

**Advanced
Placement**

**August
2017**

Developed Spring 2006

The Advanced Placement European History curriculum is a course that was developed by the Fair Lawn Social Studies Department and is aligned to the NJ Student Learning Standards in Social Studies and the College Board curriculum.

**AP
European
History**

Fair Lawn

Public Schools

Fair Lawn, NJ

Fair Lawn School District

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AP European History

I. Course Synopsis

The AP course and exam in European History are intended for qualified students who wish to complete classes in secondary school equivalent to college introductory courses in European history. The exam presumes at least one academic year of college-level preparation, a description of which is set forth in this book.

The inclusion of historical course material in the course description and in the exam is not intended as an endorsement by the College Board of ETS of the content, ideas, or values expressed in the material. The material has been selected by historians who serve as members of the AP European History Development Committee. In their judgment, the material printed here reflects the course of study on which this exam is based and is therefore appropriate as a measure of the skills and knowledge acquired in this course.

The AP European History course corresponds to the most recent developments in history curricula at the undergraduate level. *In colleges and universities, European history is increasingly seen in a broad perspective, with teaching methods reflecting an awareness of other disciplines and diverse techniques of presentation, including visual and statistical materials. Trends such as these are used by the Development Committee to adjust the course and the exam.

The exam is divided into three parts: a multiple-choice section dealing with concepts, major historical facts and personalities, and historical analysis; a document-based essay designed specifically to test students' ability to work with evidence; and two thematic essays on topics of major significance. Together, these three parts of the exam provide students with an opportunity to demonstrate that they are qualified to pursue upper-level history studies at college.

All sections of the exam reflect college and university programs in terms of subject matter and approach. Therefore, questions in cultural, diplomatic, economic, intellectual, political, and social history form the basis for the exam. Students are expected to demonstrate a knowledge of basic chronology and of major events and trends from approximately 1450 (the High Renaissance) to the present. The entire chronological scope and a range of approaches are incorporated throughout the exam. Students need to understand the designations for centuries; e.g., the seventeenth century is the 1600s, not the 1700s. In the multiple-choice section, approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era, and one-half deal with the period from the French Revolutionary and Napoleonic era to the present. A number of questions may be cross-chronological or combine several approaches. No essay or multiple-choice question will focus on the pre-1450 or the post 2001 period.

*Development Committee periodically revises the content and structure of the AP European History Course Description to reflect new developments in the discipline, to aid teachers in maintaining the

comprehensive quality of their courses, and to assist teachers new to the program. A supplementary publication, the AP European History Teacher's Guide, is available; see pages 44-45 for ordering information. Regular updates and the most current information about AP European History are available at AP Central (apcentral.collegeboard.com).

II. Philosophy & Rationale

Fair Lawn District Mission

Recognizing that the "Leaders of Tomorrow Attend Fair Lawn Schools Today," it is the mission of Fair Lawn High School to afford each student the opportunity to learn, to achieve success and to become a confident and productive member of a global and technological society prepared to face the challenges of the 21st century. We believe that a major purpose of an education is to cultivate in each student a sense of wonder in the life-long process of learning. We believe that our school provides a learning environment that is student-centered, and supports the interaction of students, parents, professional staff, and the community. We believe that teachers must be empowered to develop and deliver high quality instruction, nurture students' special talents and abilities, and respond to the needs of each individual. We believe that the optimal environment is one in which students feel free to challenge themselves and have opportunities to take initiative, to articulate clearly and imaginatively, to be creative, and to learn from their inquiry and experience.

We believe that an education which provides for the intellectual, aesthetic, physical, cultural, technological and social development of young people leads to their becoming productive and humane citizens who demonstrate self-discipline, responsibility and respect for others. We believe that education provides students with opportunities to access knowledge, ensuring competence and confidence in responding to the challenges of the future.

Department of Social Studies Statement of Philosophy

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level. Social Studies must also help students understand, respect and appreciate the commonalities and differences that give people character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

Ten Thematic Strands

I Culture – A people's way of life, language, customs, arts, belief systems, traditions, and how they evolve over time.

II Time, Continuity, and Change – The importance of understanding the past and key historical concepts, analytically and from various perspectives.

