LEARNING OBJECTIVES BY THEME AND PERIOD

PERIOD 1 – 1450-1648

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to... Topics in Concept Outline

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| INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization | 1.4.I – Commercial and religious motivations1.4.III – Competition for trade |
| INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time. | 1.4.I – Christianity  |
| INT-3: Analyze how European states established and administered overseas commercial and territorial empires. | 1.4.II – Technological advances1.4.III – Commercial networks |
| INT-4: Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world. | 1.4.II – Technological advances |
| INT-5: Evaluate the impact of the Columbian Exchange – the global exchange of goods, plans, animals and microbes – on Europe’s economy, society and culture. | 1.4.IV – Shift of economic power to Atlantic states; economic opportunities. |
| INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies. | 1.4.I – Access to gold, spices and luxury goods; mercantilism1.4.III – Commercial and trading networks1.4.IV – Columbian Exchange |
| INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race. | 1.4.IV – Expansion of slave trade |
| INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict. | 1.4.IV – Columbian Exchange |
| INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks. | 1.4.I – European motives and mercantilism1.4.III – Establishment of empires1.4.IV – Slave trade and new goods.1.5.I – Money economy |

PERIOD 1 – 1450-1648

POVERTY AND PROSPERITY

Learning Objectives – Students are able to... Topics in Concept Outline

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| PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy. | 1.4.IV – Rise of mercantilism |
| PP-2: Identify changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe. | 1.5.II – Commercialization of agriculture; codification of serfdom |
| PP-6: Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite. | 1.2.I – Commercial and professional groups gained in power.1.5.I – New social patterns.1.5.III – Expansion of cities; challenges to traditional political and social structures. |
| PP-7: Explain how environmental conditions, the Agricultural Revolution and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy. | 1.5.IV – Family was primary social and economic institution. |
| PP-9: Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation and the price revolution in the early modern period. | 1.5.II – Commercialization of agriculture and abolition of traditional rights. |
| PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health. | 1.5.III – Government regulation of public morals |

PERIOD 1 – 1450-1648

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to... Topics in Concept Outline

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| OS-1: Account for the persistence of traditional and folk understandings of the cosmos and causation, even with the advent of the Scientific Revolution. | 1.1.IV – Continued appeal of alchemy and astrology; oral culture of peasants.1.5.V – Popular culture |
| OS-2: Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge. | 1.1.I – New methods of scholarship and new values.1.1.II – Invention of printing.1.3.I – Protestant and Catholic reformations. |
| OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges. | 1.2.I – New political systems and secular systems of law.1.2.II – Concept of the balance of power1.3.III – Conflicts among religious groups. |
| OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women. | 1.5.IV – Renaissance and Reformation debates. |
| OS-5: Analyze how the development of Renaissance humanism, the printing press and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe. | 1.1I – Revival of classical texts; new methods of scholarship1.1.II – Invention of the printing press1.1.III – Visual arts of the Renaissance1.1.IV – Science based on observation, experimentation and mathematics. |
| OS-6: Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms. | 1.4.II – Advances in navigation, cartography and military technology |
| OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs. | 1.1.I – Secular models for political behavior.1.2.I – Concept of sovereign state and secular systems of law. |
| OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge. | 1.1.I – Humanists valued the individual |
| OS-11: Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history | 1.1.I – Humanist secular models for individual and political behavior.1.3.I – New interpretations of Christian doctrine and practice1.3.III – Adoption of religious pluralism |

PERIOD 1 – 1450-1648

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to... Topics in Concept Outline

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| SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual | 1.1.I – Civic humanism and secular theories1.1.III – Art in service of the state1.2.I – Growth of sovereign nation-state. |
| SP-2: Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states. | 1.2.I – New Monarchs and the rise of nation-state.1.2.III – Absolutism and its challengers1.3.II – Control over religion1.3.III – Religious wars |
| SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. | 1.1.I – Secular political theories1.2.I – State control over religion1.3.II – Reformation and religious conflict.1.3.III – Religious wars. |
| SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government’s relationship to the economy, both in overseeing economic activity and in addressing its social impact. | 1.4.I – Colonization and mercantilism. |
| SP-7: Explain the emergence of representative government as an alternative to absolutism. | 1.2.III – Limits to absolutism |
| SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion | 1.1.II – Printing press |
| SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action. | 1.2.III – English Civil War and nobles1.3.II – Religious minorities1.3.III – Religious war and religious pluralism. |
| SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power. | 1.2.II – Early modern military revolution1.4.II Exploration and colonization |
| SP-15: Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789. | 1.2.II – Peace of Westphalia and balance of power.1.4.III – Colonial empires. |

