

CHINO VALLEY UNIFIED SCHOOL DISTRICT  
INSTRUCTIONAL GUIDE  
EUROPEAN HISTORY ADVANCED PLACEMENT

Course Number	5217
Department	History/Social Studies
Prerequisite	Teacher recommendation
Length of Course	Two (2) semesters/One (1) year
Grade Level	10-12
Credit	5 units per semester/10 total units – history
Repeatable	Not repeatable for credit
UC/CSU	Meets “a” history/social science requirement
Board Approved	October 20, 2011

**Description of Course** – The study of European history since 1450 Common Era (CE) introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse.

In addition to providing a basic exposure to the factual narrative, the goals of the Advance Placement (AP) European History course are to develop (a) an understanding of the principal themes in modern European history; (b) the ability to analyze historical evidence; and (c) the ability to express that understanding and analysis effectively in writing. This course includes history both as content and as methodology. Emphasis is placed on students developing intellectual and academic skills including (1) effective analysis of such primary sources as documents, maps, statistics, and pictorial and graphic evidence; (2) effective note taking; (3) clear and precise written expression; and (4) the ability to weigh evidence and reach conclusions on the basis of facts.

AP European History is a college prep course that provides students with an academic experience equivalent to a freshman/sophomore college survey of western history. The Advanced Placement curriculum demands higher-order thinking skills within rigorous academic context. In addition to the course content, this course is specifically designed to enhance students’ analytical reading and writing skills.

**Student Selection** – Admission to an Advanced Placement course should depend on the student interest in the subject as well as on such formal credentials as an outstanding record of academic performance. Many highly motivated students with less-than-outstanding records have successfully completed Advanced Placement courses and have obtained college credit, advanced placement, or both, through an Advanced Placement Examination.

**Rationale for Course** – The course objectives that follow outline themes that might be treated in an Advanced Placement course in European History. These themes should not be treated explicitly as topics or covered inclusively, but as interrelated categories to trace developments in a particular category through several chronological periods. For this reason, the course design needs to address periodization in European history. In addition to the themes outlined in the AP European History Course Requirements, students in this course will demonstrate proficiency in mastering the World History Content Standards.

**Standard 1** – Students understand the intellectual and cultural history of Europe since 1450 C.E.

1.1 Objective: Analyze the changes in religious thought and institutions.

1.1.1 Performance Indicator: Students will be able to discuss Reformation and its effects in England as well as the Reformation in Europe. Students will also address how the Roman Catholic Church responded to the Reformation.

1.1.2 Performance Indicator: Students will be able to compare and contrast the Lutheran Reformation and the Catholic Reformation of the sixteenth century regarding the reform of both religious doctrines and religious practices.

1.2 Objective: Analyze the secularization of learning and culture.

1.2.1 Performance Indicator: Students will be able to explain the ways in which Italian Renaissance humanism transformed ideas about the individual's role in society.

1.2.2 Performance Indicator: Students will be able to assess the extent to which the Protestant Reformation promoted new expectations about social roles in the sixteenth century.

1.3 Objective: Analyze the scientific and technological developments and their consequences.

1.3.1 Performance Indicator: Students will be able to describe the new astronomy of the sixteenth and seventeenth centuries and analyze the ways it changed scientific methods and thought.

1.3.2 Performance Indicator: Students will be able to discuss how the new developments in scientific thought from Copernicus to Newton created a new conception of the universe and humanity's place in it.