III People, Places, and Environments – The complex relationship between human beings and the environments within which they live and work.

IV Individual Development and Identity – The exploration of human behaviors as they relate to the development of personal identities and the various factors that impact identity formation.

V Individuals, Groups, and Institutions – The impact of educational, religious, social, and political groups and institutions and the integral roles they play in people’s lives.

VI Power, Authority, and Governance – The complex purposes and features of individuals and groups with respect to issues of power and government.

VII Production, Distribution, and Consumption – The role of resources, their production and use, technology, and trade on economic systems.

VIII Science, Technology, and Society – The significance of scientific discovery and technological change on people, the environment, and other systems.

IX Global Connections – The critical importance of knowledge and awareness of politics, economics, geography, and culture on a global scale.

X Civic Ideals and Practices – The understanding that civic ideals and participatory citizenship are central to democracy.

For a complete explanation of the Ten Thematic Strands, go to www.socialstudies.org/standards/strand

New Jersey Student Learning Standards: Our Social Studies curricula aligns, when possible, to the NJSL SOCIAL STUDIES in ELA. The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;

- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Curricula Writing

The administrators and teachers of the Fair Lawn Public Schools are committed to writing, researching, and producing curricula in all subject areas that are aligned with both the 2009 State of New Jersey Core Curriculum Standards and the Common Core State Standards. Curriculum is designed to be a **living document** – added to, edited, and enhanced at any time. Standing committees of teachers and administrators meet on a routine basis to monitor the effectiveness of our curriculum. The process used by the educators of the Fair Lawn Schools is rigorous and reflective in examining all facets of the foundational documents, upon which our curricula is based, to ensure for this alignment.

In all curriculum writing, particular emphasis is given to employing the most current, research based instructional and assessment strategies available at the time. These strategies are continually updated and refined as new knowledge and pedagogy becomes widely accepted and proven successful in the field of education.

21st Century Competencies and Standards

There is ample evidence all around us of the many changes the 21st century has brought to our lives. The Fair Lawn Public Schools believe that to prepare our students for the world of tomorrow, we must enhance today's learning environments. The outcomes we want for our students are not new to the 21st century. Instead, they express knowledge and skills that are essential for life in the 21st century. Reflecting time-honored skills, taught via proved learning methods, and supported by modern learning tools, processes, and environments, the Fair Lawns Public Schools embraces the teaching of 21st Century Skills and unite these elements into a coherent set of educational objectives to ensure that all students are prepared for success.

There are four 21st-Century Life and Careers standards. Standards 9.1, 9.2, and 9.3 describe life and career skills that are integrated throughout the K-12 curriculum, while Standard 9.4 describes specialized skills that are taught in grades 9-12 as part of career and technical education programs. An overview of the four standards follows. Click on the link for more information

<http://www.state.nj.us/education/cccs/standards/9>

New Jersey State Department of Education NJ Educational Mandates

The core mission of the New Jersey Commission on Holocaust Education is to promote Holocaust education in the State of New Jersey. On a continual basis, the Commission shall survey the status of Holocaust Education; design, encourage and promote the implementation of Holocaust and genocide education and awareness; provide programs in New Jersey; and coordinate designated events that will provide appropriate memorialization of the Holocaust on a regular basis throughout the state.

[http://www.state.nj.us/njded/holocaust/about us/mandate.html](http://www.state.nj.us/njded/holocaust/about%20us/mandate.html)

The Amistad Bill (A1301), calls on “New Jersey schools to incorporate African-American history into their Social Studies curriculum.” Passed by the New Jersey legislature in 2002, “The Amistad Bill” created the Amistad Commission, a 22- member body charged with ensuring that the rich heritage and lessons of black America are fully represented and taught throughout the state’s classrooms.