PERIOD 1 – 1450-1648

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to... Topics in Concept Outline

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| IS-1: Explain the characteristics, practices, and beliefs of traditional communities in preindustrial Europe and how they were challenged by religious reform. | 1.1.IV – Alchemy and astrology1.5.I – Hierarchy and social status1.5.II – Subsistence agriculture1.5.IV – Family economy, gender roles, European marriage pattern.1.5.V – Folk culture and communal norms. |
| IS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates. | 1.2.I – Rise of commercial and professional groups.1.5.I – Financial and commercial innovations1.5.II – Price Revolution and commercial agriculture.1.5.III – Urban expansion and problems. |
| IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society. | 1.1.II – Printing press – Renaissance and Reformation.1.4.II – Exploration and colonization |
| IS-4: Analyze how and why the nature and role of the family has changed over time. | 1.5.IV – Family, gender roles and marriage patterns. |
| IS-6: Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere. | 1.5.IV – Family economy; Renaissance and Reformation debates on women.1.5.V – Communal norms and enforcement. |
| IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society. | 1.4.IV – Slave trade1.5.I – New economic elites and hierarchy. |
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. | 1.5.IV – Renaissance and Reformation |
| IS-10: Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history. | 1.3.II – Religious minorities1.4.I – Colonial conquest1.5.III – Urban migrants and regulation of morals.1.5.V – Communal norms and witchcraft |

PERIOD 2 – 1648-1815

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to... Topics in Concept Outline

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| INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization | 2.1.III – Rivalry between Britain and France2.2.II – World-wide economic network2.2.III – Commercial rivalries |
| INT-3: Analyze how European states established and administered overseas commercial and territorial empires. | 2.2.II – Mercantilism, slave labor system.2.2.III – Diplomacy and warfare |
| INT-5: Evaluate the impact of the Columbian Exchange – the global exchange of goods, plans, animals and microbes – on Europe’s economy, society and culture. | 2.2.II – Agricultural, industrial and consumer revolutions in Europe; expansion of slave-labor system |
| INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies. | 2.2.II – European-dominated worldwide economic network; mercantilism2.3.III – Commercial rivalries. |
| INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race. | 2.1.IV – Slave revolt and independence of Haiti2.2.II – Expansion of transatlantic slave-labor system2.3.II – Increased exposure to representations of peoples outside Europe. |
| INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict. | 2.2.II – Slave trade and new consumer goods. |
| INT10- Explain the extent of and causes for non-Europeans’ adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions. | 2.1.IV – Influence of French Revolution |
| INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks. | 2.1.III – Colonial rivalry and warfare2.1.IV – Revolution across the Atlantic2.2.II – Slave trade2.2.III – Diplomacy and colonial wars |

PERIOD 2 – 1648 -1815

POVERTY AND PROSPERITY

Learning Objectives – Students are able to... Topics in Concept Outline

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| PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy. | 2.2.I – Market economy2.2.II – European dominated worldwide economic network2.3.III – New economic ideas espousing free trade and a free market2.3.V – Art and literature reflected the values of commercial society. |
| PP-2: Identify changes in agricultural production and evaluate their impact on economic growth and the standard of living in preindustrial Europe. | 2.2.I – Agricultural Revolution2.2.II – Importation of agricultural products from the Americas.2.4.I – Agricultural Revolution2.4.V – Agricultural Revolution |
| PP-6: Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite. | 2.4.IV – Increased migration to cities |
| PP-7: Explain how environmental conditions, the Agricultural Revolution and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy. | 2.2.I – The putting-out system2.4.I – Agricultural Revolution and population growth2.4.III – New demographic patterns; effects of Commercial Revolution |
| PP-9: Assess how peasants across Europe were affected by and responded to the policies of landlords, increased taxation and the price revolution in the early modern period. | 2.4.IV – Migration from rural areas to cities. |
| PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries. | 2.1.IV – The French Revolution2.1.V – Napoleon’s domestic reforms2.3.I – Challenge of rational and empirical thought to traditional values and ideas |
| PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health. | 2.4.IV – Policing of marginal groups. |

PERIOD 2 – 1648-1815

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to... Topics in Concept Outline

