



AP European History

Unit	Objectives	Standards	Resources
Renaissance	<p>1.1 Student will compare and contrast Medieval and Renaissance attitudes in the following areas: politics, economics, society, and religions.</p> <p>1.2 Students will analyze the factors which led to the economic prosperity of the Italian city-states.</p> <p>1.3 Students will examine the European dynastic policies of the Hapsburg family and its impact on all of Europe.</p> <p>1.4 Students will compare and contrast the factors which motivated Italian and Northern humanists.</p> <p>1.11 Students will examine the political, social, and economic causes and impact of the “Age of Exploration.”</p> <p>1.12 Student will analyze the colonial economic system, with special attention to the use of indentured or slave labor.</p> <p>1.13 Student will examine the “Commercial Revolution” and its impact on the European economy.</p>	<p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.A.2.a Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim empires of the Middle East and North Africa</p> <p>6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>B. Geography, People, and the Environment 6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p>	

1.14 Students will analyze the economic and social transformation of Europe as a result of the Trans-Atlantic colonial system.

1.15 Students will describe and analyze the rise of the “New Monarchies” at the end of the Middle Ages as both a development of and reaction against feudalism in the wake of the bubonic plague.

The Emergence of the First Global Age (1350-1770)

6.2.12.B.1.b Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

6.2.12.B.2.a Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.

C. Economics, Innovation, and Technology

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

6.2.12.C.1.e Determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam

and Asia provided the necessary tools for European exploration and conquest.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

6.2.12.C.2.a Relate the development of more modern banking and financial systems to European economic influence in the world.

D. History, Culture, and Perspectives

6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

The Emergence of the First Global Age (1350-1770)

6.2.12.D.1.a Assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans.

Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)

		<p>6.2.12.D.2.a Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.</p> <p>6.2.12.D.2.c Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Age of Discovery</p>	<p>Exploration: Key Concept 1.3</p> <p>From the 15th through the 17th centuries, Europeans used their mastery of the seas to extend their power in Africa, Asia, and the Americas. In the 15th century, the Portuguese sought direct access by sea to the sources of African gold, ivory, and slaves. At the same time, the rise of Ottoman power in the eastern Mediterranean led to Ottoman control of the Mediterranean trade routes and increased the motivation of Iberians and then northern Europeans to explore possible sea routes to the east. The success and consequences of these explorations, and the maritime expansion that followed them, rested on European adaptation of Muslim and Chinese navigational technology as well as advances in military technology and cartography. Political, economic, and religious rivalries among Europeans also stimulated maritime expansion. By the 17th century, Europeans had forged a global trade network that</p>		

<p>Reformation & Wars of Religion</p>	<p>1.5 Students will analyze the factors which led to the Protestant Reformation.</p> <p>1.6 Students will compare and contrast Lutheranism, Calvinism, and Radical Protestant religious communities.</p> <p>1.7 Students will analyze the factors that led to establishment of the Church of England.</p> <p>1.8 Students will compare and contrast the Catholic Reformation to the various Protestant reformations.</p> <p>1.8 Students will analyze the impact of the European religious reformations on the political and economic activities of the continent.</p> <p>1.10 Students will compare and contrast the political, religious, economic, and social underpinnings of the 'Wars of Religion' in France,</p>	<p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>B. Geography, People, and the Environment Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.B.2.a Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.</p> <p>D. History, Culture, and Perspectives Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.D.2.b Determine the factors that led to the Reformation and the impact on European politics.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	

	<p>the United Provinces, and the Holy Roman Empire.</p>		
<p>Absolutism/Constitutionalism & Scientific Rev.</p>	<p>1.15 Students will describe and analyze the rise of the “New Monarchies” at the end of the Middle Ages as both a development of and reaction against feudalism in the wake of the bubonic plague.</p> <p>1.16 Students will analyze the development of Constitutional government in England and the precipitant tensions developing between the monarchy and Parliament.</p> <p>1.17 Students will examine the development of Absolute government under the Bourbon monarchy in France and the precipitant tensions between monarchy, aristocracy, bourgeoisie, and peasantry.</p> <p>1.18 Students will compare and contrast the constitutional and absolute governments that developed across Europe between the 16th and 18th centuries.</p> <p>1.19 Students will describe and examine the rise of Parliamentary government in 18th-century Britain.</p> <p>1.22 Students will trace the development of 17th and 18th century challenges to authoritative systems in philosophy, and science.</p>	<p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.A.2.b Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).</p> <p>C. Economics, Innovation, and Technology 6.2 World History: Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.</p> <p>The Emergence of the First Global Age (1350-1770)</p>	