<http://www.theamistadcommission.com/>

III. Scope & Sequence

Unit 1: The Renaissance (1450-1500)

Unit 2: Socio-Economic Developments in Europe (1450-1715)

Unit 3: Reformations in Western Christendom and the Religious Wars (1517-1650)

Unit 4: State-Building and the Rise of Absolutism in Western Europe

Unit 5: State-Building and the Rise of the Central and Eastern European Powers

Unit 6: New Intellectual Standards in the West: Scientific Revolution and the Enlightenment (1543-1789)

Unit 7: The French Revolution (1789-1804)

Unit 8: Napoleonic Europe: (1799-1815)

Unit 9: The Industrial Revolution, Imperialism and Theories of Capitalist Development (1750-1905)

Unit 10: Modern Europe: The Age of Ideologies – Reform, Reaction, Revolution (1815-1914)

Unit 11: Nationalism: Unification and Crisis (1848-1914)

Unit 12: World War I (1914-1918)

Unit 13: Russia: Reform, Reaction, Revolution and the Establishment of the Soviet Union (1861-1939)

Unit 14: Europe Between the Wars: Democracy and Dictatorship (1918-1939)

Unit 15: World War II (1939-1945)

IV. Unit Descriptions

Unit 1: The Renaissance (1450-1500)

1. The Black Death
2. The Renaissance in Italy
3. The Northern Renaissance
4. The New Monarchies

Unit 2: Socio-Economic Developments in Europe (1450-1715)

1. The Opening of the Atlantic
2. The Commercial Revolution
3. Mercantilism
4. Changing Social Structures in Western Europe
5. Social Structures in Eastern Europe

Unit 3: Reformations in Western Christendom and the Religious Wars (1517-1650)

1. The Breakdown of Medieval Western Christianity
2. Luther and Lutheranism
3. Calvin and Calvinism
4. The Reformation in England
5. The Catholic Reformation
6. The Crusades of Catholic Spain: The Dutch and the English
7. Wars of Religion

Unit 4: State-Building and the Rise of Absolutism in Western Europe

1. The Dutch Republic
2. England: Early Stuart Absolutism and Civil War
3. Cromwell's England: The Restoration and the Glorious Revolution
4. The France of Louis XIV, 1643-1715
5. The Wars of Louis XIV – The Peace of Utrecht, 1713

Unit 5: State-Building and the Rise of the Central and Eastern European Powers

1. Poland
2. The Ottoman Empire
3. The Formation of an Austrian Empire
4. The Formation of Prussia
5. Russia
6. The Partitions of Poland

Unit 6: New Intellectual Standards in the West: The Scientific Revolution and the Enlightenment, 1543-1789

1. The Road to Newton: The Law of Universal Gravitation
2. New Knowledge of Man and Society
3. Political Theory of Thomas Hobbes and John Locke
 - ✓ The Philosophies
 - ✓ Enlightened Despotism: France, Austria, Prussia
 - ✓ Enlightened Despotism: Russia

Unit 7: The French Revolution (1789-1804)

1. The Revolution and the Reorganization of France
2. The Revolution and Europe: The War and the “Second” Revolution, 1792
3. The Emergency Republic: 1792-1795 and the Terror
4. The Constitutional Republic: The Directory, 1795-1799
5. The Authoritarian Republic: The Consulate, 1799-1804

Unit 8: Napoleonic Europe: (1799-1815)

1. The Formation of the French Imperial System
2. The Grand Empire: Spread of the Revolution
3. The Continental System: Britain and Europe
4. The National Movements Against France
5. The Overthrow of Napoleon – The Congress of Vienna

Unit 9: The Industrial Revolution, Imperialism and Theories of Capitalist Development (1750-1905)

1. The Global Economy of the Eighteenth Century
2. The Industrial Revolution in Britain
3. Economic Theorists: Adam Smith, David Ricardo, Friedrich List
4. Imperialism: Its Nature and Causes
5. The Partition of Africa
6. Imperialism in the Middle East: Britain and France
7. Imperialism in Central Asia: Britain and Russia
8. Imperialism in the Far East
9. The Russo-Japanese War and its Consequences

Unit 10: Modern Europe: The Age of Ideologies – Reform, Reaction, Revolution (1815-1914)

1. The Origins of Romanticism, Liberalism, Conservatism, Republicanism, Radicalism
2. Socialism: Utopian and Marxist
3. Post Congress of Vienna Europe: Conservative Reaction

4. The Breakthrough of Liberalism in the West: Revolutions of 1830-32
5. Paris: The Specter of Social Revolution in the West
6. Bonapartism: The Second French Empire: 1852-1870
7. The Advance of Democracy: The Third French Republic
8. The Reform Movement in Britain