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| OS-2: Analyze how religious reform in the 16th and 17th centuries, the expansion of printing, and the emergence of civic venues such as salons and coffeehouses challenged the control of the church over the creation and dissemination of knowledge. | 2.3.III – New public venues and print media2.3.IV – Natural religion; religious toleration |
| OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges. | 2.1.IV – Nationalization of the Catholic Church; de-Christianization2.3.IV – Toleration of Christian minorities and civil rights granted to Jews. |
| OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women. | 2.3.I – Arguments over exclusion of women from political life. |
| OS-5: Analyze how the development of Renaissance humanism, the printing press and the scientific method contributed to the emergence of a new theory of knowledge and conception of the universe. | 2.3.I – Rational and empirical thought.2.3.II – New print media |
| OS-6: Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms. | 2.3.II – Representations of peoples outside Europe. |
| OS-7: Analyze how and to what extent the Enlightenment encouraged Europeans to understand human behavior, economic activity and politics as governed by natural laws. | 2.3.I – Challenge of rational and empirical thought2.3.III – Challenge of new political and economic theories2.3.IV – Revival of public sentiment and feeling. |
| OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems. | 2.3.I – Application of principles of the Scientific Revolution to society and human institutions.2.3.II – New public venues and print media |
| OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs. | 2.1.I – Absolute monarchy2.1.II – Alternatives to absolutism2.1.IV – Liberal revolution; radical Jacobin republic2.3.I – Political models of Locke and Rousseau2.3.III – Political theories such as that of John Locke |
| OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge. | 2.3.V – Emphasis on private life in the arts2.3.VI – Revival of public sentiment and feeling |
| OS-11: Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history. | 2.3.IV – Rational analysis of religious practices. |
| OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation. | 2.3.VI – Revival of public sentiment and feeling. |

PERIOD 2 – 1648-1815

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to... Topics in Concept Outline

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| SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual | 2.1.II – Challenges to absolutism2.1.IV – French Revolution2.3.I – French Revolution2.3.I – Enlightenment Principles2.3.III – Social contract and capitalism2.3.V – State patronage and new political ideals in art |
| SP-2: Explain the emergence of and theories behind the New Monarchies and absolutist monarchies, and evaluate the degree to which they were able to centralize power in their states. | 2.1.I – Absolutism2.1.II – English Civil War and Dutch Republic. |
| SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. | 2.1.I – Absolutist religious policies2.1.IV – French Revolution attack on religion.2.1.V – Napoleon and Concordat2.3.IV – Religious toleration |
| SP-4: Analyze how the new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights. | 2.1.IV – French Revolution2.3.I – Enlightenment natural rights2.3.III – Liberalism (Locke and Adam Smith) |
| SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government’s relationship to the economy, both in overseeing economic activity and in addressing its social impact. | 2.1.IV – French revolutionary equality and warfare2.2.II – Commercial Revolution |
| SP-7: Explain the emergence of representative government as an alternative to absolutism. | 2.1.II – Constitutionalism2.1.IV – French Revolution2.3.I – Enlightenment principles in politics2.3.III – Social contract and capitalism |
| SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants’ rights – pressured governments and redefined citizenship. | 2.1.IV – French Revolution – women and minorities2.3.I – Natural rights2.3.IV – Religious toleration (Jews) |
| SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion | 2.3.II – Civil society and literacy |
| SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action. | 2.1.II – England and Dutch Republic2.1.IV – French Revolution2.3.I – Enlightenment ideals2.3.III – Locke and Adam Smith |
| SP-12: Assess the role of civic institutions in shaping the development of representative and democratic forms of government. | 2.3.II – Growth of civil society |
| SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power. | 2.1.IV – French revolutionary warfare2.1.V – Napoleonic tactics and warfare |
| SP-15: Assess the impact of war, diplomacy and overseas exploration and colonization on European diplomacy and balance of power until 1789. | 2.1.III – Dynastic and colonial wars2.1.IV – French revolutionary wars2.2.III – Commercial rivalries and warfare |
| SP-16: Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework. | 2.1.IV – French revolutionary warfare2.1.V – Wars of Napoleon |
| SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability | 2.1.IV – *Fraternité* and citizen armies2.1.V – Napoleonic warfare |

PERIOD 2 – 1648-1815

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to... Topics in Concept Outline

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| IS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates. | 2.2.I – Agricultural Revolution and cottage industry2.4.IV – Urban migration and poverty |
| IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society. | 2.3.II – Civil society and publishing |
| IS-4: Analyze how and why the nature and role of the family has changed over time. | 2.4.II – Consumerism and privacy in home2.4.III – European marriage pattern and new concepts of childhood. |
| IS-6: Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere. | 2.1.IV – French Revolution2.1.V – Napoleonic Code2.3.I – Enlightenment and natural rights |
| IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society. | 2.1.I – Nobles and absolutism2.1.IV – French Revolution attack on feudalism/manorialism2.1.V – Napoleon and “meritocracy.”2.2.II – Expansion of slave trade |
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. | 2.1.IV – French Revolution2.1.V – Napoleonic Era2.3.I – Enlightenment2.3.II – Salons2.4.II – Consumerism and family life; privacy2.4.III – Commercial Revolution |
| IS-10: Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history. | 2.1.IV – Reign of Terror and counter-revolution2.1.V – Napoleonic Empire |