- 1.4 Objective: Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe.
- 1.4.1 Performance Indicator: Students will be able to describe how Romanticism's focus on the value of ordinary people and their experiences led to the development of social criticism.
- 1.4.2 Performance Indicator: Students will be able to discuss the impact of Romanticism on the clear simplicity and unity of thought which characterized the eighteenth century. Students will also discuss how Romanticism provided a more complex, but truer, view of the real world.
- 1.5 Objective: Discuss the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein and Ernest Hemingway).
- 1.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the social and cultural changes that resulted from World War I in the arts, especially literature, music, and painting.
- 1.6 Objective: Analyze the intellectual and cultural developments and their relationship to social values and political events.
- 1.6.1 Performance Indicator: Students will analyze the ways in which Enlightenment thought addressed religious beliefs and social issues in the eighteenth century.
- 1.6.2 Performance Indicator: Students will analyze the ways in which specific intellectual and scientific developments of seventeenth and eighteenth centuries contributed to the emergence of the religious outlook known as "Deism."
- 1.7 Objective: Compare the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, and James Madison).
- 1.7.1 Performance Indicator: Students will be able to connect Locke's ideas about natural rights and the obligations of government that influenced Thomas Jefferson's writing of the Declaration of Independence.
- 1.7.2 Performance Indicator: Students will be able to demonstrate an understanding of the important role of revolutions (English, American, French, and Latin America) in the rise of democracy.

- 1.8 Objective: Analyze the developments in social, economic and political thought, including ideologies such as socialism, liberalism, and nationalism.
  - 1.8.1 Performance Indicator: Students will be able to identify and explain the similarities and differences between socialism and liberalism in nineteenth century Europe.
  - 1.8.2 Performance Indicator: Students will be able to describe and analyze the reforms that social critics and politicians proposed to solve the condition of the laboring classes and the problems of political stability in England.
- 1.9 Objective: Analyze the emergence of capitalism as a dominant economic pattern and the responses to it including Utopianism, Social Democracy, Socialism, and Communism.
  - 1.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution as it relates to social changes.
  - 1.9.2 Performance Indicator: Students will be able to describe and compare the differences among the Utopian socialists, Karl Marx, and revisionist socialists in their critiques of nineteenth century European economy and society.

**Standard 2** – Students understand the political and diplomatic history of Europe since 1450 C.E. Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

- 2.1 Objective: Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.
  - 2.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the difference between Judaism and Christianity.
  - 2.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the development of democracy in Greece.
  - 2.1.3 Performance Indicator: Students will be able to demonstrate an understanding of the development and failure of Roman civilization.
  - 2.1.4 Performance Indicator: Students will be able to demonstrate an understanding of the rise of democratic ideas such as:
    - a) The influence of moral/ethical principles of Judaism/Christianity on democracy (individual human dignity/rights, equality; freedom of individual choice; individual responsibility/work ethic), and

- b) Significance of Greek/Roman ideas and structures (Greek city/state) using direct democracy vs. Roman ideas of the Republic; Greek and Roman government structures to allow democracy to function (e.g., courts, senate, assembly, etc.).

2.1.5 Performance Indicator: Students will be able to demonstrate an understanding of the most important characteristics of Greek culture that remain influential today and changed many societies over time such as political thought, architecture, economic system, and literature.

2.2 Objective: Trace the development of the Western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's Republic and Aristotle's Politics.

2.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the significance of democratic ideas in the modern world. The importance of the United Nations and its charter on human rights/fundamental freedoms and its educational/scientific/cultural organizations like the United Nations Educational, Scientific and Cultural Organization (UNESCO), and the Helsinki Accords. Students will also understand the conversion toward democratic ideas in many parts of the world (Spain, Portugal, Germany, Russia, China, etc.), and the role of United States and North Atlantic Treaty Organization (NATO) countries in promoting democracy.

2.3 Objective: Consider the influence of the United States Constitution on political systems in the contemporary world.

2.3.1 Performance Indicators: Students will be able to demonstrate an understanding of Constitutional issues.

2.4 Objective: Analyze the relations between Europe and other parts of the world, including colonialism, imperialism, decolonization, and global interdependence.