Unit 11: Nationalism: Unification and Crisis (1848-1914)

1. The Idea of the Nation-State
2. Cavour and Italian Unification, 1852-1861
3. Vienna: The Nationalist Revolution in Hungary
4. Bismarck: The Founding of the German Empire
5. Austria-Hungary: 1867 and the creation of the Dual Monarchy
6. The Pan-Slavic Movement
7. Balkan Nationalism, Irredentism and the Seeds of World War I

Unit 12: World War I (1914-1918)

1. Militarism, Imperialism and the Alliance System
2. New Methods of Warfare
3. The Collapse of Russia and the Intervention of the United States
4. The Collapse of the Austrian, German, and Ottoman Empires
5. The Economic and Social Impact of the War
6. The Treaty of Versailles and the Peace of Paris, 1919

Unit 13: Russia: Reform, Reaction, Revolution and the Establishment of the Soviet Union (1861-1939)

1. Liberalization in Czarist Russia: Alexander II and the Emancipation of the Serfs
2. The Reaction of Alexander III and the ascendancy of Nicholas II
3. The Russo-Japanese War and the Revolution of 1905
4. The Revolutions of 1917 and the Civil War
5. The Communist Victory and the New Economic Policy
6. Lenin's Death and the Rise of Stalin: The Five Year Plans, Collectivization and the Purges
7. The International Impact of Communism: 1919-1939

Unit 14: Europe Between the Wars: Democracy and Dictatorship (1918-1939)

1. The Advance of Democracy After 1919
2. The Democratic Experience in Germany: The Weimar Republic
3. The Great Depression: The Collapse of the World Economy
4. Mussolini and Italian Fascism
5. Hitler and the Establishment of the Third Reich in Germany
6. The Failure of Appeasement

7. The Nazi-Soviet Pact, 1939

Unit 15: World War II (1939-1945)

1. The Weakness of the Democracies
2. The Years of Axis Triumph
3. The Holocaust
4. The Western-Soviet Victory
5. The Foundations of the Peace
6. The Cold War: The Opening Decade, 1945-1955
7. Western Europe: Economic and Political Reconstruction
8. The USSR and Eastern Europe
9. Confrontation and Détente, 1955-1975
10. European Integration
11. The Cold War Rekindled, 1975-1985
12. The Soviet Union Under Gorbachev: Glasnost, Perestroika and the Collapse of the USSR
13. The Collapse of Communism in Central and Eastern Europe

Standards:

NJSLS in Social Studies:

6.2.12.A.2.a-c; 6.2.12.B.2.a-b; 6.2.12.C.2.a; 6.2.12.D.2.a-e; a-g6.2.12.B.3.a-c; 6.2.12.C.3.a-f; 6.2.12.D.3.a-e; 6.2.12.A.4.a-d; 6.2.12.B.4.a-d; 6.2.12.B.5.a-e; 6.2.12.C.5.a-g; 6.2.12.D.5.a-d; 6.2.12.D.6.a

Modifications: See Appendix I

Themes encompassed in all units

1. Intellectual and Cultural History

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values and political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite and popular culture, such as the development of new attitudes toward religion, the family, work, and ritual

- Impact of global expansion on European culture

2. Political and Diplomatic History

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, and global interdependence
- The evolution of political elites and the development of political parties, ideologies, and other forms of mass politics
- The extension and limitation of rights and liberties (personal, civic, economic, and political); majority and minority political persecutions
- The growth and changing forms of nationalism Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, and their consequences

3. Social and Economic History

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- The development of commercial practices, patterns of mass production and consumption, and their economic and social impact
- Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes and consequences
- Gender roles and their influences on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity

Historical Thinking Skills encompassed in all Units

- Analyzing evidence: content and sourcing
- Interpretation
- Comparison
- Contextualization

- Synthesis
- Causation
- Patterns of Continuity and Change over time
- Periodization
- Argumentation

V. Course Materials

Primary Text:

McKay, Hill, Buckler, *A History of Western Society Since 1300*, 8th Edition, Houghton Mifflin Company, Boston, 2006.

Secondary Reference Texts:

Kagan/Ozment/Turner, *The Western Heritage*, Vol. II 3rd Edition, MacMillan, New York, 1987.