PERIOD 3 –1815-1914

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to... Topics in Concept Outline

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| INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization | 3.5.I – National rivalries; raw materials and markets. |
| INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time. | 3.5.I – Cultural and racial superiority3.6.II – Social Darwinism |
| INT-3: Analyze how European states established and administered overseas commercial and territorial empires. | 3.5.II – Industrial and technological developments |
| INT-4: Explain how scientific and intellectual advances – resulting in more effective navigational, cartographic and military technology – facilitated European interaction with other parts of the world. | 3.1.III; 3.5.II – Communication and transportation technologies associated with industrialization |
| INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies. | 3.1.III – New means of communication and transportation3.5.I – Search for raw materials and markets |
| INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race. | 3.5.I – Ideology of cultural and racial superiority.3.5.III – Imperial encounters with non-European peoples. |
| INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict. | 3.5.III – Imperial conflicts and alliances |
| INT10- Explain the extent of and causes for non-Europeans’ adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions. | 3.5.I – Latin American revolutions3.5.III – Responses to imperialism |
| INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks. | 3.5.I – Imperialist motives, Racial Darwinism3.5.III – Responses and resistance to imperialism |

PERIOD 3 – 1815-1914

POVERTY AND PROSPERITY

Learning Objectives – Students are able to... Topics in Concept Outline

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| PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy. | 3.1.I – Great Britain’s industrial dominance3.1.II – Industrialization of continental Europe3.1.III – The Second Industrial Revolution |
| PP-3: Explain how geographic, economic, social and political factors affected the pace, nature and timing of industrialization in western and eastern Europe. | 3.1.I – Industrial dominance of Great Britain3.1.II – Industrialization of continental Europe.3.1.III – Second Industrial Revolution3.2.V – Some areas lagged in industrialization. |
| PP-4: Explain how the development of new technologies and industries – as well as new means of communication, marketing and transportation – contributed to expansion of consumerism and increased standards of living and quality of life in the 19th and 20th centuries. | 3.1.III – New technologies and means of communication3.2.IV – Mass marketing, efficient methods of transportation, new industries. |
| PP-6: Analyze how expanding commerce and industrialization from the 16th through the 19th centuries led to the growth of cities and changes in the social structure, most notably a shift from a landed to a commercial elite. | 3.2.I – Development of new classes3.2.II – Migration from rural to urban areas3.3.II – Government reforms of cities |
| PP-7: Explain how environmental conditions, the Agricultural Revolution and industrialization contributed to demographic changes, the organization of manufacturing and alterations in the family economy. | 3.1.III – Mechanization and the factory system3.2.II – Rapid population growth3.2.III – Altered family structure and relations. |
| PP-8: Analyze socialist, communist and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis. | 3.3.I – Evolution of socialist ideology3.3.III – Labor unions |
| PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries. | 3.3.I – Development of ideologies3.4.I The Concert of Europe; political revolts and revolutions3.4.II – National unification and liberal reforms3.6.II – Marx’s critique of capitalism |
| PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health. | 3.2.II – Overcrowding in cities3.3.II – Government reform of cities |
| PP-14: Explain how industrialization elicited critiques from artists, socialists, worker’s movements and feminist organizations. | 3.3.I – Socialist critiques of capitalism3.3.III – Political movements and social organizations3.6.I – Romantic writers’ response to the Industrial Revolution3.6.II – Marx’s critique of capitalism; realist and materialist themes in art and literature. |
| PP-15: Analyze efforts of government and nongovernmental reform movements to respond to poverty and other social problems in the 19th and 20th centuries. | 3.2.III – Labor laws and social welfare programs.3.3.II – Government expansion of functions3.3.III – Response of political movements and social organizations. |

PERIOD 3 –1815-1914

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to... Topics in Concept Outline

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| OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges. | 3.4.I – Conservative attempts to strengthen adherence to religious authorities. |
| OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women. | 3.2.III – Cult of domesticity3.3.I – Radical and republican advocates of suffrage and citizenship3.3.III – Feminists and feminist movements. |
| OS-6: Explain how European exploration and colonization was facilitated by the development of the scientific method and led to a re-examination of cultural norms. | 3.5.II – Industrial and technological developments.3.5.III – Imperial encounters with non-European peoples. |
| OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems. | 3.3.I – Liberal, radical and republican, and socialist ideologies3.3.II – Government responses to industrialization3.3.III – Responses of political movements and social organizations3.6.II – Turn toward a realist and materialist worldview |
| OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs. | 3.3.I – Ideologies3.4.I – Political revolts and revolutions. |
| OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge. | 3.3.I – Liberal, radical and republican emphasis on individual rights.3.6.I – Romanticism’s emphasis on intuition and emotion3.6.III – Relativism in values and emphasis on subjective sources of knowledge. |
| OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation. | 3.3.I – Nationalism3.4.II – National unification and liberal reform3.6.I – Romanticism3.6.III – Freudian psychology and modern art. |
| OS-13: Explain how and why modern artists began to move away from realism and toward abstraction and the non-rational, rejecting traditional aesthetics. | 3.6.I – Romantic break with neoclassical forms and rationalism.3.6.III – Shift to subjective, abstract and expressive in the arts. |