		<p>6.2.12.C.1.c Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p> <p>D. History, Culture, and Perspectives Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>18th Century Eastern Europe and Society</p>	<p>1.23 Students will examine economy and society in the “<i>Ancien Regime</i>.” {6.3.12.D}</p> <p>1.24 Student will examine the impact of the Agricultural Revolution and early Industrial Revolution on society. {6.3.12.D}</p> <p>1.25 Students will analyze the factors which contributed to the growth of cities in the 18th century and the corresponding rise of a middle class based on merchant and pre-capitalist economic activities. {6.3.12.D}</p>	<p>NJ: 2014 SLS: Social Studies NJ: Grades 9-12</p> <hr/> <p>A. Civics, Government, and Human Rights Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)</p> <p>6.2.12.A.2.b Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European society.</p>	

		<p>C. Economics, Innovation, and Technology Age of Revolutions (1750-1914)</p> <p>6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land-holding.</p> <p>6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.</p> <p>D. History, Culture, and Perspectives Age of Revolutions (1750-1914)</p> <p>6.2.12.D.3.b Explain how industrialization and urbanization affected class structure, family life, the daily lives of men, women, and children, and the environment.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Transatlantic Economy & Enlightenment</p>	<p>1.1 Students will analyze the factors which contributed to the growth of cities in the 18th century and the corresponding rise of a middle class based on merchant and pre-capitalist economic activities. {6.3.12.D}</p> <p>1.2 Students will describe the economic system of mercantilism and examine the practical</p>	<p>NJ: 2004 CCCS: Social Studies NJ: Grades 9-12</p> <hr/> <p>6.3 World History D. The Age of Global Encounters (1400-1750)</p> <p>6. Discuss the major developments in European society and culture, including: -The Protestant Reformation as a result of the weakening of the Papacy and revolts against</p>	

	<p>{6.3.12.D}</p> <p>2.5 Students will examine the effectiveness of repressive governmental responses to the writings of the <i>philosophes</i>. {6.3.12.D}</p> <p>2.6 Students will examine the impact of the American Revolution in European thought. {6.3.12.E}</p>	<p>middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism</p> <ul style="list-style-type: none"> -How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy -The concept of laissez-faire and the ideas of Adam Smith in <i>Wealth of Nations</i> -Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government -The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>French Revolution & Napoleon</p>	<p>2.7 Students will enumerate and describe the problems facing the French monarchy by the mid-1780's. {6.3.12.E}</p> <p>2.8 Students will compare and contrast the proposed (and implemented) French governmental policies to correct the fiscal and political problems facing that nation, and the effectiveness of those proposals. {6.3.12.E}</p>	<p>NJ: 2004 CCCS: Social Studies NJ: Grades 9-12</p> <hr/> <p>6.3 World History E. The Age of Revolutionary Change (1750-1914)</p> <p>1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including:</p> <ul style="list-style-type: none"> -The impact of the American Revolution on global political thought -The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political 	

