Pequea Valley School District
Social Studies

Unit 1: The Renaissance in Europe **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

How can trade lead to economic prosperity and political power?
How can ideas be reflected in art, sculpture and architecture?

Unit Essential Question(s)

What contributed to the rise of the Italian states during the Renaissance?
How did Machiavelli's work influence political power in the Western world?
How was society characterized during the Renaissance?
How did humanism help define the Italian Renaissance?
How was education during the Renaissance shaped by humanism?
How did humanism influence the works of Renaissance artists and authors?
How did the works of northern European artists differ from those of the Italian artists?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- mercenary
- burgher
- republic
- humanism
- vernacular
- fresco
- perspective

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".*** That beginning in Italy and spanning two centuries, the Renaissance emphasized secularism, ties to ancient Greeks and Romans, and individual abilities. The influence of intellectual and artistic movements of the Renaissance.
Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.*** The location and influence of the Italian states. Machiavelli's view on political activity.
Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies*** Draw conclusions about the influence of political power on wealth and economic activities in the Italian states. Identify examples of the human-focused worldview of Renaissance artists. Compare and contrast the idea of liberal arts during the Renaissance and today.

Software/Resources:

Learner Agency:

- Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Social Studies

Unit 2: The Reformation in Europe **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What conditions can encourage the desire for reform?
How can reform influence society and beliefs?

Unit Essential Question(s)

How did Christian humanism and Erasmus pave the way for the Protestant Reformation in Europe?
What role did Martin Luther and his ideas play in the Reformation?
Why did Calvinism become an important form of Protestantism by the mid-sixteenth century?
What made the English Reformation different from the Reformation in the rest of Europe?
Why did both Catholics and Protestants consider Anabaptists dangerous radicals?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- Christian humanism
- salvation
- indulgence
- Lutheranism
- justification
- predestination
- ghetto

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

That in northern Europe, the desire for the reform of the Catholic Church, along with political instability, led to the emergence of Protestantism.

That different forms of Protestantism emerged in Europe as the Reformation spread, and that the Catholic Church underwent its own Reformation.
Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.*** The development of Protestantism and changes in the Catholic Church. Martin Luther's idea of justification by faith alone.
Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies*** Draw conclusions about the causes of reform of the Catholic Church. Describe Calvinist ideas and beliefs. Sequence events in the relationship between Henry VIII, the Catholic Church and the Church of England.

Software/Resources:

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Pequea Valley School District
Social Studies

Unit: 3 Absolutism and Conflict **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What effect might social, economic, and religious conflicts have on a country?

How does the exercise of absolute power affect a country?

Unit Essential Question(s)

What roles did France and Spain play in religious conflicts?
What fueled the French civil wars of the 16th century?
How was Europe affected by social and economic crises in the 17th century?
What were the causes and effects of the Thirty Years War?
What were the causes and effects of the Glorious Revolution?
How was the monarchy of Louis XIV characteristic of absolutism?
How did Russia emerge as a powerful state under Peter the Great?
How did art movements change in Europe after the Renaissance?
Why was the theater so popular during the Golden Age?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- heretics
- armada
- inflation
- divine right of kings
- Puritans
- Cavaliers
- Roundheads

- natural rights
- absolutism
- czar
- boyar
- Mannerism
- Baroque

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
That religious and political conflicts erupted between Protestants and Catholics in many European nations.
That social, economic and religious conflicts challenged the established political order throughout Europe.
That conflict between rulers and Parliament on how to govern the country led England from being governed by a king who believed in his divine right to rule to a constitutional monarchy.
That France became the best example of an absolute monarchy, while Prussia, Austria and Russia followed suit, emerging as great European powers.
That art and literature in late 16th and 17th century Europe reflected people's spiritual perceptions and the human condition.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
The actions of European Countries in response to religious issues.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Identify the causes and effects of the French Wars of Religion and the Thirty-Years War.
Compare and contrast the views of Thomas Hobbes and John Locke on political power.
Use visual literacy skills to learn more about art and architecture created the the baroque period.

Software/Resources:

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 3: Conflict and Absolutism **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What effect might social, economic and religious conflicts have on a country?

How would the exercise of absolute power affect a country?