PERIOD 3 – 1815-1914

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to... Topics in Concept Outline

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| SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual | 3.3.I – Political ideologies3.3.II – Growth of regulatory state3.3.III – Political movements and parties |
| SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. | 3.3.I – Political ideologies and religion3.4.I - Conservatism |
| SP-4: Analyze how the new political and economic theories from the 17th century and the Enlightenment challenged absolutism and shaped the development of constitutional states, parliamentary governments, and the concept of individual rights. | 3.3.I – Ideologies of change3.3.III Mass political movements and reform3.4.I – Post-1815 revolutions3.4.II – National unification and nation-building |
| SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government’s relationship to the economy, both in overseeing economic activity and in addressing its social impact. | 3.1.I – British industrialization3.1.II – Continental industrialization3.1.III – Second Industrial Revolution3.3.II – Government regulation and reform. |
| SP-7: Explain the emergence of representative government as an alternative to absolutism. | 3.3.I – Ideologies of liberation3.3.III – Mass movements and reform3.4.I – Revolutions from 1815-18483.4.II – Nationalism and unification |
| SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants’ rights – pressured governments and redefined citizenship. | 3.3.III – Workers, feminists and reform3.5.III – Responses to imperialism (nationalism.) |
| SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion. | 3.1.III – Second Industrial Revolution – transportation and communication |
| SP-11: Analyze how religious and secular institutions and groups attempted to limit monarchical power by articulating theories of resistance to absolutism and by taking political action. | 3.3.I – Ideologies of change3.4.I – Post-1815 revolutions |
| SP-12: Assess the role of civic institutions in shaping the development of representative and democratic forms of government. | 3.3.III – Mass political movements and parties |
| SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power. | 3.4. III – Industrialization of warfare3.5.II – Second Industrial Revolution and imperialism |
| SP-14: Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19th and 20th centuries | 3.4.III – Congress of Vienna and Concert of Europe.3.4.II – Crimean War3.4.III – Unification of Italy and Germany |
| SP-16: Explain how the French Revolution and the revolutionary and Napoleonic wars shifted the European balance of power and encouraged the creation of a new diplomatic framework. | 3.4.I – Congress of Vienna settlement |
| SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability | 3.4.I – Congress of Vienna and Metternich3.4.II – Conservative *Realpolitik*3.4.III – Unification of Italy and Germany3.5.I – Nationalism as a motive for imperialism3.5.III – Imperial conflicts and colonial nationalism |
| SP-18: Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I. | 3.4.II – Crimean war and conservative nationalism.3.4.III – Unification of Italy and Germany3.5.I – Imperialism3.5.III – Imperial rivalries and conflicts |

PERIOD 3 – 1815-1914

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to... Topics in Concept Outline

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| IS-2: Explain how the growth of commerce and changes in manufacturing challenged the dominance of corporate groups and traditional estates. | 3.2.I – Industrialization and bourgeoisie |
| IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society. | 3.1.II – Industrialization3.1.III – Second Industrial Revolution and mass production3.2.IV – Transportation and consumerism3.3.II – Governmental reform of infrastructure.3.5.II – Industry and empire |
| IS-4: Analyze how and why the nature and role of the family has changed over time. | 3.2.III – Companionate marriage and domesticity |
| IS-5: Explain why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries. | 3.2.I – New industrial classes3.2.III – Proactive legislation and leisure3.3.I – Socialism and anarchism3.3.III – Worker movements and reformers3.4.I – Post-1815 revolutions |
| IS-6: Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere. | 3.2.III – Companionate marriage and domesticity3.3.I – Radicalism and feminism3.3.III – Feminism and women in reform movements. |
| IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society. | 3.2.I – Industrialization and class3.2.III – Middle and working class families3.3.I – Post-1815 ideologies3.3.III Mass political movements and governmental reform3.5.III - Interaction with and responses by colonies3.6.II – Social Darwinism and Marxism |
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. | 3.2.III – Industrialization, proactive legislation, and leisure3.3.I – Post-1815 ideologies of change3.3.III – Mass political movements and feminism. |
| IS-10: Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history. | 3.2.V – Persistence of serfdom and feudalism.3.3.I – Nationalism, anti-Semitism and chauvinism3.5.I – Racial Darwinism and White Man’s Burden.3.5.III – Imperial-influenced art and colonial independence movements.3.6.I – Social Darwinism. |

