview

Between 1648 and 1815, the sovereign state was consolidated as the principal form of political organization across Europe. Although challenged and sometimes effectively resisted by various social groups and institutions, the typical state of the period asserted claims to absolute authority within its borders. A few states gradually developed governments in which the authority of the executive was restricted by legislative bodies protecting the interests of the landowning and commercial classes. This time period, bookended by the Peace of Westphalia and the Congress of Vienna, is also characterized by the development of a balance of power system in which diplomacy became a major component of relations between states. Most of the wars of this period stemmed from attempts either to preserve or disturb the balance of power between European states. The French Revolution was the most formidable challenge to traditional politics and diplomacy of this period. Inspired in part by Enlightenment ideals, the revolution introduced mass politics, led to the creation of numerous political and social ideologies, and remained the touchstone for those advocating reform in subsequent decades. In this unit students will examine the impact of Enlightened and liberal ideas on traditional mechanisms of authority. The clash between liberal and conservative ideas introduced in this unit will shape the remainder of the curriculum.

Unit Content Objectives

At the conclusion of this unit, students will be able to:
- Evaluate the impact of various models of political sovereignty on the relationship among states and between states and individuals.
- Analyze the ways in which the expansion of European commerce accelerated the growth of a worldwide economic network.
- Understand the ways the popularization and dissemination of the Scientific Revolution led to the application of its methods to political, social and ethical issues of the day.
- Analyze the ways in which reason became emphasized in European culture and academic life.
- Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity, and politics as government by natural laws.
- Assess the impact of demographic, medical, environmental, and technological changes on the experiences of everyday life.
- Understand the shift in popular art from religious themes and royal power to private life and public good.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:
- How was the authority of absolute monarchy established in a variety of nations over the course of the 17th and 18th centuries?
- How did challenges to the absolute model of government lead to alternate political systems?
- How did dynastic and state interests, along with Europe's expanding colonial empires, influence the diplomacy and warfare of European states?
- In what ways did rational and empirical thought challenge traditional values and ideas?
- To what extent did new public venues and print media popularize Enlightenment ideas?
- To what extend did the French Revolution pose a fundamental challenge to Europe's existing political and social order?

- How did the market economy developed by Europe in the 17th century provide the foundation for its future global role?
- How did population growth of the 18th century lead to a consumer revolution?
- How did the consumer revolution cause a variety of changes in both family and private life?
- To what extent did the urbanization of the 18th century challenge social and political institutions?

Standards Emphasized in the Unit: Inquiry in the Social Studies

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HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.
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Causation and Argumentation
HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
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GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture
GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Populations: Spatial Patterns and Movement
GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns

GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.

GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Economic Decision-Making

ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets

ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy

ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy

ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.

ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Civic and Political Institutions

CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.

CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws

CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.

CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.

CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.

CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE

It is expected that students in high school European History will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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Key academic vocabulary: *argument, sources, evidence, claims, counterclaims*

DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
It is expected that students in high school European History will individually and with others:

INQ 9–12.10 Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.
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Period 3: 1815-1914

Overview

The transition from an agricultural to an industrial economy will shape the period from 1815-1914, creating both advancements and challenges and for European nations. Each nation's experience with industrialization was shaped by its own matrix of geographic, social and political factors. Nations who pursued industrialization would flourish globally, while those who did not lagged behind. The Industrial Revolution, coupled with political turmoil resulting from the Congress of Vienna, triggered dramatic consequences. The ideologies engendered by these 19th century revolutions - conservatism, liberalism, nationalism, romanticism, and socialism- provided their adherents with coherent views of the world and differing blueprints for change. The response to socioeconomic changes resulted in the revolutions of 1848, but the failure of these uprisings left the issues raised by the economic, political, and social transformations unresolved well into the 20th century. Nationalism acted as one of the most powerful agents of political change, inspiring revolutions as well as campaigns by states for national unity or a higher degree of centralization. The "new imperialism" of the late 19th and early 20th centuries allowed European nations to assert their economic and cultural hegemony, yet heightened tension among various powers. In this unit, students will assess how a complicated alliance system, an ever shifting balance of power, and increased domestic tensions will set the state for crisis and war in the twentieth century.

