

Advanced Placement (AP®) Social Studies Courses

The AP® social studies courses are intended to provide a rigorous college level introduction to the social sciences for high school students. While no official AP® teacher certification is issued by the College Board or by the North Carolina Department of Public Instruction, the College Board recommends that teachers complete an AP® Institute or workshop before teaching an AP® course. Additional information on teacher professional development, recommended texts, the courses, and the AP® exams is available to educators at the College Board website <http://apcentral.collegeboard.com>.

AP® teachers can also join a discussion group with other AP® teachers in their discipline by signing up on AP Central. Students can visit www.collegeboard.com/apstudents for additional information.

With the permission of the College Board, the North Carolina Department of Public Instruction has created course standards that reflect both the expectations of the College Board and the philosophy and format of the North Carolina Standard Course of Study (SCS). However, these course outlines are not intended to replace the extensive guidelines provided by the College Board in AP course description books (often referred to as the *acorn books*) for each subject.

Since the College Board frequently revises recommended topics and required skills, AP® teachers should obtain and follow the current course description for their courses.

ADVANCED PLACEMENT EUROPEAN HISTORY

Advanced Placement European History is a college level survey course that covers the time period from approximately 1450 until the present. The course will cover economic, social, cultural, intellectual, political, and diplomatic themes in European History. Students will be expected to develop analytical thinking and persuasive writing skills in dealing with historical evidence and interpretation.

AP European History may be taught (1) in order of goals, (2) chronologically, or (3) thematically.

Strands: Geographical Relationships, Intellectual, Cultural, Political, Diplomatic, Economic, and Social development

Competency Goal 1: Historical Tools and Practices: The learner will identify, analyze and synthesize the methods and tools valued by historians in order to investigate the themes of history.

Objectives

- 1.01 Define the concepts of cause and effect, time continuity, perspective, and periodization.
- 1.02 Analyze and interpret primary and secondary sources to compare views, trace themes, and detect bias.
- 1.03 Relate psychology, geography, art, literature, political science, sociology, and economics to the study of history.
- 1.04 Evaluate themes of society, technology, economics, politics, and culture as they relate to the development of Europe.
- 1.05 Examine the indicators of European civilization including writing, labor specialization, cities, technology, trade, and political and cultural institutions.

Competency Goal 2: Formation of Governments and Diplomacy: The learner will investigate the development of European governments, their historical interrelationship, and their connections to Europe today.

Objectives

- 2.01 Trace the development of the European political structure as they emerge from the Middle Ages and as it evolves into the nation-state.
- 2.02 Analyze the rise of the modern state in its various forms.
- 2.03 Compare and contrast the political relationships among European nations and their influence and expansion throughout the world: colonialism, imperialism, decolonization in global interdependence.
- 2.04 Exhibit an understanding of the revolutionary process, political protest and reform as they pertain to the development of European nation-states.
- 2.05 Analyze and explain the growth and changing forms of nationalism.

- 2.06 Demonstrate an understanding of varying origins, developments, technologies and consequences of war and civil conflicts.
- 2.07 Differentiate efforts to balance power and restrain conflict through treaties, diplomacy, and international organizations.
- 2.08 Evaluate the evolution of political elites and the development of political parties, ideologies and other mass politics.
- 2.09 Examine domestic and foreign policies and their interrelationship.
- 2.10 Summarize the extension and limitation of personal, civic, economic, and political rights and liberties, including political persecutions.

Competency Goal 3: Patterns of Social Order: The learner will investigate European social organization from approximately 1450 to the present, in order to understand shifts in power and status.

Objectives

- 3.01 Trace the shift in social structures from hierarchical orders to modern social classes with an emphasis on the changing distribution of wealth and poverty.
- 3.02 Analyze the influence of sanitation and health care practices on society including, but not limited to, the impact of food supply, diet, famine, and disease.
- 3.03 Examine the development and transformation of racial and ethnic group identities.
- 3.04 Evaluate the role of urbanization in transforming cultural values and social relationships.
- 3.05 Analyze gender roles and their influence on the dynamics of domestic and public life.
- 3.06 Identify the changing definitions of and attitudes toward main stream groups and groups, characterized as the “other.”
- 3.07 Assess the causes and consequences of change in demographic structure and reproductive patterns of Europeans.

Competency Goal 4: Development of European Economic Systems: The learner will investigate and understand the formation of European economic systems.

Objectives

- 4.01 Analyze growth of competition and interdependence in national and world markets.
- 4.02 Evaluate the private and state roles in economic activity from the Renaissance to the present.
- 4.03 Understand the development, rewards and benefits and the consequences of European Industrialization.
- 4.04 Assess the economic and social impact of mass production, and the consumption of commercial goods and services.
- 4.05 Examine the causes and effects of the agricultural, industrial and commercial revolutions and their impact upon European states and their colonies.
- 4.06 Evaluate the various economic theories and key economists and their impact upon European economic systems.

Competency Goal 5: Evolution of Intellectual Movements: The learner will demonstrate an understanding of the various intellectual themes and movements and their impact on the political, social, and economic events in Europe.

Objectives

- 5.01 Trace the development of social, economic and political thought.
- 5.02 Examine the various intellectual movements as extensions of, or a shift from, other intellectual movements.
- 5.03 Identify key personalities and groups associated with various intellectual movements, and the diffusion of their ideas among different social groups.
- 5.04 Analyze the relationship between intellectual developments, social values and political events.
- 5.05 Understand the social, economic, and political conditions that prompted developments in literacy, education, communication, science and technology.
- 5.06 Assess the impact of religious thought and institutions upon European intellectual movements.

Competency Goal 6: Cultural History: The learner will demonstrate how cultural innovation and development impacted European History.

Objectives

- 6.01 Trace the evolution of major movements in literature and the arts.
- 6.02 Examine the impact of secularization of learning and culture on the arts.
- 6.03 Analyze the relationship between cultural developments, social values and political events.
- 6.04 Identify and analyze changes in European culture and their impact upon elite and popular classes.
- 6.05 Evaluate the impact of global expansion on European culture.
- 6.06 Explain the impact of geographical differences upon the cultural development of Europe.
- 6.07 Assess the impact of religious thought and institutions on European culture.