PERIOD 4 –1914 to the present

INTERACTION OF EUROPE AND THE WORLD

Learning Objectives – Students are able to... Topics in Concept Outline

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| INT-1: Assess the relative influence of economic, religious and political motives in promoting exploration and colonization | 4.1.VII – Post WWI mandate system |
| INT-2: Analyze the cultural beliefs that justified European conquest of overseas territories and how they changed over time. | 4.1.VII – Principle of national self-determination |
| INT-3: Analyze how European states established and administered overseas commercial and territorial empires. | 4.1.VII – Mandate system |
| INT-6: Assess the role of overseas trade, labor and technology in making Europe part of a global economic network and in encouraging the development of new economic theories and state policies. | 4.2.IV – Post-war reconstruction of industry and infrastructure; consumerism4.4.I – New communication and transportation technologies |
| INT-7: Analyze how contact with non-European peoples increased European social and cultural diversity and affected attitudes toward race. | 4.1.VII – National self-determination4.2.III – Increased immigration into Europe4.4.III – Anti-immigrant agitation and extreme nationalist political parties |
| INT-8: Evaluate the United States’ economic and cultural influence on Europe and responses to this influence in Europe. | 4.1.I – Emergence of United States as a world power.4.1.II – Wilsonian idealism4.1.IV – Cold War; world monetary and trade systems and geopolitical alliances4.2.III – 1929 Stock Market Crash4.2.IV – Marshall Plan4.3.IV – United States’ influence on elite and popular culture4.4.III – Green parties; revolt of 1968. |
| INT-9: Assess the role of European contact on overseas territories through the introduction of disease, participation in the slave trade and slavery, effects on agricultural and manufacturing patters and global conflict. | 4.1.I – Cause of First World War4.1.IV – Cold War Outside Europe4.1.VII - Decolonization |
| INT10- Explain the extent of and causes for non-Europeans’ adoption of or resistance to European cultural, political or economic values and institutions, and explain the causes of their reactions. | 4.1.VII – Independence movements and mandates |
| INT-11: Explain how European expansion and colonization brought non-European societies into global economic, diplomatic, military and cultural networks. | 4.1.I – World War I outside Europe4.1.IV – Cold War outside Europe4.3.III – Colonial emigration to Europe4.4.III – Guest workers |

PERIOD 4 –1914 to the present

POVERTY AND PROSPERITY

Learning Objectives – Students are able to... Topics in Concept Outline

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| PP-1: Explain how and why wealth generated from new trading, financial and manufacturing practices and institutions created a market and then a consumer economy. | 4.2.IV – Post-war economic growth4.3.IV – Increased imports of United States technology and popular culture4.4.I – Mass production, new food technologies and industrial efficiency |
| PP-3: Explain how geographic, economic, social and political factors affected the pace, nature and timing of industrialization in western and eastern Europe. | 4.2.I – Russia’s incomplete industrialization |
| PP-4: Explain how the development of new technologies and industries – as well as new means of communication, marketing and transportation – contributed to expansion of consumerism and increased standards of living and quality of life in the 19th and 20th centuries. | 4.3.II – Medical technologies4.4.I – Mass productions, food technologies, industrial efficiency, communication and transportation technologies.4.4.II – New modes of reproduction. |
| PP-5: Analyze the origins, characteristics, and effects of the post-World War II “economic miracle” and the economic integration (the Euro zone.) | 4.1.IV – World monetary and trade systems4.1. V – European economic and political integration4.2.IV – Post-war economic growth and welfare benefits4.4.I – Creation of a consumer culture4.4.II – Professional careers for women; the Baby Boom4.4.III – Increased immigration to Europe |
| PP-8: Analyze socialist, communist, and fascist efforts to develop responses to capitalism and why these efforts gained support during times of economic crisis. | 4.2.I – The Russian Revolution4.2.II – The ideology of fascism4.2.III – The Great Depression |
| PP-10: Explain the role of social inequality in contributing to and affecting the nature of the French Revolution and subsequent revolutions throughout the 19th and 20th centuries | 4.2.I – The Russian Revolution |
| PP-11: Analyze the social and economic causes and consequences of the Great Depression in Europe. | 4.2.II – Increased popularity of fascist ideology4.2.III – The Great Depression4.3.I – Belief in progress breaks down |
| PP-12: Evaluate how the expansion of a global consumer economy after World War II served as a catalyst to opposition movements in Easter and Western Europe. | 4.2.V – Collapse of the Soviet Union4.3.IV – Criticism of United States’ technology and popular culture4.4.III – Green parties; revolts of 1968 |
| PP-13: Analyze how cities and states have attempted to address the problems brought about by economic modernization, such as poverty and famine, through regulating morals, policing marginal populations and improving public health. | 4.2.IV – Expansion of social welfare programs |
| PP-14: Explain how industrialization elicited critiques from artists, socialists, worker’s movements and feminist organizations | 4.3.I – Belief in progress breaks down.4.3.IV – Criticism of United States’ technology and popular culture |
| PP-15: Analyze efforts of government and non-governmental reform movements to respond to poverty and other social problems in the 19th and 20 centuries | 4.2.I – The Russian Revolution4.2.IV – Expansion of social welfare programs4.2.V – Social welfare programs in Central and Eastern Europe; *perestroika* |
| PP-16: Analyze how democratic, authoritarian and totalitarian governments of the left and right attempted to overcome the financial crises of the 1920s and 1930s. | 4.2.I – Lenin’s New Economic Policy; Stalin’s economic modernization4.2.III – Dependence on American investment capital; attempts to rethink economic policies |