Unit Essential Question(s)

What roles did France and Spain play in religious conflicts?
What fueled the French civil wars of the 16th century?
How was Europe affected by social and economic crises in the 17th century?
What were the causes and effects of the Thirty Years War?
What were the causes and effects of the Glorious Revolution?
How was the monarchy of Louis XIV characteristic of absolutism?
How did Russia emerge as a powerful state under Peter the Great?
How did art movements change in Europe after the Renaissance?
Why was the theater so popular during the Golden Age?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

Tier 3 Vocabulary (Content specific vocabulary)

- heretics
- armada
- inflation
- divine right of kings
- Puritans
- Cavaliers
- Roundheads

- natural rights
- absolutism
- czar
- boyar
- Mannerism
- Baroque

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
Religious and political conflict erupted between Protestants and Catholics in many European countries.
Conflicts between rulers and Parliament on how to govern the country led England to become a constitutional monarchy.
France became the best example of an absolute monarchy.
Art and literature in late 16th and 17th century Europe reflected people's spiritual perception and human conditions.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
The actions of European countries in response to religious issues.
England's move from absolutism to constitutional monarchy.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Compare and contrast the views of Thomas Hobbes and John Locke on political power.
Discuss the ways in which Peter the Great westernized Russia.
Use visual literacy skills to learn more about art and architecture created during the Baroque period.

Software/Resources:

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Pequea Valley School District
Social Studies

Unit 4: Muslim and Eastern Influences **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

What factors help unify a kingdom or empire?

How can external forces influence a kingdom or dynasty?

Unit Essential Question(s)

How did the Ottoman Turks establish power and expand their empire?
What was the source of the conflict between the Ottomans and the Safavids?
How were the Moguls able to bring almost all of India under one rule?
How did the British gain power and control of India?
How did the relationship between Asian countries and Europeans change between 1450 and 1800?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 5

Tier 3 Vocabulary (Content specific vocabulary)

janissary
gunpowder empire
sultan
grand vizier
harem
pasha
ulema
shah
anarchy

orthodoxy
zamindars
suttee
isolationism

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
Ottomans created a strong empire through expansion, mastery of technology, religious toleration and artistic achievements.
The Safavid Empire unified as a Shia nation, fought with the Ottomans for control of the territory and religion.
The Moguls established a new dynasty and brought a new era of unity to the Indian subcontinent.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
The political and religious structure of the Ottoman Empire.
The conflicts between the Ottomans and the Safavids.
How the Moguls brought together Persian and Indian influences.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Compare and contrast Sunni and Shia Islam.
Describe trade between Europe and Asia.

Software/Resources:

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 6: The French Revolution and Napoleon **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

What causes revolution?

How does revolution change society?

Unit Essential Question(s)

What were the causes of the French Revolution?
What ideas and events shaped the course of the French Revolution?
What was Napoleon's role in the revolution?
How did the revolution change France?
How did the French Revolution influence ideas and events across Europe?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 8

Tier 3 Vocabulary (Content specific vocabulary)

- estate
- taille
- bourgeoisie
- sans-culottes
- electors
- coup d'état
- consulate
- nationalism
- conservatism

- principle of intervention
- liberalism

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
The causes of the French Revolution.
The ideas and events that shaped the course of the French Revolution.
Napoleon's role in the French Revolution and how the revolution changes France.
How the French Revolution influenced ideas and events across Europe.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
How human rights were influenced by different ideas during the French Revolution.
How the revolution changed France.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
To draw conclusions about the causes and effects of the French Revolution.
Identify Napoleon's role in the French Revolution.
Explain how the French Revolution influenced ideas and events across Europe.

Software/Resources:

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 7: Industrialization and Nationalism **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

How can innovation affect ways of life?

How does revolution bring about political and economic change?

