



Mehlville School District

AP European History

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General Course Information

Course Name: AP European History	
Department: Social Studies	Grade Level(s):10, 11, 12
Duration/Credits: 1 year/ 1.0 credit	Prerequisites: Students who are successful in AP European History must be strong independent readers and organized writers. Students must be motivated and able to complete college-level course work. Successful completion of a previous high school history course is required.
BOE Approval Date: 11/19/18	Course Code: H1370W
Course Description:	
<p>In AP European History, the student investigates significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. The student analyzes primary and secondary sources, develops historical arguments, makes historical comparisons, and evaluates causation and change and continuity over time within the historical context. The course also provides six themes that the student explores throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; poverty and prosperity; objective knowledge and subjective visions; states and other institutions of power; individual and society; and the national and European identity.</p>	
Course Rationale:	
<p>Today's student/adult needs to be prepared to reason, make decisions, and solve problems in a culturally diverse world. Through this advanced course in European History, the student will have the opportunity to enrich their understanding of the development of Western cultural systems and expand their communication, analytical and problem-solving skills.</p>	
Course Objectives:	
<ol style="list-style-type: none">1. The student will recognize the major themes of Greco-Roman Civilization and discuss their role in shaping the cultural traditions of the Western World (A+: Speaking and Listening)2. The student will identify the major institutions of Medieval Society and analyze the functions of a feudal society.	

3. The student will evaluate in a written assignment, the cultural themes of the Renaissance (A+: Writing)
4. The student will identify the origins and consequences of European exploration and colonization of the New World.
5. The student will research and analyze the causes and effects of the Protestant Reformation and the Counter-Reformation. (A+: Research)
6. The student will recognize the major themes of the Scientific Revolution and the Enlightenment and their impact on western political, economic and social systems.
7. The student will identify the themes of the Industrial Revolution and evaluate the effects of Political Revolution on 18th and 19th Century western culture.
8. The student will recognize the causes and effects of global war and economic crisis in the 20th Century.
9. The student will read primary and secondary sources to analyze the impact of the Cold War (and its end) on the nature of western social, political and economic systems (A+: Reading)

Standards Alignment:

[Aligned to College Board AP European History Standards](#)

AP College Board Course Outline and Units

Click [here](#) to view full College Board site information, including unit descriptions and goals.

Power Standards

List Standards -

9-12.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history

9-12.WH.1.CC.D Using an inquiry lens, develop compelling questions about world history post c. 1450, to determine helpful resources and consider multiple points of views represented in the resources.

9-12.WH.1.CC.E Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem.

Unit I: Changing World Views	Duration: Semester 1 (6 Weeks)
Unit Description: In this unit students complete a brief review of the ancient and medieval Western heritage embodied in Greece, Rome, and Feudal Europe. The unit then explores the late Middle Ages and the flowering of the Renaissance in Italy and then Northern Europe. Finally, the unit evaluates the causes, course and effects of the Protestant Reformation and religious warfare.	
Unit Standards	Key Learning Targets
9-12.WH.1.CC.B Explain connections among historical context and peoples' perspectives at the time in world history	I can explain how events in the Middle Ages impacted the Renaissance and Reformation.
9-12.WH.2.CC.C. Explain how the Crusades, Scientific Revolution, Black Death, and the resulting exchanges that followed, impacted Europe and led to the Renaissance.	I can explain the difference in Medieval and Renaissance art and philosophy. I can identify the impact of the printing press on Europe.
9-12.WH.1.CC.E. Analyze the causes and consequences of a specific problem in world history post c. 1450 as well as the challenges and opportunities faced by those trying to address the problem	I can identify the cause and effects of the Reformation and Religious War.
Essential Questions	Enduring Understandings
Insert essential questions How did European thought and values change during the Renaissance? How did religious pluralism impact European unity?	Insert enduring understandings The rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' view of their world. Religious pluralism challenged the concept of a unified Europe. The era 1450 - 1648 witnessed the transformation of Europe to a secular society.
Resources: textbook	
Previous knowledge and skills needed: College level reading and writing	
Key Unit Vocabulary:	

Renaissance, humanist, civic humanist, printing press, natural philosopher, secularism, individualism, theology, vernacular, Protestant, naturalism, Mannerist, ecclesiastical, 95 Theses, Peace of Augsburg, Edict of Nantes, Council of Trent, Anabaptists, Holy Roman Empire, Thirty Years War ,The Peace of Westphalia, Jesuits, Catholic Counter Reformation, Henry VIII, Habsburgs

Additional Information:

