Advanced Placement European History

Grade(s):	☐ K ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5	☐ 6 ☐ 7 ☐ 8	☐ 9 ☑ 10 ☑ 11 ☑ 12 ☐ Other _____
Discipline/Course:	**Discipline:** Social Studies **Course:** Advanced Placement European History		
Course Title:	Advanced Placement European History		
Prerequisite(s):	Teacher recommendation advised		
Course Description: *Program of Studies*	In AP European History, students investigate significant events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course also provides seven themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world, economic and commercial development, cultural and intellectual development, states and other institutions of power, social organization and development, national and European identity, and technological and scientific innovations (AP European History CED, 7).		
Course Essential 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 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 have various forms of European government changed over time?		

	● 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 throughout European history?	
Course Enduring Understandings:	● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. ● A Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences.	
Duration: **Credit:**	☐ Semester ☑ Full-Year	☐ 0.5 Credit (s) ☑ 1.0 Credit(s) ☐ 1.5 Credit(s)
Course Materials/Resources:	*A History of Western Society Since 1300 for the AP Course*, 12th edition. John McKay, Clare Crowston, Merry E. Weisner-Hanks, Joe Perry AP European History (AMSCO)	
FPS Course	☐ Exploring and Understanding (EU)	

Academic Expectation(s):	☑ Synthesizing and Evaluating (SE) ☐ Creating and Constructing (CC) ☑ Conveying Ideas (CI) ☐ Collaborating Strategically (CS) ☐ Using Communication Tools (UCT)
Year at a Glance (Units):	**Unit 1:** Renaissance and Exploration (~3 weeks) **Unit 2:** Age of Reformation (~3 weeks) **Unit 3:** Absolutism and Constitutionalism (~3-4 weeks) **Unit 4:** Scientific, Philosophical, and Political Developments (~3 weeks) **Unit 5:** Conflict, Crisis, and Reaction in the Late 18th Century (~3 weeks) **Unit 6:** Industrialization and Its Effects (~3-4 weeks) **Unit 7:** 19th Century Perspectives and Political Developments (~3-4 weeks) **Unit 8:** 20th Century Global Conflicts (~3 weeks) **Unit 9:** Cold War and Contemporary Europe (~3 weeks)

Unit Number and Title:	**Unit 1**: Renaissance and Exploration
Duration:	~3 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 1 of AP European History, students will explore the transformative period of the Renaissance, delving into the rich cultural achievements of both the Italian and Northern Renaissance. This unit will examine how the spirit of exploration led to the Age of Exploration, marked by European expeditions that reshaped global interactions, initiated the development of the Atlantic Slave Trade and had profound effects on Indigenous peoples. Additionally, students will analyze the rise of new monarchies, the emergence of a commercial economy, and the revolutionary impact of the printing press, which facilitated the spread of new ideas and knowledge. Through these interconnected themes, students will gain a comprehensive understanding of the foundational changes that set the stage for the modern era.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● 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?
Enduring Understanding(s):	● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies.

	● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the rediscovery of works from ancient Greece and Rome and observation of the natural world changed many Europeans' views of their world. ● Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. ● 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. ● the struggle for sovereignty within and among states resulted in varying degrees of political centralization. ● Italian Renaissance humanists promoted a revival in classical literature and created new philological approaches to ancient texts. Some Renaissance humanists furthered the values of secularism and individualism. ● in the Italian Renaissance, rulers, and popes concerned with enhancing their prestige commissioned paintings and architectural works based on classical styles, the developing "naturalism" in the artistic world, and often the newly invented technique of geometric perspective. ● the Northern Renaissance retained a more religious focus, which resulted in more human-centered naturalism that considered individuals and everyday life appropriate objects of artistic representation.

	● the invention of printing promoted the dissemination of new ideas. ● new monarchies laid the foundation for the centralized modern state by establishing monopolies on tax collection, employing military force, dispensing justice, and gaining the right to determine the religion of their subjects. ● advances in navigation, cartography, and military technology enabled Europeans to establish overseas colonies and empires. ● European states sought direct access to gold, spices, and luxury goods to enhance personal wealth and state power. Christianity was a stimulus for exploration as governments and religious authorities sought to spread the faith, and for some, it served as a justification for the subjugation of indigenous civilizations. ● Europe's colonial expansion led to a global exchange of goods, flora, and fauna; a shift toward European dominance; and the expansion of the trade in enslaved persons. ● economic change produced new social patterns, while traditions of hierarchy and status continued. **Skills:** (Students will be able to…) ● analyze how the study of classical texts and direct observation contributed to changing worldviews in Europe. ● evaluate the motivations and consequences of European exploration and settlement. ● explain the effects of commercial and agricultural capitalism on European society. ● interpret the contributions of Italian Renaissance humanists to literature and philology. ● compare the artistic focus of the Italian and Northern Renaissance. ● analyze how religious themes shaped Northern Renaissance art. ● explain how the invention of printing transformed the spread of information and ideas. ● evaluate the impact of the printing press on European society. ● describe the strategies used by new monarchies to centralize power. ● analyze how technological advancements facilitated the creation of colonies and empires. ● analyze the consequences of colonial expansion for indigenous peoples and the growth of the slave trade. ● compare traditional and evolving social structures in early modern Europe.

	● identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 2:** Age of Reformation
Duration:	~3 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 2 of AP European History, students will delve into the Age of Reformation, a pivotal period that reshaped Europe's religious landscape and had profound social, political, and economic ramifications. This unit will begin with the Protestant Reformation, exploring the causes and effects of Martin Luther's challenge to the Catholic Church and the subsequent rise of Protestant denominations. Students will also study the Catholic Reformation, including the Church's internal reforms and the Counter-Reformation efforts to combat Protestantism. The unit will then cover the Age of Religious Wars, examining the conflicts that erupted across Europe due to religious divisions, culminating in the Peace of Westphalia, which established new political boundaries and principles of state sovereignty. Through these events, students will understand how the Reformation influenced European society by challenging traditional authority, altering political alliances, and transforming economic practices.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● What roles have traditional sources of authority played in the creation and transmission of knowledge? ● How and why have tensions arisen between the individual and society throughout European history?

Enduring Understanding(s):	● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● religious pluralism challenged the concept of a unified Europe. ● the Protestant and Catholic reformations fundamentally changed theology, religious institutions, culture, and attitudes toward wealth and prosperity. ● religious reform both increased state control of religious institutions and provided justifications for challenging state authority. ● conflicts among religious groups overlapped with political and economic competition within and among states. ● the struggle for sovereignty within and among states resulted in varying degrees of political centralization. ● Protestant reformers used the printing press to disseminate their ideas, which spurred religious reform and helped it to become widely established. ● states exploited religious conflicts to promote political and economic interests. ● the Catholic Reformation, exemplified by the Jesuit Order and the Council of Trent, revived the church but cemented division within Christianity.

	● established hierarchies of class, religion, and gender continued to define social status and perceptions in rural and urban settings. ● the Renaissance and Reformation raised debates about female education and women's roles in the family, church, and society. ● social dislocation, coupled with the shifting authority of religious institutions during the Reformation, left city governments with the task of regulating public morals. ● reflecting folk ideas and social and economic upheaval, accusations of witchcraft peaked between 1580 and 1650. ● Mannerist and Baroque artists employed distortion, drama, and illusion in their work. Monarchies, city-states, and the church commissioned these works as a means of promoting their own stature and power. **Skills:** (Students will be able to…) ● compare and contrast the theological differences introduced by the Protestant and Catholic reformations. ● assess the impact of religious reform on institutions, culture, and economic attitudes. ● explain how religious reforms led to greater state control of religious institutions. ● analyze the connections between religious conflict and political/economic rivalry. ● analyze ways in which states used religious tensions to further political or economic interests. ● assess the impact of Catholic reforms on Christian unity. ● explain how class, religion, and gender shaped social status in early modern Europe. ● summarize Renaissance and Reformation arguments about women's education and societal roles. ● assess the effectiveness of city governments in addressing social change. ● evaluate how folk beliefs contributed to the witch hunts. ● describe the characteristics of Mannerist and Baroque art.identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source.

	● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 3:** Absolutism and Constitutionalism
Duration:	~3-4 Weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 3 of AP European History, students will explore the concepts of Absolutism and Constitutionalism, their historical contexts, key figures, and the impact they had on shaping modern governance. Students will analyze the rise of absolute monarchies in Europe, the principles behind constitutional governments, and the conflicts and compromises that arose between these two forms of governance. The unit will culminate in a comparative analysis of Absolutism and Constitutionalism, highlighting their influence on contemporary political systems.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How have various forms of European government changed over time? ● How and why have tensions arisen between the individual and society throughout European history?
Enduring Understanding(s):	● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies.

	● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the struggle for sovereignty within and among states resulted in varying degrees of political centralization. ● different models of political sovereignty affected the relationship among states and between states and individuals. ● the new concept of the sovereign state and secular systems of law played a central role in the creation of new political institutions. ● the competition for power between monarchs and corporate and minority language groups produced different distributions of governmental authority in European states. ● monarchies seeking enhanced power faced challenges from nobles who wished to retain traditional forms of shared governance and regional autonomy. ● within states, minority local and regional identities based on language and culture led to resistance against the dominant national group. ● in much of Europe, absolute monarchy was established over the course of the 17th and 18th centuries. ● the English Civil War, a conflict among the monarchy, Parliament, and other elites over their respective roles in the political structure, exemplified the competition for power among monarchs and competing groups. ● the outcome of the English Civil War and the Glorious Revolution protected the rights of gentry and aristocracy from absolutism through assertions of the rights of Parliament. ● the Agricultural Revolution raised productivity and increased the supply of food and other agricultural products. ● the importation and transplantation of agricultural products from the Americas contributed to an

