

**URBANDALE COMMUNITY SCHOOL DISTRICT  
CURRICULUM FRAMEWORK OUTLINE**

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**SUBJECT:** Social Studies  
**COURSE TITLE:** AP European History  
**PREREQUISITES:** None

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**COURSE DESCRIPTION:** AP European History focuses on an in-depth study of the history of Europe from 1500 to the present. The topics emphasized will include Renaissance and Exploration, Reformation and Religious Wars, Early Modern Society, Scientific Revolution, Growth of the State and Commercial Revolution, Enlightenment and Social Change, French Revolution, Industrial Society, nationalism and Imperialism, Intellectual, Cultural, and Social Upheaval, World War I and Revolution, The Crisis of Democracy and World War II, and 1945 to Present. Emphasis will be placed on themes that run through out history. Essay writing will be an important component of the course as well as document based questions (DBQs) and multiple choice quizzes and exams. These are designed to replicate components of the College Board exam to prepare students to take the AP European History Test that is given in May.

**UCSD CONTENT STANDARDS:**

In order that students achieve the maximum benefit from their talents and abilities, the students of Urbandale Community School District's AP European History program should be able to...

**Content Standard I. Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

Benchmarks: Identify/recognize the historical development of the behavioral sciences and the changing nature of society.  
Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.  
Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.

**Content Standard II. Analyze relationships between economic systems and their interdependence in the modern world.**

Benchmarks: Identify how universal economic concepts present themselves in various types of economies throughout the world.

**Content Standard III. Analyze the interrelationship of people, places and environments to understand societies.**

Benchmarks: Relate how culture affects the interaction of human populations through time and space.



**Content Standard IV. Investigate historical interactions to determine the development and evolution of societies.**

- Benchmarks: Describe historical patterns, periods of time, and the relationships among these elements.
- Recognize how and why people create, maintain, or change systems of power, authority, and governance.
  - Examine the role of culture and cultural diffusion on the development and maintenance of societies.
  - Compare the role of individuals and groups within a society as promoters of change or the status quo.
  - Identify the effects of geographic factors on historical events.
  - Analyze the role of innovation on the development and interaction of societies.
  - Synthesize cause and effect relationships and other historical thinking skills in order to interpret events and issues.

**Content Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.**

- Benchmarks: Relate how various political systems throughout the world define the rights and responsibilities of the individual.

**Content Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.**

- Benchmarks: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.
  - Analyze and evaluate explanations for actions or events described in a text, determining whether earlier events caused later ones or simply preceded them.
  - Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
  - Analyze in detail how a text and/or complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
  - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
  - Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.
  - Assess the extent to which the reasoning and evidence in a text support the author's claims.
  - Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among



sources.

Conduct research projects and gather relevant information from multiple sources.  
Evaluate multiple sources in order to interpret and justify appropriate topics while following standard format for citations.

Prepare long- and short-term writing assignments that focus on reflection, revision and audience-specific topics.



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**CONTENT STANDARDS AND COURSE BENCHMARKS WITH INDICATORS FOR  
AP EUROPEAN HISTORY:**

**Standard I: Make connections among personal behaviors, group behaviors, and social issues to inform opinions and decisions.**

**Benchmark: Identify/recognize the historical development of the behavioral sciences and the changing nature of society.**

**Indicators:** Examine the role of social institutions as well as individual and group behaviors.  
Identify changes and development in institutions as they affect society.

**Benchmark: Explain how social status, social groups, social change, and social institutions influence individual and group behaviors.**

**Indicators:** Evaluate the effects of gender, age, health, and socioeconomic status on social inequality.  
Appraise changes in individual values as a result of changes in social and political institutions.

**Benchmark: Describe the process of how humans develop, learn, adapt to their environment, and internalize their culture.**

**Indicators:** Interpret factors that shape human behavior.  
Summarize the culture and traditions of historical groups.

**Standard II. Analyze relationships between economic systems and their interdependence in the modern world.**

**Benchmark: Identify how universal economic concepts present themselves in various types of economies throughout the world.**

**Indicators:** Interpret major world economic systems.  
Describe different political policies and actions that combat inflation, deflation, and recession.