Unit Essential Question(s)

How did the Agricultural Revolution and subsequent Industrial Revolution change the way people lived and worked?
How successful were the revolutionary uprisings that occurred throughout Europe in the 1830s and 1840s?
How did conflict affect the political climate in nineteenth-century Europe?
What influenced the rise of romanticism and realism, and what values and ideas were at the core of each movement?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 8

Tier 3 Vocabulary (Content specific vocabulary)

- capital
- entrepreneur
- cottage industry
- puddling
- industrial capitalism
- socialism
- universal male suffrage
- multinational empire
- militarism
- kaiser
- plebiscite

- emancipation
- abolitionism
- romanticism
- secularization
- natural selection
- realism

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- The Industrial Revolution changed the way people lived and worked.
- During the 1830s and 1840s, liberals and nationalists rebelled against the conservative order in Europe.
- Italy and Germany achieved unification in the mid-1800s, but not all national groups were able to accomplish their goals.
- The intellectual movement known as romanticism was a reaction to other Enlightenment ideals and the industrialization.
- Advances in science contributed to the outlook of a new movement called realism.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- The revolutionary outbursts of the 1830s.
- The ways in which the Industrial Revolution heightened interest in scientific research.
- How the Crimean War destroyed the Concert of Europe.
- How political stability led to a more liberal Great Britain.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Identify the causes and effects of the Industrial Revolution in Great Britain.
- Compare and contrast the characteristics of romantic and realistic art.

Software/Resources:

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 8: The Reach of Imperialism **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

What were the causes and effects of imperialism?

How do some groups resist control by others?

Unit Essential Question(s)

How are political and social structures influenced by economic changes?
What were the causes of imperialism?
What were the effects of colonial rule on the countries that were colonized?
How did the British and French ruling styles affect their African colonies?
What was the source of conflict between the British and the Indian people?
What led to an Indian independence movement?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 10

Tier 3 Vocabulary (Content specific vocabulary)

- Imperialism
- Racism
- Protectorate
- Indirect rule
- Direct rule
- Annex
- Indigenous
- Sepoys

- Viceroy

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***
Through the new imperialism, Westerners controlled vast territories, exploited native populations, and opened markets for European products.
Virtually all of Africa was under European rule of the year 1900
The British brought stability to India but destroyed native industries and degraded Indians.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***
The causes and effects of imperialism.
The differences between British and French ruling styles and their effects of African colonies.
The causes and effects of the Sepoy Mutiny.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***
Explain the economic impact of the new Imperialism.
Analyze the ways in which European attitudes and practices contributed to African nationalism.
Identify the problems that occured in India because of colonial pressures.

Software/Resources:

Learner Agency:

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Pequea Valley School District
Social Studies

Unit 9: World War I and the Russian Revolution **Course: European History** **Grade: 11/12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Why do politics often lead to war?

How can technology impact war?

Unit Essential Question(s)

What factors contributed to the start of World War I?
How did the conflict between Austria-Hungary and Serbia draw other European nations into a war?
How did the war on the Eastern Front differ from war on the Western Front?
What effect did new technology have on warfare?
What were the causes and effects of the March 1917 revolution?
How did Lenin and the Bolsheviks gain control of Russia?
How did World War I come to an end?
How was the final settlement of World War I established?

Keystone Eligible Content/PA Core Standard

Pacing: Approximate number of class sessions per unit

- 15

Tier 3 Vocabulary (Content specific vocabulary)

- conscription
- mobilization
- propaganda
- trench warfare
- war of attrition
- total war

- planned economies
- soviet
- war communism
- abdicate
- armistice
- mandate
- reparation

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

Militarism, alliances, imperialism, nationalism and a crises in the balkans led to World War I.
A stalemate on the Western Front led to a widening of World War I, and governments expanded their powers to accommodate the war.
The fall of the czarist regime and the Russian Revolution put the Communists in power in Russia.
After the defeat of the Germans, peace settlements brought political and territorial changes to Europe and created bitterness and resentment in some nations.

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

The causes of World War I.
How the conflict between Serbia and Austria-Hungary included other nations.
The effects of new technology on warfare.
How Lenin and the Bolsheviks gained control of Russia.
The sequence of events during the last years of the war.
The relationship between Wilson's 14 Points, the League of Nations and the Treaty of Versailles.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

Compare and contrast the Eastern and Western Fronts of the war.
Identify the causes and effects of the Russian Revolution.
Discuss how the settlement of the war set up the circumstances for the second world war.

Software/Resources:

Learner Agency: Learner Agency is possessing the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.