	increase in the food supply in Europe. ● labor and trade in commodities were increasingly freed from traditional restrictions imposed by governments and corporate entities. ● the Putting-out system,or cottage industry, expanded as increasing numbers of laborers in homes or workshops produced for markets through merchant intermediaries or workshop owners. ● the development of the market economy led to new financial practices and institutions. ● European states followed mercantilist policies by drawing resources from colonies in the New World and elsewhere. ● the Transatlantic Slave-labor system expanded in the 17th and18th centuries as demand for New World products increased. ● overseas products and influences contributed to the development of a consumer culture in Europe. ● the DutchRepublic, established by a Protestant revolt against the Habsburg monarchy, developed an oligarchy of urban gentry and rural landholders to promote trade and protect traditional rights. ● following the Peace of Westphalia, religion declined in importance as a cause for warfare among European states; the concept of the balance of power played an important role in structuring diplomatic and military objectives. ● advances in military technology led to new forms of warfare, including greater reliance on infantry,firearms,mobile cannon,and more elaborate fortifications,all financed by heavier taxation and requiring a larger bureaucracy. ● absolute monarchies limited the nobility's participation in governance but preserved the aristocracy's social position and legal privileges. ● LouisXIV and his finance minister, Jean Baptiste Colbert, extended the administrative, financial, military, and religious control of the central state over the French population. ● Peter the Great "westernized" the Russian state and society, transforming political, religious, and cultural institutions; Catherine the Great continued this process. **Skills:** (Students will be able to…)

	● analyze the impact of different models of political sovereignty on relationships among states and between governments and individuals. ● evaluate the causes and effects of political centralization in various European states during the 17th and 18th centuries. ● compare the distribution of governmental authority resulting from power struggles among monarchs, nobles, and minority groups. ● explain how events such as the English Civil War and the Glorious Revolution shaped the development of constitutional monarchy and the rights of Parliament. ● assess how local and minority identities contributed to resistance against centralizing governments and the formation of national states. ● describe the effects of the Agricultural Revolution and the introduction of New World crops on European food supply and population growth. ● analyze the transformation of labor systems and economies (e.g., putting-out system, market economy, rise of consumer culture) and their societal impacts. ● evaluate the expansion and consequences of mercantilist policies and the Transatlantic Slave Trade for Europe and its colonies. ● explain the role of military and technological advances in changing warfare, taxation, and state bureaucracy. ● assess the influence of absolute monarchs (e.g., Louis XIV, Peter the Great, Catherine the Great) on the administrative, social, and cultural transformation of their states. ● identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes.

	● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 4:** Scientific, Philosophical, and Political Developments
Duration:	~3 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 4 of AP European History, students will explore the transformative period from 1648 to 1815, marked by significant scientific, philosophical, and political developments. This unit will begin with the Scientific Revolution, examining how groundbreaking discoveries and the application of the scientific method reshaped understanding of the natural world. The Enlightenment will be studied as a period of intellectual flourishing, where thinkers applied reason to critique established norms and advocate for individual rights, equality, and democratic governance. Additionally, students will analyze the role of Enlightened Despots, monarchs who embraced Enlightenment ideas to implement reforms while maintaining their absolute power. Through these interconnected themes, students will understand how these developments impacted Europe socially by promoting secularism and individualism, politically by fostering new governmental models and ideologies, and economically by encouraging innovation and changes in production and trade.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● 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?

Enduring Understanding(s):	● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● new ideas and methods in astronomy led individuals, including Copernicus, Galileo, and Newton, to question the authority of the ancients and traditional knowledge, and to develop a heliocentric view of the cosmos. ● anatomical and medical discoveries by physicians, including William Harvey, presented the body as an integrated system, challenging the traditional humoral theory of the body and of disease espoused by Galen. ● Francis Bacon and René Descartes defined inductive and deductive reasoning and promoted experimentation and the use of mathematics, which would ultimately shape the scientific method. ● alchemy and astrology continued to appeal to elites and some natural philosophers, in part because they shared with the new science the notion of a predictable and knowable universe. At the same time, many people continued to believe that the cosmos was governed by spiritual forces. ● intellectuals, including Voltaire and Diderot, began to apply the principles of the Scientific Revolution to society and human institutions.

	● Locke and Rousseau developed new political models based on the concept of natural rights and the social contract. ● despite the principles of equality espoused by the Enlightenment and the French Revolution, intellectuals such as Rousseau offered controversial arguments for the exclusion of women from political life. ● a variety of institutions, including salons, explored and disseminated Enlightenment culture. ● Political theories, including John Locke's, conceived of society as composed of individuals driven by self-interest argued that the state originated in the consent of the governed (i.e., a social contract) rather than in divine right or tradition. ● mercantilist theory and practice were challenged by new economic ideas, including Adam Smith's, which espoused free trade and a free market. ● Enlightenment thought, which focused on concepts such as empiricism, skepticism, human reason, rationalism, and classical sources of knowledge, challenged the prevailing patterns of thought with respect to social order, institutions of government, and the role of faith. ● religion was viewed increasingly as a matter of private rather than public concern. ● by the middle of the 18th Century, higher agricultural productivity and improved transportation increased the food supply, allowing populations to grow and reducing the number of demographic crises. ● natural sciences, literature, and popular culture increasingly exposed Europeans to representations of peoples outside Europe and, on occasion, challenges to accepted social norms. ● until about 1750, Baroque art and music promoted religious feeling and was employed by monarchs to illustrate state power. ● 18th-century art and literature increasingly reflected the outlook and values of commercial and bourgeois society. Neoclassicism expressed new Enlightenment ideals of citizenship and political participation. ● the Consumer Revolution of the 18th century was shaped by a new concern for privacy, encouraged the purchase of new goods for homes, and created new venues for leisure activities. ● In the 18th Century ,a number of states in eastern and central Europe experimented with enlightened absolutism. ● by1800, most governments in western and central Europe had extended toleration to Christian