2.4.1 Performance Indicator: Students will be able to trace the themes regarding colonialism, imperialism et al.

**Standard 3** – Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.

3.1 Objective: Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations.

- 3.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the important role of the American Revolution in the rise of democracy in other nations.
- 3.2 Objective: Explain how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire.
  - 3.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the important role of the Revolution in France in the rise of democracy.
  - 3.2.2 Performance Indicator: Students will be able to chronicle the events that led to Napoleon's ultimate fall from power.
- 3.3 Objective: Describe the independence struggles of the colonized regions of the world, including the roles of leaders, such as Sun Yat-sen in China, and the roles of ideology and religion.
  - 3.3.1 Performance Indicator: Students will be able to demonstrate knowledge of various struggles for independence within the colonized regions, and the role of leaders in these struggles.
- 3.4 Objective: Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in Soviet satellites sought freedom from Soviet control.
  - 3.4.1 Performance Indicator: Students will be able to demonstrate an understanding of how the Russian satellite states tried to gain independence.
  - 3.4.2 Performance Indicator: Students will be able to trace the changes that occurred in the nations of Eastern Europe and explain the rationale for these changes.

**Standard 4** – Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.

- 4.1 Objective: Analyze why England was the first country to industrialize.
  - 4.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution in Britain.
  - 4.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the critical responses to the Industrial Revolution (labor, unions, and emergence of socialism through Romanticism).

- 4.1.3 Performance Indicator: Students will be able to demonstrate an understanding of the world-wide effects/consequences of the Industrial Revolution.
- 4.2 Objective: Trace the evolution of work and labor, including the demise of the slave trade and the effects of immigration, mining and manufacturing, division of labor, and the union movement.
  - 4.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution as it relates to labor changes.

**Standard 5 – Students analyze the causes and course of the First World War.**

- 5.1 Objective: Analyze the arguments for entering into war presented by leaders from both sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing the civilian population in support of “total war.”
  - 5.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes and consequences of World War I.
    - a) Nationalism: France, Italy, Germany, and others;
    - b) Human rights violations: Ottoman Empire;
    - c) Militarism: Prussia, Balkans; and
    - d) Alliance system: Triple alliance, triple entente.
  - 5.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the causes and consequences of propaganda in the war itself and of the realities of “total war.”
- 5.2 Objective: Examine the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate).
  - 5.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the realities of “total war,” the various battles, and changing weaponry.
- 5.3 Objective: Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war.
  - 5.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of national revolutions (e.g., Russia, Poland, and others) and the entry of the United States on the outcome of the war.

- 5.4 Objective: Understand the nature of the war and its human costs (military and civilian) on all sides of the conflict including how colonial peoples contributed to the war effort.

5.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the realities of “total war,” civilian involvement and impact, and atrocities of war and loss of idealism.

**Standard 6** – Students analyze the effects of the First World War.

- 6.1 Objective: Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East.

6.1.1 Performance Indicator: Students will describe the factors that influenced the peace treaties that ended World War I, and peoples’ reaction to the treaties.

6.1.2 Performance Indicator: Students will discuss how nationalism contributed to changes in Africa and the Middle East following World War I.

**Standard 7** – Students analyze the rise of totalitarian governments after World War I.

- 7.1 Objective: Understand the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag).

7.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of two revolutions and civil war in Russia that brought about Communist control of Russia.

7.1.2 Performance Indicator: Students will be able to describe Bolsheviks rise to power and how they seized power from the provisional government.

7.1.3 Performance Indicator: Students will be able to demonstrate an understanding of Russia under the Czars (e.g., secret police, censorship, imprisonment of dissidents, lack of development, and industry) versus life under Communist Russia.

- 7.2 Objective: Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine).



