

Oakwood Social Studies: AP European History
Initiated 2005-2006 School Year

**OAKWOOD SOCIAL STUDIES:
AP EUROPEAN HISTORY
CONTENT STANDARDS
OAKWOOD BOARD OF EDUCATION**

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STATEMENT OF APPROVAL


These OAKWOOD SOCIAL STUDIES:

AP EUROPEAN HISTORY

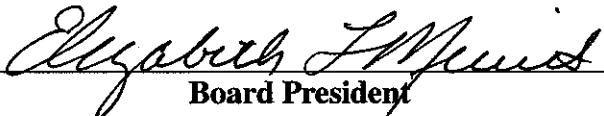
CONTENT STANDARDS

were approved by the
Board of Education
Oakwood City School District
Dayton, Ohio

August 8, 2005
Date



Superintendent



Board President

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ACKNOWLEDGMENTS

We wish to express appreciation to:

John Moore, Social Studies Teacher, Oakwood High School

Mary Berger, Social Studies Department Chair, Oakwood High School

Joseph Boyle, Principal, Oakwood High School

Kimberly Kappler, Director of Curriculum, Instruction, and Assessment
Oakwood City Schools

AP European History

Course Description

Advanced Placement European History is a full-year course of study in European history since 1450. The course follows a chronological progression with emphasis on the intellectual and cultural history, political and diplomatic history, and social and economic history of Europe. In addition to providing a basic narrative of events and movements, the goals of the AP European History course are to develop (a) an understanding of some of the principal themes in modern European history, (b) an ability to analyze historical evidence and historical interpretation, and (c) an ability to express historical understanding in writing.

The course is intended to prepare students for the Advanced Placement Test. Successful completion of this examination may result in the student receiving college credit and/or exemption from certain college courses. This class is recommended for the 11th grade but is open to 11th and 12th graders. It meets the requirements for an 11th or 12th grade social studies elective.

AP European History

Intellectual and Cultural History

1. Explore changes in religious thought and institutions.
2. Analyze the secularization of learning and culture.
3. Explain scientific and technological developments and their consequences.
4. Explore major trends in literature and the arts.
5. Explain intellectual and cultural developments and their relationship to social values and political events.
6. Trace developments in social, economic, and political thought.
7. Trace developments in literacy, education, and communication.
8. Assess the diffusion of new intellectual concepts among different social groups.
9. Analyze changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual.
10. Evaluate the impact of global expansion on European culture.
11. Understand the contingency of history; that is, events depend on human ideas and actions and that things may have been different in the absence of those ideas and actions.

Political and Diplomatic History

1. Trace the rise and functioning of the modern state in its various forms.
2. Assess the relations between Europe and other parts of the world
 - a. Colonialism;
 - b. Imperialism;
 - c. Decolonization;
 - d. Global Interdependence.
3. Trace the evolution of political elites and the development of political parties, ideologies, and other forms of mass politics.
4. Evaluate the extension and limitation of rights and liberties (personal, civic, economic, and political).
5. Discuss majority and minority political persecutions.
6. Explore the growth and changing forms of nationalism.
7. Explore the forms of political protest, reform, and revolution.
8. Analyze the relationship between domestic and foreign policies.
9. Explain the efforts to restrain conflict
 - a. Treaties
 - b. Balance-of-Power Diplomacy
 - c. International Organizations
10. Evaluate war and civil conflict in terms of origins, developments, technology, and their consequences.

11. Understand important events and social, religious and political movements that have shaped world history, as well as the major historical characters who have influenced history. Examples of important topics and areas include, but are not limited to: the Renaissance, the Scientific Revolution, the Reformation and Counter Reformation, the French Revolution, the Industrial Revolution, the European nationalist movements of the 19th century, World War I, the Russian Revolution, World War II, the Cold War.

Social and Economic History

1. Describe the character of and changes in agricultural production and organization.
2. Explain the role of urbanization in transforming cultural values and social relationships.
3. Analyze the shift in social structures from hierarchical orders to modern social classes (i.e. the changing distribution of wealth and poverty).
4. Explain the influence of sanitation and health care practices on society, specifically food supply, diet, famine, disease, and their impact.
5. Explain the development of commercial practices, patterns of mass production and consumption, and their economic and social impact.
6. Analyze the changing definitions of and attitudes toward mainstream groups and groups characterized as the "other."
7. Explain the origins, development, and consequences of industrialization.
8. Assess the causes and consequences of the changes in the demographic structure and reproductive patterns of Europeans.
9. Describe gender roles and evaluate their influence on the following:
 - a. Work;
 - b. Social structure;
 - c. Family structure;
 - d. Interest group formation.
10. Assess the growth of competition and interdependence in national and world markets.

11. Explain private and state roles in economic activity.
12. Analyze the development and transformation of racial and ethnic group identities.
13. Understand the diversity of human beings and human cultures (e.g., cultural, biological, emotional and intellectual diversity).
14. Perceive events and circumstances from the vantage points of others, including those in racial and cultural groups different than their own; from the other gender; from other ages; and from those who live under other political and economic systems.
15. Demonstrate the ability to perceive past events with historical empathy.

Inquiry, Research & Analysis

1. Locate information from a variety of sources appropriate to the task at hand.
2. Draw inferences and determine main and supporting ideas.
3. Critically evaluate information by discerning the quality of the materials.
4. Critically evaluate information by qualifying the strength of the evidence and arguments.
5. Critically evaluate information by determining its credibility.
6. Critically evaluate information by identifying any bias and/or perspective of the author(s).
7. Critically evaluate information by using prior knowledge.
8. Know how to evaluate the creditability and authenticity of historical sources.
9. Know how to evaluate different historical interpretations.

OAKWOOD SENIOR HIGH: SOCIAL STUDIES

Communication

1. Present a coherent thesis when making an argument.
2. Support the thesis with appropriate evidence when making an argument.
3. Anticipate and answer possible objections when making an argument.
4. Organize ideas to achieve coherence in communication.
5. Write research papers that incorporate processes appropriate to the topic being researched. These include: integrating information from a range of appropriate sources, logically introducing and incorporating quotations, synthesizing information into a logical sequence, identifying different perspectives, identifying complexities and discrepancies in information, and offering support for conclusions.

Technology and Information Literacy

1. Determine and apply an evaluative process to all information sources chosen for a project.
 - a. Seek and evaluate information to answer both personal and curricular needs.
 - b. Analyze the intent and authorship of information sources used for a curricular need.
 - c. Determine valid information for an assignment from a variety of sources.
2. Apply a research process model to conduct research and meet information needs.
 - a. Select essential questions for research and use a recognized or personally developed model to conduct independent research.
 - b. Identify, evaluate information and select relevant and pertinent information found in each source.
 - c. Identify relevant facts, check for validity, and record appropriate information, keeping track of all sources.
 - d. Analyze information and synthesize into a communicated product.
 - e. Respect copyright laws and guidelines, and use standard bibliographic format to list sources.

- f. Critique and revise the information product.
 - g. Review the research process for efficiency and effectiveness.
3. Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.
- a. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
 - b. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual.
 - c. Develop a systematic approach to judge the value of the retrieved Web information.
4. Evaluate choices of electronic resources and determine their strengths and limitations.
- a. Modify a search through the use of different keywords and other techniques specific to an electronic resource (e.g., online database, Web-based index).
 - b. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
 - c. Differentiate coverage of electronic resources to select information needed.