Unit Content Objectives

At the conclusion of this unit, students will be able to:
- Explain how geographic, economic, social and political factors affected the pace, nature, and timing of industrialization in western and eastern Europe.
- Assess the ideological, political and collective responses to the societal problems provoked by widespread industrialization.
- Explain how industrialization elicited critiques from artists, socialists, workers' movements, and feminist organizations.
- Evaluate the methods used by various nations as they attempted to maintain stability in an age of nationalism and revolutions.
- Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability.
- Evaluate the causes and consequences of persistent tensions between women's roles and status in the private versus the public sphere.
- Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I.
- Analyze the variety of imperial motives and methods utilized to increase European influence globally.
- Compare and contrast the cultural values of scientific realism and objectivity with subjectivity and individual expression as represented in 19th and 20th century art.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:
- What factors impacted the ability of various nations to industrialize over the course of the 19th century?
- To what extent did the Industrial Revolution alter class and family structures across European nations?

- How did the Second Industrial Revolution lead to a heightened sense of consumerism among the European populace?
- What new ideologies developed and took root as a response to industrial and political revolutions?
- To what extent did governments' response to the problems of industrialization lead to an expansion of their functions and bureaucracies?
- How did the Concert of Europe seek to maintain the status quo through collective action?
- How did movements of nationalism and liberalism challenge the conservative order imposed by the Congress of Vienna?
- To what extend did the unification of Germany and Italy transform the European balance of power and patterns of diplomacy?
- How did industrial, cultural and technological developments spur overseas expansion and imperialism?
- How did intellectual and cultural movements of the late 19th century reflect a loss of confidence in the objectivity of knowledge and the development of relativism?

Standards Emphasized in the Unit: Inquiry in the Social Studies

DIMENSION 1: DEVELOPING QUESTIONS AND PLANNING INQUIRY
It is expected that students in high school European History will individually and with others:

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INQ 9–12.3 Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a supporting question.
INQ 9–12.4 Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.
INQ 9–12.5 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources

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Key academic vocabulary: *questioning, argument, explanation, point of view*

DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS
It is expected that students in AP Modern European History will individually and with others:

Change, Continuity, and Context
HIST 9–12.1 Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.
HIST 9–12.2 Analyze change and continuity in historical eras.
HIST 9–12.3 Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by

the historical context.

Perspectives
HIST 9–12.4 Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.
HIST 9–12.5 Analyze how historical contexts shaped and continue to shape people's perspectives.
HIST 9–12.6 Analyze the ways in which the perspectives of those writing history shaped the history that they produced.
HIST 9–12.7 Explain how the perspectives of people in the present shape interpretations of the past.
HIST 9–12.8 Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspectives of people at the time.

Historical Sources and Evidence
HIST 9–12.9 Analyze the relationship between historical sources and the secondary interpretations made from them.
HIST 9–12.10 Detect possible limitations in various kinds of historical evidence and differing secondary interpretations.
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HIST 9–12.12 Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources.
HIST 9–12.13 Critique the appropriateness of the historical sources used in a secondary interpretation.

Causation and Argumentation
HIST 9–12.14 Analyze multiple and complex causes and effects of events in the past.
HIST 9–12.15 Distinguish between long-term causes and triggering events in developing a historical argument.
HIST 9–12.16 Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past.
HIST 9–12.17 Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.

Geographic Representations: Spatial Views of the World
GEO 9–12.1 Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics.
GEO 9–12.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.
GEO 9–12.3 Use geographic data to analyze variations in the spatial patterns of cultural and environmental characteristics at multiple scales.

Human-Environment Interaction: Place, Regions, and Culture
GEO 9–12.4 Evaluate how political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Human Populations: Spatial Patterns and Movement
GEO 9–12.5 Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

GEO 9–12.6 Evaluate the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

Global Interconnections: Changing Spatial Patterns
GEO 9–12.7 Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.
GEO 9–12.8 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

Economic Decision-Making
ECO 9–12.1 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

Exchange and Markets
ECO 9–12.2 Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes.

