



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

Period 1 (1450 – 1648) Suggested Time Frame: Quarter 1	UNIT 1: RENAISSANCE	<p>To what extent did the worldview of European intellectuals shift from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world?</p> <ul style="list-style-type: none"> The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How did the struggle for sovereignty within and among states result in varying degrees of political centralization?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)
	UNIT 2: REFORMATION & RELIGIOUS WARS	<p>To what extent did religious pluralism challenged the concept of a unified Europe?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) <p>How did European exploration and interaction impact indigenous populations and European society?</p> <ul style="list-style-type: none"> The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
	UNIT 3: EXPLORATION	

	<p style="text-align: center;">UNIT 4: STATE BUILDING</p>	<p>How were European society and the experiences of everyday life increasingly shaped by commercial and agricultural developments?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Period 2 (1648-1815) Suggested Time Frame: Quarter 2</p>	<p style="text-align: center;">UNIT 5: SCIENTIFIC REVOLUTION & ENLIGHTENMENT</p>	<p>How did different models of political sovereignty affect the relationship among states and between states and individuals?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) <p>To what extent did the expansion of European commerce accelerate the growth of a worldwide economic network?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
	<p style="text-align: center;">UNIT 6: 18th CENTURY EXPANSION/SOCIAL CHANGE</p>	<p>How did the popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues lead to an increased, although not unchallenged, emphasis on reason in European culture?</p> <ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2)

	<p style="text-align: center;">UNIT 7: FRENCH REVOLUTION & NAPOLEAN</p>	<p>To what extent were experiences of everyday life shaped by demographic, environmental, medical, and technological changes?</p> <ul style="list-style-type: none"> • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Period 3 (1815 – 1914) Suggested Time Frame: Quarter 3</p>	<p style="text-align: center;">UNIT 8: INDUSTRIAL REVOLUTION</p>	<p>How did the Industrial Revolution spread from Great Britain to the continent?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society (3.4) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) <p>To what extent were experiences of everyday life shaped by industrialization?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4)
	<p style="text-align: center;">UNIT 9: REVOLUTIONS & ROMANTICISM</p>	<ul style="list-style-type: none"> • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) • The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations (5.1) <p>To what extent did problems of industrialization provoke a range of ideological, governmental, and collective responses?</p> <ul style="list-style-type: none"> • The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change (4.2) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

	<p>UNIT 10: AGE OF NATIONALISM</p>	<p>How did European states struggle to maintain international stability in an age of nationalism and revolutions?</p> <ul style="list-style-type: none"> • The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures (1.1) • The student will use his/her understanding of rights and responsibilities to address contemporary issues (2.4) • The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations (3.1) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2)
	<p>UNIT 11: MASS SOCIETY</p>	<p>To what extent did a variety of motives and methods lead to the intensification of European global control and increased tensions among the Great Powers?</p> <ul style="list-style-type: none"> • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations (4.1) <p>To what extent did European ideas and culture express a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other?</p>
	<p>UNIT 12: AGE OF IMPERIALISM</p>	<ul style="list-style-type: none"> • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)

Period 4 (1914 – Present Day) Suggested Time Frame: Quarter 4	UNIT 13: WORLD WAR I	<p>How did total war and political instability in the first half of the 20th century give way to a polarized state order during the Cold War and eventually to efforts at transnational union?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations (2.2) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3)
	UNIT 14: INTERWAR YEARS	<p>How did conflicting conceptions of the relationship between the individual and the state lead to the ideological battle between liberal democracy, communism, and fascism?</p> <ul style="list-style-type: none"> • The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers (1.2) • The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision (1.4) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)
	UNIT 15: WORLD WAR II	<p>How did diverse intellectual and cultural movements question objective knowledge, reason, and religion?</p> <ul style="list-style-type: none"> • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideas were reached and the multiple perspectives from which they come (3.2) • The student will analyze the context of significant relationships and draw conclusions about a contemporary world (5.2)
	UNIT 16: COLD WAR & BEYOND	<p>To what extent did demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice alter the experiences of everyday life?</p> <ul style="list-style-type: none"> • The student will investigate examples of causes and consequences of particular choices and connect those with contemporary issues (1.3) • The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues (2.3) • The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues (3.3) • The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue (4.3) • The student will investigate the relationships among people, places, ideas, and/or the environment and connect those relationships to contemporary issues (5.3)