	<p>2.9 Student will outline the major events of the French Revolution from the first meeting of the Estates General to the establishment of the First Republic. {6.3.12.E}</p> <p>2.10 Students will apply their knowledge of the political spectrum to the various French governments from 1789 to 1815, with special attention to events that triggered radicalization or reactionary movements. {6.3.12.E}</p> <p>2.11 Students will analyze the conditions in France that allowed for the rise of Robespierre and assess his successes and/or failures as a leader of the Revolution. {6.3.12.E}</p> <p>2.12 Students will examine the ways in which the phases of the French Revolution impacted further revolutions throughout the nineteenth and twentieth centuries. {6.3.12.E}</p> <p>2.13 Students will examine the condition that led to the rise of Napoleon and assess his successes and/or failures as French leader. {6.3.12.E}</p>	<p>beliefs and writings; development of the empire)</p> <ul style="list-style-type: none"> -The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code) -The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism -How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy -The concept of laissez-faire and the ideas of Adam Smith in Wealth of Nations -Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government -The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany <p>4. Trace the growth of independence movements and the rejection of colonialism including the Haitian Revolution and leaders such as Toussaint L'Ouverture, Simon Bolivar in Venezuela, and Jose Manti in Cuba.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
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	<p>2.14 Students will examine the impact of Republican (and later Imperial) sentiment throughout Europe. {6.3.12.E}</p> <p>2.15 Students will describe the Continental System and the European reaction to French hegemony. {6.3.12.E}</p> <p>2.16 Students will examine the development of nationalism in the post-Napoleonic context, with particular attention to the nationalist movement within the states of the former Holy Roman Empire. {6.3.12.E}</p> <p>2.17 Students will examine European diplomacy after the Congress of Vienna, and Metternich's vision of a European state system. {6.3.12.E}</p> <p>2.18 Students will analyze Romanticism as both an intellectual and artistic movement in response to 18th-century rationalism. {6.3.12.E}</p>		
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<p>Economic Advance in the Age of Nation States</p>	<p>3.1 Students will examine the impact of the Crimean War on the European state system established after the Congress of Vienna. {6.3.12.E}</p> <p>3.2 Students will examine the steps, both republican and monarchical, that led to Italian unification</p> <p>3.3 Students will examine the policies of Otto von Bismarck, and the steps he took which led to German unification. {6.3.12.E}</p> <p>3.4 Students will examine the political changes which took place in France after the fall of Napoleon III. {6.3.12.E}</p> <p>3.5 Students will examine the formation of Austria-Hungary and challenges faced by its government in managing a multi-ethnic empire. {6.3.12.E}</p> <p>3.6 Student will analyze the rise of pan-Slavism, and the awakening of Slavic cultural identities in eastern Europe. {6.3.12.E}</p>	<p>NJ: 2004 CCCS: Social Studies NJ: Grades 9-12</p> <hr/> <p>6.3 World History E. The Age of Revolutionary Change (1750-1914)</p> <p>1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including:</p> <ul style="list-style-type: none"> -The impact of the American Revolution on global political thought -The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire) -The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code) -The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism -How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy -The concept of laissez-faire and the ideas of Adam Smith in Wealth of Nations -Democratic and social reforms, including the struggle for women's rights and the expansion of 	

	<p>3.7 Students will examine the reform and reactionary policies of Russian Tsars in late 19th-century Europe. {6.3.12.E}</p> <p>3.8 Students will examine the reform agenda in Great Britain, and the attempt to avoid major revolutionary disturbances. {6.3.12.E}</p> <p>3.9 Students will examine the differences between the first and second industrial revolution, and the impact they had on men, women, and the family. {6.3.12.E}</p> <p>3.10 Student will examine the rise of Trade Unionism, and the politicization of Marxist theories. {6.3.12.E}</p>	<p>parliamentary government -The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany</p> <p>2. Discuss how industrialization shaped social class (e.g., child labor, conditions of social class) and the development of labor organizations.</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Political, Social, and Intellectual Developments</p>	<p>3.11 Students will examine the impact of the thought of Darwin and Freud on European intellectual and religious life. {6.3.12.E}</p> <p>3.12 Students will examine the nature of anti-Semitism in the 19th-century, as well as the Jewish response to these circumstances. {6.3.12.E}</p>	<p>NJ: 2004 CCCS: Social Studies NJ: Grades 9-12 6.3 World History E. The Age of Revolutionary Change (1750-1914)</p> <p>1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including: -The impact of the American Revolution on global political thought -The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political</p>	