Kishlansky, Mark, *Sources of World History: Readings for World Civilization*, 2nd Edition, Vol. I&II, Harper & Row Publishers, New York, 1988.

Stearns, Peter, *Documents in World History: The Modern Centuries, From 1500 to the Present*, Vol. II, Harper & Row Publishers, New York, 1988.

Viorst, Milton, *The Great Documents of Western Civilization*, Barnes & Noble Books, New York, 1965

VI. Assessments

A number of strategies are employed to provide the students with an adequate understanding of the development of European history from the Renaissance to the collapse of the Communist systems in Eastern Europe and the former Soviet Union. Among these methods are:

Lectures – Since the AP European History class is intended to reflect a college-level history course both in the level of work as well as the presentation of the content, it is largely teacher centered. In addition, the very scope of the class requires this type of approach to ensure that all content is covered for the AP Exam.

Discussions – Class discussions in a seminar-type environment are also employed to enhance the students understanding of key events and questions. Usually the discussions are centered around important primary source reading assignments that the students are responsible for during each unit.

Research Assignments – Students are expected to conduct their own independent research with the goal of completing an end-of-year paper on a relevant topic from European History. The culmination of the research assignment is a class presentation.

Multi-Media Presentations – Video presentation of topics in European History.

Since the majority of the students who take the AP European History course also take the AP Exam, the main “assessment” is the College Board issued exam given every year in May. In addition to this, the students are regularly assessed and evaluated during the course of the school year based on the following criteria:

- Unit tests (multiple choice, key term proficiency)
- Short and long essays based on major section and unit themes Document-Based Question (DBQ) essays
- Participation in class discussions

Formative Assessments:

- Power Point/Lecture
- Class Discussion
- Student Centered Projects
- Analysis of Primary Source Documents Essay writing, grading and analysis
- Video viewing/reflection
- Debates

Summative Assessments:

- M.C. 50 question Chapter Test (Corresponding to Each Chapter)
- Change-over-time Essay (Corresponding to Each Unit)
- Document Based Question Essay (Corresponding to Each Unit)
- Compare/Contrast Project (Corresponding to different cultures/regions of each unit)
- Reading Quizzes
- Primary Source Analysis Questions (Homework/Classwork grades)
- Class participation/discussion/debate
- Map Quizzes

Benchmark Assessments:

- Unit content pre & post assessment

AP Exam

The Exam

The exam is 3 hours and 5 minutes in length. It consists of a 55-minute multiple-choice section and a 130-minute free-response section.

The multiple-choice section consists of 80 questions designed to measure the student's knowledge of European history from the High Renaissance to the present. Approximately one-half of the questions deal with the period from 1450 to the French Revolutionary and Napoleonic era and one-half from the French Revolutionary and Napoleonic era to the present. The questions covering the nineteenth century and the twentieth century are divided evenly (approximately 25 percent of the total number of questions for each century).

Approximately one-third of the questions focus on cultural and intellectual times, one-third on political and diplomatic themes, and one-third on social and economic themes. Of course, many questions draw on knowledge of more than one chronological period or theme. A student is not expected to be familiar with all the material covered.

Section II, the free-response section, begins with a *mandatory* 15-minute reading period followed by Part A, in which students are required to answer a document-based essay question (DBQ) in 45 minutes, and Parts B and C, in which students are asked to answer two thematic questions in 70 minutes. Students choose one essay from the three essays in Part B and one essay from the three in Part C; they are advised to spend 5 minutes planning and 30 minutes writing each of their thematic essays. Thematic questions are grouped to ensure that students consider a range of historical periods and approaches. Grouping is often not chronological. Students are instructed to spend the introductory 15-minute reading period of Section II analyzing the documents for the DBQ, outlining their answer, and considering the choice of questions offered in Parts B and C.

Within the free-response section, the DBQ essay is weighted 45 percent and the two thematic essays together are weighted 55 percent. For the total exam score, the multiple-choice and the free-response sections are weighted equally.

Information about the process employed in scoring the AP European History Exam, including the standards used and samples of student answers, can be found at AP Central and in the *2004 AP European History Released Exam*. Ordering information for this and other AP publications can be found on pages 42-46.