	minorities and, in some states, civil equality to Jews. ● as a result of the Holy Roman Empire's limitation of sovereignty in the Peace of Westphalia, Prussia rose to power, and the Habsburgs, centered in Austria, shifted their empire eastward. **Skills:** (Students will be able to…) ● analyze how new scientific ideas and methods in astronomy and medicine challenged traditional authorities and transformed understanding of the natural world. ● explain the development and significance of the scientific method through the work of thinkers like Bacon and Descartes. ● evaluate the persistence of traditional beliefs (e.g., alchemy, astrology) alongside emerging scientific views and discuss their influence on different social groups. ● assess the impact of Enlightenment thinkers on political and social institutions, including concepts like natural rights, social contract, and critiques of traditional authority. ● compare Enlightenment ideals of equality with actual social practices, including arguments about the exclusion of women from political life. ● describe how Enlightenment ideas were disseminated through institutions such as salons, literature, and art, and their influence on public opinion. ● analyze the shift from mercantilist economics to new economic theories (e.g., Adam Smith's free market) and their effects on society. ● examine how Enlightenment and Scientific Revolution thought influenced changing attitudes toward religion, privacy, and civil rights. ● trace the effects of increased agricultural productivity and consumer culture on demography, daily life, and leisure in 18th-century Europe. ● interpret the changing role of art, music, and literature in expressing religious, political, and social values from the Baroque to the Neoclassical era.identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence.

	● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 5:** Conflict, Crisis, and Reaction in the Late 18th Century
Duration:	~3 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	Unit 5 of AP European History explores the transformative period from 1648 to 1815, marked by significant developments in science, philosophy, and politics. This unit delves into the Scientific Revolution, where figures like Galileo Galilei, Isaac Newton, and René Descartes challenged traditional views with groundbreaking discoveries and the establishment of the scientific method. The Enlightenment follows, emphasizing reason, individualism, and the pursuit of knowledge. Thinkers such as Voltaire, John Locke, and Jean-Jacques Rousseau advocated for political, social, and economic reforms, laying the foundation for modern democratic ideals. The unit culminates with the French Revolution, where the quest for liberty, equality, and fraternity led to the overthrow of the monarchy, the Reign of Terror, and the rise of Napoleon Bonaparte. These interconnected developments collectively reshaped European society, setting the stage for the modern era by challenging established norms and promoting new ways of thinking about the world.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How have various forms of European government changed over time? ● How and why have tensions arisen between the individual and society throughout European history?

Enduring Understanding(s):	● The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences Different models of political sovereignty affected the relationship among states and between states and individuals. ● the expansion of European commerce accelerated the growth of a worldwide economic network. ● the spread of Scientific Revolution concepts and practices and the Enlightenment's application of these concepts and practices to political, social, and ethical issues led to an increased but not unchallenged emphasis on reason in European culture.The French Revolution posed a fundamental challenge to Europe's existing political and social order. ● claiming to defend the ideals of the French Revolution, Napoleon Bonaparte imposed French control over much of the European continent, which eventually provoked a nationalistic reaction. ● commercial rivalries influenced diplomacy and warfare among European states in the early modern era. ● while Enlightenment values dominated the world of European ideas and culture, they were challenged by the revival of public expression of emotions and feeling. ● Revolution, war and rebellion demonstrated the emotional power of mass politics and

	nationalism. ● commercial rivalries influenced diplomacy and warfare among European states in the early modern era. ● European sea powers vied for Atlantic influence throughout the 18th century. ● Portuguese, Dutch, French, and British rivalries in Asia culminated in British domination in India and Dutch control of the East Indies. ● rivalry between Britain and France resulted in world wars fought both in Europe and in the colonies, with Britain supplanting France as the greatest European power. ● the French Revolution resulted from a combination of long-term social and political causes, as well as Enlightenment ideas, exacerbated by short-term fiscal and economic crises. ● the first,or liberal, phases of the French Revolution established a constitutional monarchy, increased popular participation, nationalizedtheCatholicChurch,and abolished hereditary privileges. ● after the execution of Louis XVI, the radical Jacobin republic led by Robespierre responded to opposition at home and war abroad by instituting the Reign of Terror,fixing prices and wages, and pursuing a policy of de-Christianization. ● revolutionary armies, raised by mass conscription, sought to bring the changes initiated in France to the rest of Europe. ● women enthusiastically participated in the early phases of the revolution; however, while there were brief improvements in the legal status of women, citizenship in the republic was soon restricted to men. ● revolutionary ideals inspired a revolt of enslaved people led by Toussaint L'Ouverture in the French colony of Saint-Domingue, which became the independent nation of Haiti in 1804. ● while many were inspired by the revolution's emphasis on equality and human rights, others condemned its violence and disregard for traditional authority. ● as first consul and emperor,Napoleon undertook a number of enduring domestic reforms while often curtailing some rights and manipulating popular impulses behind a façade of representative institutions. ● Napoleon's new military tactics allowed him to exert direct or indirect control over much of the European continent, spreading the ideals of the French Revolution across Europe. ● Napoleon's expanding empire created nationalist responses throughout Europe.