Unit II: Europe Broadens its Horizons	Duration: Semester 1 (6 Weeks)
Unit Description: This unit begins with the European Age of Exploration. The Commercial Revolution brought on by exploration is then evaluated in the context of its impact on Europe including: Absolutism and Constitutionalism, Mercantilism, demographic and agricultural changes, and everyday life for Elite and Popular Cultures through the 18th century.	
Unit Standards	Key Learning Targets
Insert unit standards 9-12.WH.3.CC.B. Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas. 9-12.WH.1.CC.B. Explain connections among historical context and peoples' perspectives at the time in world history. 9-12.WH.4.GS.B. Compare and contrast limited and absolute governments and the extent of their impact on individuals and society 9-12.WH.4.CC.E. Evaluate the impact of nationalism on existing and emerging peoples and nations post c. 1450.	Insert learning targets I can identify the motivations for European exploration. I can explain the effect of European exploration on Europe and the places they explored. I can explain the difference between absolutism and constitutionalism. I explain mercantilism
Essential Questions	Enduring Understandings

<p>Insert essential questions</p> <p>What motive European Exploration?</p> <p>How did Exploration impact Europeans and the people they encountered?</p> <p>How did the Commercial Revolution change European economies?</p> <p>How did the centralization of political authority impact European nation-states?</p>	<p>Insert enduring understandings</p> <p>Europeans explored and settled overseas territories, encountering and interacting with indigenous populations.</p> <p>European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the continued existence of medieval social and economic structures.</p> <p>The struggle for sovereignty within and among states resulted in varying degrees of political centralization.</p>
<p>Resources: textbook</p>	
<p>Previous knowledge and skills needed: College level reading and writing</p>	
<p>Key Unit Vocabulary: Absolutism, constitutionalism, mercantilism, colonization, Columbian Exchange, capitalism, economy, favorable balance of trade, tariff, Navigation Acts, Parliament, Intendant System, Versailles, Treaty of Utrecht, Pragmatic Sanction, joint-stock company, oligarchy, economic bubble, government debt, government deficit</p>	
<p>Additional Information:</p>	

Unit III: Intellectual Advances and the Dual Revolutions	Duration: Semester 1 (6 Weeks)
Unit Description: This unit begins with a study of the Scientific Revolution and the broader development of Enlightenment. This change in the European mindset to one of progress is then evaluated in political terms through the American and French Revolutions and their outcomes. Finally, the unit considers the beginnings of the Industrial Revolution and its linkages to the mindset of progress.	
Unit Standards	Key Learning Targets
<p>Insert unit standards</p> <p>9-12.WH.5.G.C. Evaluate the relationship between technological and scientific advancements and increasing global interaction.</p> <p>9-12.WH.4.PCA. Analyze the intellectual, artistic, and literary achievements of the Enlightenment and ensuing revolutions in order to determine how they challenged the status quo.</p> <p>9-12.WH.4.CC.B. Compare and contrast causes and significant outcomes of political revolutions during this era. (e.g., Glorious Revolution, American Revolution, French Revolution, Haitian and Latin American Revolutions</p> <p>9-12.WH.4.ECB. Examine the connections among natural resources, entrepreneurship, innovation, labor, and capital to determine their effects on an industrial economy in Europe, Africa, Asia and the Americas.</p>	<p>Insert learning targets</p> <p>I can explain the effect of the Scientific Revolution and Enlightenment on Europe.</p> <p>I can explain the cause and effect of the Age of Revolutions.</p> <p>I can identify the causes of the Industrial Revolution.</p>
Essential Questions	Enduring Understandings
Insert essential questions	<p>Insert enduring understandings</p> <p>Different models of political sovereignty affected</p>

<p>What causes revolutions?</p> <p>How does academic advancement create political, economic, and social change?</p>	<p>the relationship among states and between states and individuals.</p> <p>The spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and the ethical issues led to an increased but not unchallenged emphasis on reason in European culture.</p> <p>The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes.</p> <p>Establishing democracy as a viable and long-lived form of government is a difficult action.</p>
<p>Resources: textbook</p>	
<p>Previous knowledge and skills needed: College level reading and writing</p>	
<p>Key Unit Vocabulary: Scientific Revolution, enlightenment, natural rights, social contract, Copernicus, Galileo, Newton, Francis Bacon, Rene Descartes, heliocentric/geocentric theories, balance of power, nationalism, Corporations, Industrialization, Raw Materials, Factors of Production, Mechanization, Mass Production, Factory System, Urbanization, Declaration of the Rights of Man, Code Napoleon, Careers Open to Talent, blockade, Continental System, jacobin, girondin, National Assembly, Reign of Terror</p>	
<p>Additional Information:</p>	