Sample Multiple-Choice Questions

The following 38 questions are examples of the kinds of multiple-choice questions found on the exam. Their distribution among themes, levels of difficulty, and chronological periods approximates the composition of the exam as a whole.

Students often ask whether they should guess on the multiple-choice section. AP Exams have a scoring adjustment to correct for random guessing. Each question has five answer choices; one-quarter of a point is subtracted for each wrong answer. If the student cannot eliminate at least one of the choices, there is little to gain from choosing an answer at random. No points are deducted for leaving an answer blank. If the student is fairly sure that even one of the choices is wrong, it may be worthwhile to answer the question. Of course, if the student is able to eliminate two or three choices as incorrect, the chance of gaining credit becomes even greater. An answer key to the multiple-choice questions can be found on page 21.

Directions: Each of the questions or incomplete statements is followed by five suggested answers or completions. Select the one that is best in each case.

1. In early modern Europe, women were accused of practicing witchcraft often than were men because of the belief that women

- (A) lived longer
- (B) had too much political power
- (C) had more money
- (D) were more prone to violence
- (E) were more vulnerable to temptation

VII. Interdisciplinary Connections and Alignment to Technology standards

Interdisciplinary Connections

Social studies encompasses a broad multidisciplinary field within its own academic area, including the teaching of anthropology, civics, economics, geography, history, political science, psychology and sociology. The NJCCCS are designed to integrate four core social studies disciplines: civics, economics, geography, and history. These interdisciplinary connections, as a result, are present within the current standards. Interdisciplinary connections in this document expand outside of the distinct field of social studies into: moral/social education; science, mathematics, and technology; and literacy/language arts.

Moral/social education: What are universal ideas and problems shared across humanity? What does it mean to be a citizen? What are the responsibilities and opportunities for active

citizenship? What ideals and actions will enhance my personal development and the development of my various communities?

- Character education (Responsive Classroom, Teaching Tolerance, Facing History and Ourselves)
- Global citizenship education - Civics Kids, Teaching Civics, Character.org, Teaching Tomorrow's Citizens, Campaign for the Civic Mission of Schools, World Savvy, and Facing History
- Social participation projects - 150 Service Learning Projects, Sci/SS Service Connections.

Science, mathematics, and technology: How are we all connected? How have science and technology changed how we live across time? How can study of data inform my understanding of social, political, and historical phenomena?

- Sustainability and environmental education (NGSS Science, Technology, and Society Appendix; Facing the Future; Project Wild; UNESCO)
- Health and medical education
- Analysis of graphic and statistical data (historical, social, political) - Making Connections through Mapping, and Statistics and Social Sciences

Literacy (narrative, information, argument, and media): How do certain texts inform our understanding of social studies and history? How can social studies be a venue to express and communicate our ideas?

- Reading and writing content units of study (ELA)
- Historical fiction - Elem. Thematic Reading Materials, Carter Woodson Book Award Winners, Notable Social Studies Texts,
- Media and information literacy - The DBQ Project, PBS Teaching Media Literacy, National Associations for Media Literacy Education,
- Research writing - Teachers College Reading and Writing Project Reading/Writing Units of Study,
- Argument - Teaching Argumentative Writing

21st Century Themes & Skills

The following content statements can be integrated into any of the adopted Social Studies strands (A. Civics, Government and Human Rights, B. Geography, People and the Environment, C. Economics, Invention, and Technology, D. History, Culture and Perspectives.)

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence

Social Studies and Technology K-12 Indicators

As teaching, learning and curriculum across New Jersey evolves to better meet student needs, teachers when addressing social studies topics are expected to integrate the adopted 8.1 Educational Technology, 8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming, and 21st Century Skills into their classroom practice. To that end, teachers will be expected to apply the following anchor standards into their classroom practice.

8.1 Educational Technology

- Understand and use technology systems.
- Select and use applications effectively and productively.
- Apply existing knowledge to generate new ideas, products, or processes

- Create original works as a means of personal or group expression.
- Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
- Communicate information and ideas to multiple audiences using a variety of media and formats.
- Develop cultural understanding and global awareness by engaging with learners of other cultures.
- Contribute to project teams to produce original works or solve problems.
- Advocate and practice safe, legal, and responsible use of information and technology.
- Demonstrate personal responsibility for lifelong learning.
- Exhibit leadership for digital citizenship.
- Plan strategies to guide inquiry.