	● after the defeat of Napoleon by a coalition of European powers, the Congress of Vienna (1814–1815) attempted to restore the balance of power in Europe and contain the danger of revolutionary or nationalistic upheavals in the future. ● Rousseau questioned the exclusive reliance on reason and emphasized the role of emotions in the moral improvement of self and society. ● Romanticism emerged as a challenge to Enlightenment rationality. ● consistent with the Romantic Movement, religious revival occurred in Europe and included notable movements such as Methodism, founded by John Wesley. ● revolution, war, and rebellion demonstrated the emotional power of mass politics and nationalism. **Skills:** (Students will be able to…) ● analyze the intended and unintended consequences of scientific and technological innovations on European society, human development, and interactions. ● evaluate how different models of political sovereignty shaped relationships among states and between governments and individuals. ● assess the causes and effects of the expansion of European commerce on the growth of a global economic network. ● explain how the spread of Scientific Revolution and Enlightenment ideas transformed European politics, society, and culture, and evaluate the challenges to reason as the dominant paradigm. ● interpret the causes, phases, and outcomes of the French Revolution, including the influence of Enlightenment ideas, social and economic crises, and the emergence of mass politics. ● analyze the impact of Napoleon's reforms and military expansion on Europe, including the spread of revolutionary ideals and the provocation of nationalist responses. ● compare and contrast the effects of commercial and imperial rivalries among European states on diplomacy, warfare, and global influence. ● assess the significance of women's participation and the limitations on their rights during the French Revolution and its aftermath. ● evaluate the global impact of revolutionary ideals, including the Haitian Revolution and responses to violence and reform in Europe and its colonies.

	● examine the rise of Romanticism and religious revival as challenges to Enlightenment rationality, and explain how emotion and nationalism shaped European culture and politics.identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 6:** Industrialization and Its Effects
Duration:	~3-4 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 6 of AP European History, students will delve into the era of Industrialization and its far-reaching effects on Europe. This unit will explore the technological innovations and factory system that revolutionized production and transformed economies. Students will examine the profound social changes, including urbanization, shifts in labor, and the rise of new social classes. Politically, the unit will cover the responses of governments to industrial challenges, the rise of labor movements, and the development and clash of political conservatism and liberalism. Economically, students will analyze the growth of capitalism, global trade networks, and the economic disparities that emerged. Intellectually, the unit will address how Industrialization influenced new ways of thinking, including the development of economic theories, social reforms, and cultural movements. Through these interconnected themes, students will gain a comprehensive understanding of how Industrialization reshaped Europe and laid the groundwork for the modern world.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How have individuals, groups, and the state responded to economic and social inequality? ● What forms have family, class, and social groups taken in European history, and how have they changed over time?

Enduring Understanding(s):	● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● the Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry ● the experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location ● political revolutions and the complications resulting from industrialization triggered a range of ideological, governmental, and collective responses. ● scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences. ● Conservatives developed a new ideology in support of traditional political and religious authorities, which was based on the idea that human nature was not perfectible. ● Great Britain established its industrial dominance through the mechanization of textile production, iron and steel production, and new transportation systems in conjunction with uniquely favorable political and social climates. ● industrialization promoted the development of new classes in the industrial regions of Europe. ● over time, the Industrial Revolution altered the family structure and relations for bourgeois and working-class families. ● governments, at times based on the pressure of political or social organizations, responded to

	problems created or exacerbated by industrialization. ● a combination of factors, including geography, lack of resources, the dominance of traditional landed elites, the persistence of serfdom in some areas, and inadequate government sponsorship, accounted for eastern and southern Europe's lag in industrial development. ● new technologies and means of communication and transportation, including railroads, resulted in more fully integrated national economies, a higher level of urbanization, and a truly global economic network. ● a heightened consumerism developed as a result of the second industrial revolution. ● in industrialized areas of Europe (i.e., western and northern Europe), socioeconomic changes created divisions of labor that led to the development of self-conscious classes, including the proletariat and the bourgeoisie. ● the Concert of Europe (or Congress System) sought to maintain the status quo through collective action and adherence to conservatism. ● Liberals emphasized popular sovereignty, individual rights, and enlightened self-interest but debated the extent to which all groups in society should actively participate in its governance. ● Socialists called for the redistribution of society's resources and wealth and evolved from a utopian to a Marxist scientific critique of capitalism. ● political movements and social organizations responded to problems of industrialization. ● Liberalism shifted from laissez-faire to interventionist economic and social policies in response to the challenges of industrialization. **Skills:** (Students will be able to…) ● analyze how the Industrial Revolution spread from Great Britain to continental Europe, including the role of state intervention and differing regional factors. ● evaluate the effects of industrialization on daily life, family structures, and social classes in various parts of Europe. ● explain the influence of scientific and technological innovations on efficiency, human development, and society, including both intended and unintended consequences. ● compare and contrast ideological responses (conservatism, liberalism, socialism) to political revolutions and industrialization.