- 7.2.1 Performance Indicator: Students will be able to demonstrate an understanding of Stalin's rise to power, including his economic policies, political policies, lack of free press, human rights violations, and political purges of leaders/artists/scientists/intellectuals.
- 7.3 Objective: Analyze the Nazi policy of pursuing racial purity, especially against the European Jews; its transformation into the Final Solution; and the Holocaust that resulted in the murder of six million Jewish civilians.
  - 7.3.1 Performance Indicator: Students will be able to demonstrate an understanding of the Holocaust and how Hitler's policy of racial purity caused the "Final Solution of the Jewish problem"—the genocide of all European Jews.
- 7.4 Objective: Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile.
  - 7.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the post-war political developments of the United States and Russia.
- 7.5 Objective: Analyze the developments in literacy, education and communication.
  - 7.5.1 Performance Indicator: Students will be able to provide comparative study of the growth and impact of mass literacy across Europe between 1750 and 1950.
  - 7.5.2 Performance Indicator: Students will be able to discuss how Humanitarianism of the Enlightenment led to improved education in the eighteenth century.
- 7.6 Objective: Analyze the diffusion of new intellectual concepts among different social groups.
  - 7.6.1 Performance Indicator: Students will be able to discuss to what extent and in what ways did intellectual developments in Europe in the period 1880-1920 undermine confidence in human rationality.
  - 7.6.2 Performance Indicator: Students will be able to compare and contrast the women's suffrage movements of the late nineteenth and early twentieth centuries with the European feminist movements of the 1960s and 1970s.
- 7.7 Objective: Analyze the changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work and ritual.

7.7.1 Performance Indicator: Students will be able to identify changes in science and technology, and explain their effects on Western European family and private life between 1918 and 1970.

7.8 Objective: Analyze the impact of global expansion on European culture.

7.8.1 Performance Indicator: Students will be able to chronicle social conditions in urban Europe in the late nineteenth century.

7.8.2 Performance Indicator: Students will be able to discuss the political, social and economical impact of revolutions in Latin America, France and Russia on Europe.

**Standard 8** – Students analyze the causes and consequences of World War II.

8.1 Objective: Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

8.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the causes of World War II, especially Japan's, Germany's, and Italy's expansions during the 1930s.

8.1.2 Performance Indicator: Students will be able to demonstrate an understanding of the causes of World War II, especially the diplomatic agreements between the various totalitarian countries.

8.2 Objective: Identify and locate the allied and axis powers on a map and discuss the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors.

8.2.1 Performance Indicator: Students will be able to demonstrate an understanding of who the allies and the axis were during World War II.

8.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the fighting in Europe, Africa, Asia and the Pacific, the major turning points in each, and the political decisions that ran the war and the post-war.

8.3 Objective: Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

8.3.1 Performance Indicator: Students will be able to describe strategies that the allies used to end the war with Japan.

- 8.3.2 Performance Indicator: Students will be able to explain the behavior of Japanese fighters that affected American's decision to use the atomic bomb.
- 8.4 Objective: Analyze the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising).
  - 8.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the changing life in China before, during and after the Chinese Revolution.

**Standard 9** – Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines.

- 9.1 Objective: Discuss how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848.
  - 9.1.1 Performance Indicator: Students will be able to demonstrate an understanding of the political conditions leading to war including nationalism in France, Italy, and Germany.
  - 9.1.2 Performance Indicator: Students will be able to explain Napoleon's rise to power in Europe, his subsequent defeat, and how the outcome still affects Europe today.
  - 9.1.3 Performance Indicator: Students will discuss the causes and effects of the revolutions in Europe in 1830 and 1848.
- 9.2 Objective: Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology).
  - 9.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the need for imperialism and colonialism as it relates to an industrial country's need for raw materials.
  - 9.2.2 Performance Indicator: Students will be able to demonstrate an understanding of the effects of imperialism on the colonized country (cultural conflicts between ruler/ruled; conflicts caused by ruler's political structures).