Unit IV: 19th Century Europe	Duration: Semester 2 (7 Weeks)
<p>Unit Description: Study of 19th Century Europe begins with an assessment of the long-term impacts of the dual revolutions in thought and industry by considering the numerous ideologies, often known as the "isms," that spring up at this time. Their linkage to the realities of early industrial life add meaning to the rise of Marxist communism. Following the revolutions of 1848 the unit transitions into coverage of the unification of nation-states in Italy, Germany, and Austria-Hungary, which contributes to a more thorough understanding of the competition for empire during the Age of Imperialism. Throughout, the daily life of rich, poor, and middle class are explored with substantial consideration given to the impact of empire and scientific advance.</p>	
Unit Standards	Key Learning Targets
<p>Insert unit standards</p> <p>9-12.WH.5.CC.A. Analyze world-wide imperialism in the late 19th and 20th centuries to determine its causes and consequences.</p> <p>9-12.WH.5.CC.C. Analyze the varying process of colonization and decolonization to compare its effects on the world today</p> <p>9-12.WH.5.EC.A. Analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions</p>	<p>Insert learning targets</p> <p>I can compare classical liberalism, conservatism, and radicalism as they were understood in the 19th century.</p> <p>I can explain why the artistic change from Romanticism to Realism is linked to the revolutions of 1848 and why Impressionism is mostly apolitical.</p> <p>I can identify the developments necessary to the creation of the states of Italy, Germany, and Austria-Hungary.</p> <p>I can analyze European imperialism through the lens of social darwinism.</p> <p>I can research and present, in structured/unstructured settings, the impact of scientific and industrial advance on the everyday life of Europeans.</p>
Essential Questions	Enduring Understandings

<p>Insert essential questions</p>	<p>Insert enduring understandings</p> <p>The expansion of European commerce accelerated the growth of a worldwide economic network.</p> <p>The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location.</p> <p>Political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses.</p> <p>European states struggled to maintain international stability in an age of nationalism and revolutions.</p> <p>A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers.</p>
<p>Resources:</p>	
<p>Previous knowledge and skills needed:</p>	
<p>Key Unit Vocabulary:</p>	
<p>Additional Information:</p>	

Unit V: European Society in Crisis	Duration: Semester 2 (4 Weeks)
Unit Description: World War I begins study of this unit with the undoing of conservative Europe. The subsequent challenges of the 1920s and 1930s are then considered with existentialism as an underpinning element that reduces the role of progress in the European mindset. Dictatorship and Totalitarianism then lead the way into and through World War II.	
Unit Standards	Key Learning Targets
Insert unit standards 9-12.WH.5.CC.B. Trace the origins, and relationships among the world wars, revolutions, and global conflicts of 20 th century to determine their impacts on the world today. 9-12.WH.5.PC.A. Analyze causes and patterns of human rights violations and genocide and suggest resolutions for current and future conflicts. 9-12.WH.5.PCB. Analyze the process of globalization to determine its effect on global conflict and cooperation.	Insert learning targets
Essential Questions	Enduring Understandings
Insert essential questions	Insert enduring understandings Total war and political instability in the first half of the 20 th century gave way to a polarized state order during the Cold War and eventually to efforts at transnational union The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle between and among democracy, communism, and fascism.
Resources:	

Previous knowledge and skills needed:
Key Unit Vocabulary:
Additional Information:

Unit VI: Cold War and New Europe	Duration: Semester 2 (5 Weeks)
Unit Description: This unit explores Europe's new position in world affairs as part of the Cold War between the United States and Soviet Union. The backdrop to this condition is the end of European empire through decolonization and the work to build a unified European community. The rise of the welfare state, student led social movements, consumer society, feminism, and conservatism are also key elements throughout the period. Finally, the unit concludes with the end of the Cold War, transformation of the former Soviet Bloc, and the challenges this presents to European unity in the present day.	
Unit Standards	Key Learning Targets
Insert unit standards 9-12.WH.5.PCB. Analyze the process of globalization to determine its effect on global conflict and cooperation. 9-12.WH.5.ECA. Analyze economic systems (e.g., market, mixed, command) to determine their impact on economic growth, labor markets, rights of citizens, the environment, and resource allocation in and among regions 9-12.WH.5.GSB. Analyze treaties, agreements, and international organizations to determine their impact on world challenges along with national and international order. 9-12.WH.5.CC.C. Analyze the varying process of colonization and decolonization to compare its effects on the world today	Insert learning targets
Essential Questions	Enduring Understandings
Insert essential questions	Insert enduring understandings During the 20 th century, diverse intellectual and cultural movements questioned the existence of

	<p>objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards.</p> <p>Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.</p>
Resources:	
Previous knowledge and skills needed:	
Key Unit Vocabulary:	
Additional Information:	

Unit VII:			Duration:
Unit Description:			
Unit Standards			Key Learning Targets
Insert unit standards			Insert learning targets
Essential Questions			Enduring Understandings
Insert essential questions			Insert enduring understandings
Resources:			
Previous knowledge and skills needed:			
Key Unit Vocabulary:			
Additional Information:			

Unit VIII:	Duration:
Unit Description:	
Unit Standards	Key Learning Targets
Insert unit standards	Insert learning targets
Essential Questions	Enduring Understandings
Insert essential questions	Insert enduring understandings
Resources:	
Previous knowledge and skills needed:	
Key Unit Vocabulary:	
Additional Information:	