	● assess the ways governments and social organizations addressed the challenges and opportunities created by industrialization. ● examine the reasons for uneven industrial development across Europe, considering geographic, economic, and social factors. ● describe how new communication and transportation technologies integrated economies and contributed to urbanization and global trade networks. ● interpret the rise of consumer culture and the formation of self-conscious social classes (proletariat and bourgeoisie) during the Industrial Revolution. ● analyze the changing economic policies of liberalism in response to industrial and social challenges. ● evaluate the aims and effectiveness of international efforts, such as the Concert of Europe, to maintain political stability and preserve traditional authority.identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 7:** 19th Century Perspectives and Political Developments
Duration:	~3-4 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 7 of AP European History, students will explore the dynamic perspectives and political developments of the 19th century. This unit will cover the unification movements in Italy and Germany, examining the key figures, events, and ideologies that brought about national unity. Students will delve into significant scientific developments of the era, including advancements in biology, chemistry, and physics that reshaped understanding of the natural world. The unit will also highlight the Romantic movement, which reacted against Enlightenment rationalism by emphasizing emotion, nature, and individualism in art and literature. Additionally, students will analyze the era of Imperialism, exploring how European powers expanded their empires and the resulting impacts on colonized regions and global dynamics. Through these interconnected themes, students will gain a comprehensive understanding of how 19th-century perspectives and political developments shaped modern Europe.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How did the concept of a balance of power emerge, develop, and eventually become institutionalized? ● How have encounters between Europe and the world shaped European cultures, politics, and society?

Enduring Understanding(s):	● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. ● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe.
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● European states struggled to maintain international stability in an age of nationalism and revolutions. ● a variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. ● in the later 19th century, a new relativism in values and the loss of confidence in the objectivity of knowledge led to modernism in intellectual and cultural life. ● European nations were driven by economic, political, and cultural motivations in their new imperial ventures in Asia and Africa. ● the unification of Italy and Germany transformed the European balance of power and led to efforts to construct a new diplomatic order. ● European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. ● nationalists encouraged loyalty to the nation in a variety of ways, including romantic idealism, liberal reform, political unification, racialism, anti-Semitism, and chauvinism justifying national aggression. ● Charles Darwin provided a scientific and material account of biological change and the

	development of human beings as a species, and inadvertently, a justification for racialist theories that became known as Social Darwinism. ● philosophy largely moved from rational interpretations of nature and human society to an emphasis on irrationality and impulse, a view that contributed to the belief that conflict and struggle led to progress. ● European national rivalries and strategic concerns fostered imperial expansion and competition for colonies. ● European imperialists justified overseas expansion and rule by claiming cultural and racial superiority. ● imperial endeavors significantly affected society, diplomacy, and culture in Europe and created resistance to foreign control abroad. ● Romanticism broke with Neoclassical forms of artistic representation and with rationalism, placing more emphasis on intuition and emotion. ● modern art, including Impressionism, Post-Impressionism, and Cubism, moved beyond the representational to the subjective, abstract, and expressive and often provoked audiences that believed that art should reflect shared and idealized values, including beauty and patriotism. **Skills:** (Students will be able to…) ● analyze the challenges European states faced in maintaining international stability during the rise of nationalism and revolutions. ● evaluate the motives and methods of European imperial expansion and their impact on global power dynamics and tensions among the Great Powers. ● explain how nationalism influenced political unification, reform, and identity in Europe, including the unification of Italy and Germany. ● assess the effects of imperialism on European and colonized societies, including cultural, social, and diplomatic consequences, as well as resistance movements. ● compare economic, political, and cultural motivations for European imperial ventures in Asia and Africa. ● examine the intellectual and cultural responses to modernity, such as the development of modernism, relativism, and new philosophical perspectives.

	● describe how scientific theories, like Darwinism, were used to justify social and racial hierarchies (e.g., Social Darwinism). ● interpret the evolution of artistic and cultural movements from Romanticism to modern art, focusing on the shift from rationalism and realism to subjectivity and abstraction. ● analyze the tension between objectivity/scientific realism and subjectivity/individual expression in European ideas and culture. ● evaluate the impact of nationalist ideologies (e.g., racialism, anti-Semitism, chauvinism) on European societies and international relations. ● identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 8:** 20th Century Global Conflicts
Duration:	~3 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 8 of AP European History, students will explore the profound and far-reaching impacts of 20th-century global conflicts on Europe. This unit begins with World War I, examining its causes, major battles, and the devastating consequences that reshaped the continent. The Russian Revolution is then analyzed, highlighting the social, economic, and political upheavals that led to the rise of the Soviet Union and the spread of communism. The unit continues with the Economic Depression of the 1930s, discussing its causes, effects on European societies, and the political instability it caused, paving the way for the rise of fascist regimes. Students will delve into the emergence of fascism, focusing on the authoritarian regimes of Benito Mussolini in Italy and Adolf Hitler in Germany, and their aggressive expansionist policies. The culmination of these tensions is explored through the lens of World War II, covering its causes, key events, and the profound consequences, including the Holocaust, the establishment of the United Nations, and the onset of the Cold War. Through these interconnected themes, students will gain a comprehensive understanding of how these global conflicts shaped the political, social, and economic landscape of modern Europe.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How have various forms of European government changed over time? ● How did the concept of a balance of power emerge, develop, and eventually become