PERIOD 4 – 1914 to the present

OBJECTIVE KNOWLEDGE AND SUBJECTIVE VISIONS

Learning Objectives – Students are able to... Topics in Concept Outline

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| OS-3: Explain how political revolution and war from the 17th century on altered the role of the church in political and intellectual life and the response of religious authorities and intellectuals to such challenges. | 4.3.III – Continued role of organized religion |
| OS-4: Explain how a worldview based on science and reason challenged and preserved social order and roles, especially the roles of women. | 4.4.II – Family responsibilities; economic changes and feminism4.4.III – Gay and lesbian movements |
| OS-8: Explain the emergence, spread and questioning of scientific, technological, and positivist approaches to addressing social problems. | 4.3.I – Challenges to the belief in progress4.3.III – Benefits and challenges of science and technology |
| OS-9: Explain how new theories of government and political ideologies attempted to provide a coherent explanation for human behavior and the extent to which they adhered to or diverged from traditional explanations based on religious beliefs. | 4.2.II – Fascist rejection of democracy, glorification of war and nationalism |
| OS-10: Analyze the means by which individualism, subjectivity and emotion came to be considered a valid source of knowledge. | 4.3.I – Challenge to confidence in science and human reason4.3.IV – Self-expression and subjectivity in the arts |
| OS-11: Explain how and why religion increasingly shifted from a matter of public concern to one of private belief over the course of European history. | 4.3.III – Continued role of organized religion |
| OS-12: Analyze how artists used strong emotions to express individuality and political theorists encouraged emotional identification with the nation. | 4.2.II – Fascist Nationalism |
| OS-13: Explain how and why modern artists began to move away from realism and toward abstraction and the non-rational, rejecting traditional aesthetics | 4.3.IV – Experimentation, self-expression and subjectivity in the arts |