		<p>serfdom -Relations with the Ottoman Empire -Development of the Trans-Siberian railroad and other forms of modernization</p> <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>Imperialism and World War I</p>	<p>3.13 Students will analyze Europe’s bid to establish colonies around the globe, especially motivations and factors that allow such expansion. {6.3.12.E}</p> <p>3.14 Students will compare and contrast the different modes taken by European nations for governing their empire. {6.3.12.E}</p> <p>4.1 Students will examine the factors that led to World War I. {6.3.12.F}</p> <p>4.2 Students will examine the impact of World War I both in Europe and its colonies. {6.3.12.F}</p> <p>4.3 Students will examine the major cause, events, and consequences of the Russian Revolution. {6.3.12.F}</p> <p>4.4 Students will compare and contrast the various political movements in Europe between World War I and World War II, especially the rise of Communism and Fascism. {6.3.12.F}</p> <p>4.5 Students will analyze the successes and failure of the Treaty of Versailles during the 1920s. {6.3.12.F}</p> <p>4.6 Students will examine the strengths and weaknesses of European economies after World War I. {6.3.12.F}</p>	<p>NJ: 2004 CCCS: Social Studies NJ: Grades 9-12 6.3 World History E. The Age of Revolutionary Change (1750-1914)</p> <p>1. Discuss the causes and consequences of political revolutions in the late 18th and early 19th centuries, including: -The impact of the American Revolution on global political thought -The ideas and events that shaped the French Revolution (e.g., monarchy vs. social ideals of liberty, equality, and fraternity; political beliefs and writings; development of the empire) -The spread of revolutionary ideas through the Napoleonic period (e.g., Napoleonic Code) -The emergence of a politically active middle class and the rise of ideologies which questioned class structure in many European countries contributing to socialism and communism -How the Industrial Revolution, based on new manufacturing processes and the availability of labor, began the preeminence of Europe in the world economy -The concept of laissez-faire and the ideas of Adam Smith in Wealth of</p>	

4.7 Students will examine the social and economic policies of Benito Mussolini. {6.3.12.F}

4.8 Students will compare and contrast the economic policies of Lenin and Stalin. {6.3.12.F}

4.9 Students will assess the successes and failures of the various economic plans implemented in Russia during the 1920s and 1930s. {6.3.12.F}

4.10 Students will examine the political and economic challenges of the Austro-Hungarian successor states. {6.3.12.F}

4.11 Students will analyze the impact of the Great Depression on European politics and Economics. {6.3.12.F}

4.12 Students will examine the causes and effects of the Spanish Civil War. {6.3.12.F}

Nations

- Democratic and social reforms, including the struggle for women's rights and the expansion of parliamentary government
- The rise of European nationalism, imperialism, and its effect on the European balance of power, particularly the unification of Italy and Germany

3. Explain the main patterns of global change in colonizing Africa, Asia, the Middle East, and the Americas, including the Indian Ocean and Pan Asian economies prior to the rise of Europe.

7. Discuss events that shaped the social structure of Russia in the 19th and early 20th century, including:

- Peasants, aristocracy, and serfdom
- Czarist reforms and the abolition of serfdom
- Relations with the Ottoman Empire
- Development of the Trans-Siberian railroad and other forms of modernization

F. The Era of the Great Wars (1914-1945)

1. Analyze the causes and aftermath of World War I, including:

- The growth of European nationalism and increased competition for resources and markets
- Technology and the changing face of war
- The Russian Revolutions of 1905 and 1917 and the creation of the Soviet Union (e.g., Lenin's political ideology, Marxist economic policies, Stalin's policies on industrialization)

		<ul style="list-style-type: none"> -The League of Nations and the effects of the Versailles Conference on Europe, Africa, Asia, and the Middle East -Nationalism and propaganda -Disintegration of the Ottoman Empire <p>2. Analyze the background and global consequences of actions leading to World War II, including:</p> <ul style="list-style-type: none"> -The Great Depression, including the Stock Market Crash of 1929, massive business and bank failures, and 12 million lost jobs -The rise of totalitarian governments in the Soviet Union, Germany, and Italy -The fall of the democratic Weimar Republic and the rise of Nazism and European anti-Semitism resulting in the Holocaust and its impact on Jewish life and culture and European society -Other twentieth century genocides, (e.g., Turkey/Armenia, Soviet forced collectivization in the Ukraine, Japan's occupations in China and Korea) -Evaluate the importance of the beginning of the Atomic Age in science, the technological revolution, and the implications of military technology used in war <p>Copyright © State of New Jersey, 1996 - 2016.</p>	
<p>World War II and the Postwar Era</p>	<p>4.13 Students will examine the events which led to the start of World War II. {6.3.12.F}</p>	<p>NJ: 2004 CCCS: Social Studies NJ: Grades 9-12 6.3 World History F. The Era of the Great Wars (1914-1945)</p>	

Post-Exam Project	Students will research a topic of their choosing and write a Bibliographical Essay analyzing scholarly perspectives on the issues raised.		



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