	institutionalized?
Enduring Understanding(s):	• Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. • The creation and transmission of knowledge, including the relationship between traditional sources of authority and the development of differing world views, had significant political, intellectual, economic, cultural, and social effects on European and world societies. • European states and nations developed governmental and civil institutions from 1450 to the present to organize society and consolidate political power, with a variety of social, cultural, and economic effects. • Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. • Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. • Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) • total war and political instability in the first half of the 20th 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. • during the 20th century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. • demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life.World War

	I, caused by a complex interaction of long- and short-term factors, resulted in immense losses and disruptions for both victors and vanquished. ● the conflicting goals of the peace negotiators in Paris pitted diplomatic idealism against the desire to punish Germany, producing a settlement that satisfied few. ● in the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization. ● a variety of factors, including nationalism, military plans, the alliance system, and imperial competition, turned a regional dispute in the Balkans into World War I. ● new technologies confounded traditional military strategies and led to trench warfare and massive troop losses. ● in Russia, World War I exacerbated long-term problems of political stagnation, social inequality, incomplete industrialization, and food and land distribution, all while creating support for revolutionary change. ● the Great Depression, caused by weaknesses in international trade and monetary theories and practices, undermined Western European democracies and fomented radical political responses throughout Europe. ● the ideology of fascism, with roots in the pre-World War I era, gained popularity in an environment of postwar bitterness, the rise of communism, uncertain transitions to democracy, and economic instability. ● in the interwar period, fascism, extreme nationalism, racist ideologies, and the failure of appeasement resulted in the catastrophe of World War II, presenting a grave challenge to European civilization. ● fueled by racism and anti-Semitism, Nazi Germany, with the cooperation of some of the other Axis powers and collaborationist governments, sought to establish a “new racial order” in Europe, which culminated with the Holocaust. ● during the world wars, women became increasingly involved in military and political mobilization, as well as in economic production. **Skills:** (Students will be able to…)

	● analyze the causes and consequences of total war and political instability in early 20th-century Europe, and their effects on international order during the Cold War and beyond. ● evaluate competing ideologies (democracy, communism, fascism) and their impact on individual-state relations and internal conflicts within European countries. ● explain the influence of intellectual and cultural movements that questioned objective knowledge, rationality, and traditional moral standards in the 20th century. ● assess how demographic changes, economic growth, and total war altered everyday life and social patterns in Europe. ● trace the factors leading to World War I and II, including nationalism, alliances, military plans, and imperial rivalries. ● examine the effects of new military technologies and strategies on the conduct and outcomes of the world wars. ● analyze the social, economic, and political causes and effects of the Great Depression and its role in fostering radical ideologies. ● interpret the rise and impact of fascist and racist ideologies, including the roots and consequences of the Holocaust. ● evaluate the conflicting goals and outcomes of postwar peace settlements, such as those negotiated in Paris after World War I. ● describe the changing roles of women during periods of total war, including their participation in military, political, and economic spheres. ● identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence. ● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes.

	● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.

Unit Number and Title:	**Unit 9:** Cold War and Contemporary Europe
Duration:	~3 weeks
Resource(s):	*A History of Western Society Since 1300 for the AP Course*, 12th edition AP European History (AMSCO)
Unit Overview:	In Unit 9 of AP European History, students will explore the Cold War and its profound impact on contemporary Europe. This unit begins with the origins of the Cold War, examining the post-World War II landscape, ideological conflicts between capitalism and communism, and early Cold War tensions such as the Berlin Blockade and the formation of NATO and the Warsaw Pact. Students will then delve into major Cold War events and crises, including the Korean War, the Cuban Missile Crisis, and the Hungarian Uprising, as well as the period of détente and arms control agreements. The unit will cover the fall of communism and the end of the Cold War, focusing on Mikhail Gorbachev's reforms, the revolutions of 1989, the fall of the Berlin Wall, and the dissolution of the Soviet Union. Moving into contemporary Europe, students will analyze European integration and the formation of the European Union, post-Cold War challenges such as economic transitions and ethnic conflicts, and the social and cultural changes brought about by globalization and technological advancements. Additionally, the unit will address political and economic developments, including the rise of populism and nationalism, economic crises, and Europe's security and foreign policy. Through these interconnected themes, students will gain a comprehensive understanding of how the Cold War shaped modern Europe and the ongoing challenges and transformations in contemporary European society.
Learning Goals	
Standard(s):	This is a college-level course that adheres to the content, skills, and assessment requirements articulated by the College Board for Advanced Placement European History. Please see the AP European History Course Exam and Description. All required components for the course are included in this document.
Essential Question(s):	● How and why have tensions arisen between the individual and society throughout European