Please see district chart for more detailed connections

Appendix I

Curriculum Differentiation is a process teachers use to increase achievement by improving the match between the learner's unique characteristics: prior knowledge, cognitive level, learning style, motivation, strength or interest and various curriculum components: Nature of the objective, teaching activities, learning activities, resources and products. This broad notion applies to learners from a diverse range of abilities, including: Gifted and Talented, English Language Learners, Students with Disabilities, and Students at Risk of School Failure.

The social studies is a field of education that provides educators with a wealth of opportunities for differentiation, but also real challenges of meeting the needs of diverse learners. This addendum reveals pathways for social studies differentiation specific to four distinct student populations.

Teachers can differentiate

- *Content: What we teach and how we give students access to the information and ideas that matter*
- *Process: How students come to understand and "own" the knowledge, understanding, and skills essential to a topic*
- *Product: How a student demonstrates what he or she has come to know, understand and be able to do as a result of a segment of study*

According to students'

- *Readiness-The current knowledge, understanding, and skill level a student has related to a particular sequence of learning*
- *Interest-What a student enjoys learning about, thinking about, and doing*
- *Learning Style-A student's preferred mode of learning. It is influenced by learning style, intelligence preference, gender and culture*

Examples of Modifications and Differentiation

Gifted and Talented (content, process, product and learning environment)

N.J.A.C. 6A:8-3.1 Curriculum and instruction

District boards of education shall develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environment.

Sample Differentiation Strategies and Techniques that apply to Social Studies

Learning Agendas/Contracts

A learning contract is an agreement established between a student and the teacher; it sometimes involves the student's parents. The contract specifies concrete learning and/or behavioral objectives for the student that all parties agree need to be achieved. The contract also specifies:

- the goals of the contract
- the obligations of each party to the contract
- the time frame within which the terms of the learning contract are to be fulfilled
- the basis on which it will be determined that the conditions of the contract were met

Sample Resource

<http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/learning%20contracts.html>

Anchor Activities

Self-directed specified ongoing activities in which students work independently

Sample Resource

http://www.rec4.com/filestore/REC4_AnchorActivityPacket_080513.pdf

Curriculum Compacting

Curriculum Compacting is an instructional technique that is specifically designed to make appropriate curricular adjustments for students in any curricular area and at any grade level. Essentially, the procedure involves (1) defining the goals and outcomes of a particular unit or segment of instruction, (2) determining and documenting which students have already mastered most or all of a specified set of learning outcomes, and (3) providing replacement strategies for material already mastered through the use of instructional options that enable a more challenging and productive use of the student's time.

Sample resource:

<http://www.gifted.uconn.edu/sem/semart08.html>

RAFT Assignments

RAFT is an acronym for a structured technique used to guide student writing. RAFT assignments are used to demonstrate a student's knowledge using a defined point of view. This strategy requires students to write using an assigned format to an audience other than the teacher.

Sample resource:

http://www.michigan.gov/documents/mde/SSWAC_225020_7.pdf p. 18

Flexible grouping

Flexible grouping is a range of grouping students together for delivering instruction. This can be as a whole class, a small group, or with a partner. Flexible grouping creates temporary groups that can last an hour, a week, or even a month.

Sample resource:

<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>

Jigsaw Activities

Jigsaw is a strategy that emphasizes cooperative learning by providing students an opportunity to actively help each other build comprehension. Use this technique to assign students to reading groups composed of varying skill levels. Each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team.

Sample resource:

<http://www.adlit.org/strategies/22371/>

Extension Menus

Students select from a set of possible assignments (3 to 9 choices is common). Students may be required to select more than one choice. Choices offer differentiated objectives. Choices are often grouped by complexity of thinking skill. Activities are independent so students have freedom as well as responsibility. A variety of options enable students to work in the mode that most interests them.