- 9.3 Objective: Discuss the locations of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.
- 9.3.1 Performance Indicator: Students will be able to explain how imperialist European powers claimed control over most of Africa by the end of the 1800s.
- 9.3.2 Performance Indicator: Students will be able to explain how European nations extended their power into Muslim regions of the world.
- 9.3.3 Performance Indicator: Students will be able to explain how Britain gradually extended its control over most of India, despite opposition.
- 9.4 Objective: Analyze the evolution of political elites and the development of political parties, ideologies and other forms of mass politics.
- 9.4.1 Performance Indicator: Students will be able to describe the development of political parties.
- 9.5 Objective: Understand the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
- 9.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the social and cultural changes resulting from World War I.
- 9.5.2 Performance Indicator: Students will be able to demonstrate an understanding of the rise of totalitarianism in the 1920s and 1930s.
- 9.6 Objective: Describe the political, diplomatic, and military leaders during World War II (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight D. Eisenhower).
- 9.6.1 Performance Indicator: Students will be able to demonstrate an understanding of the rise and fall of the various leaders before, during, and after World War II.
- 9.7 Objective: Analyze the extension, limitations of rights and liberties (personal, civic, economic and political) and majority/minority political persecutions.
- 9.7.1 Performance Indicator: Students will be able to demonstrate an understanding of civil liberties and individual rights.
- 9.8 Objective: Analyze the growth and changing forms of nationalism.

- 9.8.1 Performance Indicator: Students will be able to discuss nationalism in the twentieth century.
- 9.9 Objective: Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.
  - 9.9.1 Performance Indicator: Students will be able to delineate similarities and differences among Middle Eastern nations.
  - 9.9.2 Performance Indicator: Students will be able to trace the factors influencing ongoing conflict between Israelis Palestinians.
- 9.10 Objective: Analyze the forms of political protest, reform and revolution.
  - 9.10.1 Performance Indicator: Students will engage in political debate on contemporary issues and learn resolution tactics in a world community.

**Standard 10** – Students analyze the international developments in the post-World War II world.

- 10.1 Objective: Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan.
  - 10.1.1 Performance Indicator: Students will be able to describe the military and political consequences of the Cold War in the Soviet Union, Europe, and the United States.
  - 10.1.2 Performance Indicator: Students will be able to discuss how the end of the Cold War affected industrialized nations and regions around the world.
- 10.2 Objective: Understand the importance of the Truman Doctrine and the Marshall Plan, which established the pattern for America's postwar policy of supplying economic and military aid to prevent the spread of Communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., the Korean War, Vietnam War) Cuba, and Africa.
  - 10.2.1 Performance Indicator: Students will be able to demonstrate an understanding of how the United States tried to influence the post-war world with foreign aid.
  - 10.2.2 Performance Indicator: Students will be able to discuss the causes and effects of war in Southeast Asia, and the role of America in this region.

10.3 Objective: Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, Southeast Asia Treaty Organization (SEATO), North Atlantic Treaty Organization (NATO), and the Organization of American States.

10.3.1 Performance Indicator: Students will be able to demonstrate an understanding of post-war international political organizations.

10.3.2 Performance Indicator: Students will be able to explain the establishment of United Nations and the issues, besides peacekeeping that the United Nations has become involved in over the years.

**Standard 11** – Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).

11.1 Objective: Analyze the relationship between domestic and foreign policies.

11.1.1 Performance Indicator: Students will be able to discuss/debate domestic and foreign relations in the twentieth century.

11.2 Objective: Understand the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

11.2.1 Performance Indicator: Students will be able to demonstrate an understanding of the responses of the democratic countries to the totalitarian countries prior to the start of fighting in World War II.

11.3 Objective: Analyze the efforts to restrain conflict, including treaties, balance-of-power diplomacy, and international organizations.

11.3.1 Performance Indicator: Students will describe Cold War relations between the United States and the Soviet Union with Brinkmanship as a focal point.

11.4 Objective: Analyze the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics.

11.4.1 Performance Indicator: Students will be able to demonstrate an understanding of the consequences of war, drafting of treaties, territorial claims, the Treaty of Versailles and the punitive terms imposed on Germany, and the League of Nations.