	history? ● How did the concept of a balance of power emerge, develop, and eventually become institutionalized?
Enduring Understanding(s):	● Motivated by a variety of factors, Europe's interaction with the world led to political, economic, social, and cultural exchanges that influenced both European and non-European societies. ● Economic development, especially the development of capitalism, played an important role in Europe's history, often having significant social, political, and cultural effects. ● Economic, political, and cultural factors have influenced the form and status of family, class, and social groups in European history, affecting both the individual and society. ● Definitions and perceptions of regional, cultural, national, and European identity have developed and been challenged over time, with varied and often profound effects on the political, social, and cultural order in Europe. ● Scientific and technological innovations have increased efficiency, improved daily life, and shaped human development and interactions, having both intended and unintended consequences
Learning Goal(s): *Students will know and will be able to use their learning to:* (Content/ Skills)	**Content:** (Students will know…) ● as World War II ended, a Cold War between the liberal democratic West and the communist East began, lasting nearly half a century. ● the Cold War played out on a global stage and involved propaganda campaigns; covert actions; limited "hot wars" in Asia, Africa, Latin America, and the Caribbean; and an arms race, with the threat of a nuclear war. ● the experience of war intensified a sense of anxiety that permeated many facets of thought and culture, giving way by the century's end to a plurality of intellectual frameworks. ● Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-World War II peace. ● the lives of women were defined by family and work responsibilities, economic changes, and feminism. ● the process of decolonization occurred over the course of the century with varying degrees of cooperation, interference, or resistance from European imperialist states.

	● European states began to set aside nationalist rivalries in favor of economic and political integration, forming a series of transnational unions that grew in size and scope over the second half of the 20th century.Despite efforts to maintain international cooperation through the newly created United Nations, deep-seated tensions between the USSR and the West led to the division of Europe, which was referred to in the West as the Iron Curtain. ● the United States exerted a strong military, political, and economic influence in Western Europe, leading to the creation of world monetary and trade systems and geopolitical alliances, including NATO. ● Eastern European nations were bound by their relationships with the Soviet Union, which oscillated between repression and limited reform, until the collapse of communist governments in Eastern Europe and the fall of the Soviet Union. ● new nationalisms in central and eastern Europe resulted in war and genocide in the Balkans. ● postwar economic growth supported an increase in welfare benefits; however, subsequent economic stagnation led to criticism and limitation of the welfare state. ● following a long period of economic stagnation, Mikhail Gorbachev's internal reforms of perestroika and glasnost, designed to make the Soviet system more flexible, failed to stave off the collapse of the Soviet Union and the end of its hegemonic control over Eastern and Central European satellites. ● new modes of marriage, partnership, motherhood, divorce, and reproduction gave women more options in their personal lives. ● despite indigenous nationalist movements, independence for many African and Asian territories was delayed until the mid- and even late 20th century by the imperial powers' reluctance to relinquish control, threats of interference from other nations, unstable economic and political systems, and Cold War strategic alignments. ● as the economic alliance known as the European Coal and Steel Community, envisioned as a means to spur postwar economic recovery, developed into the European Economic Community (EEC or Common Market) and the European Union (EU), Europe experienced increasing economic and political integration and efforts to establish a shared European identity. ● EU member nations continue to balance questions of national sovereignty with the responsibilities of membership in an economic and political union. ● new communication and transportation technologies multiplied the connections across space

	and time, transforming daily life and contributing to the proliferation of ideas and to globalization. **Skills:** (Students will be able to…) ● analyze the origins, global dimensions, and major strategies of the Cold War, including propaganda, "hot wars," and the arms race. ● evaluate the impact of Cold War tensions on European and world politics, including the division of Europe and the formation of alliances like NATO. ● explain the processes and challenges of decolonization, considering both European reluctance and local nationalist movements. ● assess the causes and effects of nationalist and separatist movements, including ethnic conflict and genocide in postwar Europe. ● examine the social, political, and economic roles of women in the second half of the 20th century, including changes in family structure and personal freedoms. ● describe the evolution of European economic and political integration, from the Coal and Steel Community to the European Union, and analyze tensions over sovereignty. ● interpret the causes and consequences of the collapse of communist regimes in Eastern Europe, including Gorbachev's reforms and the fall of the Soviet Union. ● assess the effects of postwar economic growth and stagnation on welfare policies and critiques of the welfare state. ● analyze the influence of new communication and transportation technologies on European society, the spread of ideas, and globalization. ● evaluate the cultural and intellectual responses to war, anxiety, and plurality in postwar Europe.identify and explain key historical developments, concepts, or processes relating to relevant time periods. ● analyze sourcing and situation of primary and secondary sources to determine how the author's point of view, purpose, audience, and historical context shape the content and reliability of the source. ● evaluate arguments by assessing the quality and use of supporting evidence.

	● describe the context of historical events by explaining how broader national, regional, and global circumstances shaped specific developments and eras. ● apply historical reasoning skills by analyzing patterns and connections between and among historical developments and processes. ● develop an argument that includes a historically defensible claim, specific and relevant evidence, and use of historical reasoning to explain relationships among pieces of historical evidence.