Sample resource:

<http://gilbertps.schoolwires.net/cms/lib3/AZ01001722/Centricity/Domain/809/Teaching%20Gifted%20Book%20of%20Forms.pdf> Sample See p. 13

English Language Learners

The purpose of adapting content lessons for LEP students is to lower the language barrier and make the English used in such lessons as comprehensible as possible. In social studies, LEP students' capacity to learn can be greatly inhibited by the academic vocabulary and, sometimes, lack of cultural experience living in the United States for short periods of time. Every student deserves an education that is culturally relevant and meaningful to his/her present and future lives. Social studies is the prime location for culturally-relevant pedagogy.

Educators provide various grouping strategies such as flexible grouping and/or paired learning being sensitive to the language proficiency level of the LEP students. A student's capacity to become fluent in English will be greatly enhanced by activities in oral and written language that connect one's own life in meaningful and engaging ways.

Instructional Supports:

Hands-on materials

-bilingual dictionaries

-visual aids

-teacher made adaptations, outlines, study guides

-varied leveled texts of the same content

Please refer to the following link-

<http://www.state.nj.us/education/modelcurriculum/ela/ELLSupport.pdf>

as mentioned on the NJDOE website.

Preparing students for the lesson:

- Building Background Information through brainstorming, semantic webbing, use of visual aids and other comprehension strategies.
- Simplifying Language for Presentation by using speech that is appropriate to students' language proficiency level. Avoid jargon and idiomatic speech.
- Developing Content Area Vocabulary through the use of word walls and labeling classroom objects. Students encounter new academic vocabulary in social studies, particularly when studying the disciplines of history, civics, economics, and geography.
- Concept Development-Students will be learning about rights and duties, voting, public issues, revolutions, the environment, and many new concepts. Enduring understanding

requires thorough and contextualized study of these subjects across grades and courses in social studies.

- Giving Directions- Stated clearly and distinctly and delivered in both written and oral forms to ensure that LEP students understand the task. In addition, students should be provided with/ or have access to directional words such as: circle, write, draw, cut, underline, etc.

Presenting the Lesson:

- Use multiple strategies and varied instructional tools to increase the opportunities for students to develop meaningful connections between content and the language used in instruction.
- Provide students with opportunities to express new knowledge and learning using written, verbal, and non-verbal communication.
- Provide students with opportunities to participate in numerous social studies discussions to increase ELLs competency and confidence in verbal discourse; frame classroom conversations on subjects of interest and cultural relevance.
- Utilize a “reverse chronology” approach to teaching history/social studies to even opportunities for students with and without vast cultural knowledge and make study of the social studies more meaningful.

Sample Resources:

CanDo Descriptors -

https://www.wida.us/standards/CAN_DOs/

Colorin Colorado - <http://www.colorincolorado.org/educators/>

WIDA - <https://www.wida.us/>

Students with Disabilities (appropriate accommodations, instructional adaptations, and/or modifications as determined by the IEP or 504 team)

Instructional adaptations for students with disabilities include, but are not limited to, the below approaches. These general suggestions are particularly resonant with students in social studies classroom settings, grades K-12. The primary aim of social studies education is cultivating active and informed citizens. For students with disabilities, self-determination and

interdependence are two core principles of citizenship education that applies directly to their educational needs and interests.

Student Motivation – Expanding student motivation to learn content in social studies can occur through: activity choice, appeal to diverse learning styles, choice to work with others or alone, hands-on activities, and multimodal activities.

Instructional Presentations - The primary purpose of these adaptations is to provide special education students with teacher-initiated and teacher-directed interventions that prepare students for learning and engage students in the learning process (Instructional Preparation); structure and organize information to aid comprehension and recall (Instructional Prompts); and foster understanding of new concepts and processes (Instructional Application) e.g. relating to personal experiences, advance organizers, pre-teaching vocabulary and/or strategies; visual demonstrations, illustrations, models.

Instructional Monitoring – Social studies instruction should include opportunities for students to engage in goal setting, work with rubrics and checklists, reward systems, conferences.

Classroom Organization - The primary purpose of these classroom organization adaptations is to maximize student attention, participation, independence, mobility, and comfort; to promote peer and adult communication and interaction; and to provide accessibility to information, materials, and equipment.

Student Response - The primary purpose of student performance responses is to provide students with disabilities a means of demonstrating progress toward the lesson objectives related to the Social Studies Framework activities.

Students at Risk of School Failure

Any of the strategies outlined in the other differentiation/modification categories may be used to address the needs of these students who are at-risk.