11.4.2 Performance Indicator: Students will be able to demonstrate an understanding of the rise of isolationism in the United States.

**Standard 12** – Students understand the social and economic history of Europe since 1450 C.E.

12.1 Objective: Analyze the character and changes in agricultural production and organization.

12.1.1 Performance Indicator: Students will evaluate the causes of the Agricultural Revolution with an emphasis on how agricultural production affects population growth.

12.2 Objective: Analyze the role of urbanization in transforming cultural values and social relationships.

12.2.1 Performance Indicator: Students will be able to chronicle the growth of urban settings with an emphasis on sustainability.

12.3 Objective: Examine how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, and Thomas Edison).

12.3.1 Performance Indicator: Students will be able to demonstrate an understanding of unresolved contemporary world problems like the economic and cultural changes brought about by technology.

12.4 Objective: Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.

12.4.1 Performance Indicator: Students will be able to demonstrate an understanding of nationalism in China, the Middle East, Africa or Latin America.

12.5 Objective: Analyze the shifts in social structures from hierarchical orders to modern social classes, including the changing distribution of wealth and poverty.

12.5.1 Performance Indicator: Students will demonstrate an understanding of the Age of Industry along with a focus on China's history in the past 20 years.

12.6 Objective: Analyze the influence of sanitation and health care practices on society, including food supply, diet, famine, disease, and their impact.

- 12.6.1 Performance Indicator: Students will compare and contrast health related world issues from 1450 CE to the present.
- 12.7 Objective: Analyze the development of commercial practices, patterns of mass production and consumption, and their economic and social impact.
- 12.7.1 Performance Indicator: Students will study mass global production and its effects on our current global society.
- 12.8 Objective: Analyze the changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe.
- 12.8.1 Performance Indicator: Students will study race relations and how it affects migration patterns worldwide.
- 12.9 Objective: Explain imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule.
- 12.9.1 Performance Indicator: Students will be able to demonstrate an understanding of the cultural conflicts between rulers/ruled political conflicts between rulers/ruled, and rise of Nationalism within the colonies.
- 12.10 Objective: Analyze developing nations and their emergence into the modern world.
- 12.10.1 Performance Indicator: Students will be able to demonstrate an understanding of the globalization of the world.
- 12.11 Objective: Analyze the origins, development and consequences of industrialization.
- 12.11.1 Performance Indicator: Students will trace the chronology of industrial growth worldwide and its impact on major cities.

**Standard 13** – Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.

- 13.1 Objective: Describe the recent history of the regions, including political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns.
- 13.1.1 Performance Indicator: Students will be able to describe the consequences of independence in South Asia for the region and for the world.



- 13.1.2 Performance Indicator: Students will explain how Biafra and Katanga reflected the challenges to unity that the new African nations faced.
- 13.2 Objective: Analyze the changes in the demographic structure and reproductive patterns of Europeans, including its causes and consequences.
- 13.2.1 Performance Indicator: Students will illustrate changes in demographics in Eastern Europe after the collapse of the Soviet Union.
- 13.3 Objective: Analyze the gender roles and their influence on work, social structure, family structure, and interest group formation.
- 13.3.1 Performance Indicator: Students will chart gender roles in a variety of world communities in order to demonstrate an understanding of social and family structure.
- 13.4 Objective: Analyze the growth of competition and interdependence in national and world markets.
- 13.4.1 Performance Indicator: Students will compare and contrast small business practices worldwide with an emphasis on competition and interdependence.
- 13.5 Objective: Understand the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy.
- 13.5.1 Performance Indicator: Students will be able to demonstrate an understanding of the Industrial Revolution as it relates to monetary matters.
- 13.6 Objective: Analyze the private and state roles in economic activity.
- 13.6.1 Performance Indicator: Students will understand the principles of free enterprise and how government interaction affects growth and competition.