The National Economy
ECO 9–12.3 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

The Global Economy
ECO 9–12.4 Analyze the role of comparative advantage in international trade of goods and services.
ECO 9–12.5 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.

Civic and Political Institutions
CIV 9–12.1 Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions to address social and political problems.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles
CIV 9–12.2 Evaluate social and political systems in different contexts, times, and places, that promote civic virtues and enact democratic principles.
CIV 9–12.3 Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Processes, Rules, and Laws
CIV 9–12.4 Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved.
CIV 9–12.5 Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues.
CIV 9–12.6 Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
CIV 9–12.7 Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights.

DIMENSION 3: EVALUATING SOURCES AND USING EVIDENCE
It is expected that students in high school European History will individually and with others:

INQ 9–12.6 Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.
INQ 9–12.7 Evaluate the credibility of a source by examining how experts value the sources.
INQ 9–12.8 Identify evidence that draws information directly and substantively from multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.
INQ 9–12.9 Refine claims and counterclaims attending to precision, significance, and knowledge conveyed through the claim while pointing out the strengths and limitations of both.

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DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION
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Period 4: 1914-Present

Overview

European politics and diplomacy in the 20th century were defined by total war and its consequences. World War I and II destroyed the balance of power, and created a lack of stability in which extremist ideologies emerged. The uneasy alliance between Soviet Russia and the West during wartime gave way after 1945 to a diplomatic, political, and economic confrontation between the democratic, capitalist states of Western Europe allied with the United States and the communist bloc of Eastern Europe dominated by the Soviet Union, lasting for almost five decades. In the West, political and economic unity was promoted, leading to the establishment of a variety of treaties for economic cooperation. Additionally, states in both Eastern and Western Europe increased their involvement in citizens' lives through the establishment of welfare programs, the expansion of education, regulation and planning of the economy, and the extension of cultural opportunities to all groups in society. The major trends of 20th century European thought and culture moved from optimism and certainty to the questioning accepted truths and values. At the conclusion of this course, students will examine the impact of political and economic integration on European states and analyze Europe's changing role in an increasingly globalized world.

Unit Content Objectives

At the conclusion of this unit, students will be able to:
- Analyze the impact of total war and political instability on European political, social and economic structures.
- Evaluate how the emergence of new weapons, tactics, and methods of military organization changed the scale and cost of warfare, required the centralization of power, and shifted the balance of power in the 20th century.
- Explain how new ideas of political authority and the failure of diplomacy led to world wars, political revolutions, and the establishment of totalitarian regimes in the 20th century.
- Explain how and why various groups, including communists and fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms.
- Analyze how the diverse intellectual and cultural movements questioned the role of truth, morality and the existence of objective knowledge.
- Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation state, and global political alliances.
- Evaluate how identities such as ethnicity, race, and class have defined the individual in relationship to society.
- Analyze the origins, characteristics, and effects of the post-World War II economic integration of Europe.

Unit Compelling Questions

Students will apply disciplinary concepts to investigate compelling questions such as:

- How did the development of industrialism and advancement in science and technology change the nature of warfare in the twentieth century?
- What factors contributed to the rise of fascism, extreme nationalism and racist ideology in the Interwar period?
- What role did nationalist and separatist movements play in the development of a post War peace?
- To what extent did Communist states achieve the Marxist principles?
- What was the impact of total war on the loyalty and respect of civilians to their nation-states?
- How did the alliances of the World Wars deteriorate into a divided and antagonistic Europe for the latter part of the twentieth century?
- What factors caused European nations to favor political and economic integration after the era of the World Wars?
- To what extent did European artists use strong emotions to address individuality and move away from realism toward abstraction and the non-rational?
- How did advancements in science and technology challenge the notion of objective knowledge and organized religion?
- How did various movements for political and social equality, such as feminism, anti-colonialism, and campaigns for immigrants' rights, pressure governments and redefine citizenship?

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