**Standard III. Analyze the interrelationship of people, places and environments to understand societies.**

**Benchmark: Relate how culture affects the interaction of human populations through time and space.**

Indicators: Demonstrate how various cultural landscapes have been shaped by technology and human mobility.  
Interpret the causes of boundary conflicts and internal disputes of societies.

**Standard IV. Investigate historical interactions to determine the development and evolution of societies.**

**Benchmark: Describe historical patterns, periods of time, and the relationships among these elements.**

Indicators: Outline concepts such as chronology, causality, change, conflict, and complexity to analyze connections with historical patterns.  
Categorize significant historical periods within and across cultures.

**Benchmark: Recognize how and why people create, maintain, or change systems of power, authority, and governance.**

Indicators: Explain the purpose of government.  
Compare political systems from historical periods.

**Benchmark: Examine the role of culture and cultural diffusion on the development and maintenance of societies.**

Indicators: Indicate the ways human needs and concerns have been addressed by groups, societies, and cultures.  
Synthesize the value of culture diversity including religion, traditions, and political conflict.

**Benchmark: Compare the role of individuals and groups within a society as promoters of change or the status quo.**

Indicators: Judge the significance of important people, their roles, and their ideas in societies.  
Describe the significant religious, philosophical, and social movements and their impacts on society and social reform.  
Appraise the effect of “chance events” on history.

**Benchmark: Identify the effects of geographic factors on historical events.**

Indicators: Show the ways that historical events have been influenced by physical and human geographic factors in local, regional, national, and global settings.



Outline reasons for changes in a society's political boundaries.

**Benchmark: Analyze the role of innovation on the development and interaction of societies.**

Indicators: Point out the significant changes caused by technology, urbanization, and population growth and the effects of these changes.  
Predict the impact of science and technology on historical events.

**Benchmark: Synthesize cause and effect relationships and other historical thinking skills in order to interpret events and issues.**

Indicators: Predict relationships between and among significant events.  
Evaluate different interpretations of historical events based on viewpoint.

**Standard V. Apply knowledge of democratic principles and various political systems through life long civic action.**

**Benchmark: Relate how various political systems throughout the world define the rights and responsibilities of the individual.**

Indicators: Compare and contrast ideologies, structures, and institutions of different political systems in the world.  
Analyze essential characteristics of limited and unlimited governments.

**Standard VI. Evaluate and synthesize information to communicate an understanding of knowledge relative to social science content.**

**Benchmark: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.**

Indicators: Review primary and secondary sources.  
Summarize primary and secondary sources.

**Benchmark: Determine the central ideas or information of a primary source; provide an accurate summary that makes clear the relationship among the key ideas.**

Indicators: Identify historical sources.  
Recognize the point of view of sources.  
Paraphrase the key ideas of sources.

**Benchmark: Analyze and evaluate explanations for actions or events described in a text, determining whether earlier events caused later ones or simply preceded them.**



Indicators: Sequence historical events from sources.  
Synthesize cause and effect in terms of historical events.

**Benchmark: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.**

Indicators: Generate a historical vocabulary.  
Apply vocabulary to historical context.

**Benchmark: Analyze in detail how a text and/or complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.**

Indicators: Generate main ideas from textual sources.  
Paraphrase text.

**Benchmark: Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.**

Indicators: Analyze point of views in text.  
Evaluate author's purpose in writing.

**Benchmark: Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address questions or solve a problem.**

Indicators: Apply a variety of sources to content reading.  
Assess how a variety of sources can be used to solve problems.

**Benchmark: Assess the extent to which the reasoning and evidence in a text support the author's claims.**

Indicators: Question author's historiography biased on personal bias.  
Synthesize historical events from author's perspective.

**Benchmark: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.**

Indicators: Generate hypotheses based on primary and secondary sources.  
Paraphrase historical ideas into common language.

**Benchmark: Conduct research projects and gather relevant information from multiple sources.**

Indicators: Summarize information about a topic.



Apply information to a specific question.

**Benchmark: Evaluate multiple sources in order to interpret and justify appropriate topics while following standard format for citations.**

Indicators: Prepare appropriate citations.

**Benchmark: Prepare long- and short-term writing assignments that focus on reflection, revision and audience-specific topics.**

Indicators: Assess peer writing.  
Defend a formal thesis.  
Evaluate final review projects.