PERIOD 4 – 1914 to the present

STATES AND OTHER INSTITUTIONS OF POWER

Learning Objectives – Students are able to... Topics in Concept Outline

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| --- | --- |
| SP-1: Explain the emergence of civic humanism and new conceptions of political authority during the Renaissance, as well as subsequent theories and practices that stressed the political importance and rights of the individual | 4.3.II – Industrialized warfare4.4.II – Women’s rights4.4.III – Dissenting groups in politics |
| SP-3: Trace the changing relationship between states and ecclesiastical authority and the emergence of the principle of religious toleration. | 4.1.IV – Post World War II religious conflicts4.3.III – Second Vatican Council and immigration |
| SP-5: Assess the role of colonization, the Industrial Revolution, total warfare and economic depressions in altering the government’s relationship to the economy, both in overseeing economic activity and in addressing its social impact. | 4.1.V – Post-1945 European unity4.2.I – Russian Revolution4.2.III – Great Depression4.2.IV – Economic miracle and welfare state4.2.V – Planned economies in Eastern Europe |
| SP-6: Explain how new ideas of political authority and the failure of diplomacy led to world wars, political revolutions and the establishment of totalitarian regimes in the 20th century. | 4.1.I – Causes of World War I4.1.II – Versailles settlement4.1.III – Appeasement and World War II4.2.I – Bolshevik Revolution and Stalin4.2.II - Fascism |
| SP-8: Explain how and why various groups, including communists and fascists, undermined parliamentary democracy through the establishment of regimes that maintained dictatorial control while manipulating democratic forms. | 4.1.III – Nazi aggression and *Blitzkrieg*4.2.I – Bolshevik Revolution and Stalin4.2.II – Rise of Fascism |
| SP-9: Analyze how various movements for political and social equality – such as feminism, anti-colonialism, and campaigns for immigrants’ rights – pressured governments and redefined citizenship. | 4.1.VII – Decolonization4.2.V – Collapse of communism4.4.II – Feminism4.4.III – Post-1945 critics and dissenters |
| SP-10: Trace the ways in which new technologies from the printing press to the Internet have shaped the development of civil society and enhanced the role of public opinion. | 4.2.II – Mass media and propaganda4.4.I – total war and higher standard of living |
| SP-12: Assess the role of civic institutions in shaping the development of representative and democratic forms of government. | 4.4.II – Women and feminism4.4.III Post-1945 dissenting groups |
| SP-13: Evaluate how the emergence of new weapons, tactic, and methods of military organization changed the scale and cost of warfare, required the centralization of power and shifted the balance of power. | 4.1.I – Total warfare, 1914-19184.1.III – World War II4.1.IV – Nuclear weapons and Cold War 4.1.VI – Post 1945 nationalist/separatist movements and guerilla warfare4.3.II – Genocide and nuclear war |
| SP-14: Analyze the role of warfare in remaking the political map of Europe and in shifting the global balance of power in the 19th and 20th centuries. | 4.1.I – World War I4.1.II – Versailles settlement4.1.III – World War II4.1.IV – Cold War4.1.VII – Decolonization4.2.II – Fascist aggressions4.2.V – Ethnic cleansing in the Balkans |
| SP-17: Explain the role of nationalism in altering the European balance of power, and explain attempts made to limit nationalism as a means to ensure continental stability | 4.1.1 – Nationalism as a cause of World War I4.1.II – National self-determination and League of Nations4.1.III – Fascism and “new racial order.”4.1.IV – Cold War and collapse of communism4.1.V – European unity4.1.VI – Colonial independence movements4.2.II Fascism and extreme nationalism4.2.V - Eastern European resistance to communism and Balkan conflicts4.4.III – Immigration and anti-immigrant groups |
| SP-18: Evaluate how overseas competition and changes in the alliance system upset the Concert of Europe and set the stage for World War I | 4.1.I – Causes of World War I |
| SP-19: Explain the ways in which the Common Market and collapse of the Soviet Empire changed the political balance of power, the status of the nation-state and global political alliances. | 4.1.IV – Cold War and collapse of communism4.1.V – European unity4.2.V – Collapse of communism and Balkan conflicts |

PERIOD 3 – 1914 to the present

INDIVIDUAL AND SOCIETY

Learning Objectives – Students are able to... Topics in Concept Outline

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| --- | --- |
| IS-3: Evaluate the role of technology, from the printing press to modern transportation and telecommunications, in forming and transforming society. | 4.4.I – Technology as destructive and improving standard of living |
| IS-4: Analyze how and why the nature and role of the family has changed over time. | 4.4.II – Women in workforce, feminism and Baby Boom4.4.III – Feminism and gay/lesbian movements |
| IS-5: Explain why and how class emerged as a basis for identity and led to conflict in the 19th and 20th centuries. | 4.2.I – Russian and Bolshevik Revolutions. |
| IS-6: Evaluate the causes and consequences of persistent tensions between women’s role and status in the private versus the public sphere. | 4.4.II – Total war, post-1945 feminism and political opportunities |
| IS-7: Evaluate how identities such as ethnicity, race and class have defined the individual in relationship to society. | 4.1.III – Nazi racism and Holocaust4.1.VI – Post-1945 nationalist and separatist movements4.4.I – Total war and genocide4.4.III – Youth, gay/lesbian, immigrant dissenters |
| IS-8: Evaluate how the impact of war on civilians has affected loyalty to and respect for the nation-state. | 4.1.I – World War I and total war on the home front.4.2.I – Russian Revolution and Civil War4.2.II – Spanish Civil War and World War II4.3.I – Destructive effects of technology4.4.I – Total war and genocide |
| IS-9: Assess the extent to which women participated in and benefitted from the shifting values of European society from the 15th century onwards. | 4.4.II – Military production, economic recovery and post-1945 feminism |
| IS-10: Analyze how and why Europeans have marginalized certain populations (defined as “other”) over the course of their history. | 4.1.III – Fascist racism and genocide4.1.VI – Post-1945 nationalist and separatist movements4.1.VII – Mandates and decolonization4.2.I – Kulaks and Great Purges4.2.II – Fascist propaganda4.2.V – Balkan conflicts and wars4.3.III – Guest workers and immigration4.4.I – Total war and genocide4.4.III – Post-1945 dissenting groups. |