

**WESTFIELD PUBLIC SCHOOLS**  
Westfield, New Jersey

*Office of Instruction*

Course of Study

**ANCIENT AND MEDIEVAL TRADITIONS – 4670**

School ..... Westfield High School  
Department ..... Social Studies  
Length of Course ..... Full Year  
Credit ..... 5  
Grade Level ..... 10, 11, and 12  
Prerequisite ..... None  
Date.....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

This full year Social Studies elective explores the period from the birth of civilization to the end of the Middle Ages through the window of historical, textual, and visual learning. Students probe, investigate, and study the roots and subsequent development of Western and Middle Eastern cultural traditions and heritage. Students also trace the causes of the rise and fall of each civilization and connect them to modern issues facing contemporary society.

In Ancient and Medieval Traditions, students are encouraged to develop and expand their understanding of history as a discipline as well as how cultures, religions, and economic systems interact. Students are exposed to the origins, development, achievements, and influence of Ancient Near Eastern civilizations. Egyptian, Greek, Roman, Byzantine, Medieval European, and Islamic civilizations provide the lens through which these ideas are investigated. Emphasis is placed on historiography, the philosophy of history as a discipline, the contextualization of knowledge and its long-range implications. The conditions that lead to the rise and the collapse of these civilizations are examined with particular attention to the relevance or lessons that these historical patterns may have for modern society.

**II. OBJECTIVES**

The following objectives align with the NJ Student Learning Standards in Social Studies. These objectives also align with NJ Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, NJ Student Learning Standards for Visual & Performing Arts, World Languages, Technology, and 21<sup>st</sup> Century Life & Careers.

Students:

- A. Identify and explain the importance of different historical philosophical schools and approaches to history  
*NJSLS for Social Studies 6.1, 6.2*  
*NJSLS for Visual & Performing Arts 1.2*  
*NJSLS for World Languages 7.1*
- B. Recognize the danger of over-reliance on the use of either texts or artifacts as a guide to the past  
*NJSLS for Social Studies 6.1, 6.3*  
*NJSLS for ELA- Literacy in History/Social Studies, Science and Technical Subjects WHST.9-10.1, WHST.11-2.1, WHST.9-10.2, WHST.11-12.2, WHST.9-10.6, WHST.11-12.6, WHST.9-10.7, WHST.11-12.7, WHST.9-10.8, WHST.11-12.8*  
*NJ SLS for Visual & Performing Arts 1.2*  
*NJSLS for Technology 8.1*
- C. Develop an awareness of the deep roots of Western cultural heritage and knowledge of the important historical processes at work during this period  
*NJSLS for Social Studies 6.1, 6.2, 6.3*  
*NJSLS for ELA- Literacy in History/Social Studies RH.9-10.2, RH.11-12.2, RH.9-10.3, RH.11-12.3*
- D. Compare and evaluate the major social, economic, religious, military and cultural institutions of these civilizations; the interrelationship of historical periods, and their influence upon the development of modern history  
*NJSLS for Social Studies 6.1, 6.2, 6.3*  
*NJSLS for ELA- Literacy in History/Social Studies RH.9-10.2, RH.11-12.2, RH.9-10.3, RH.11-12.3*
- E. Analyze the influence geography had on Ancient and Classical civilizations  
*NJSLS for Social Studies 6.1, 6.2, 6.3*  
*NJSLS for ELA-Literacy in History/Social Studies RH.9-10.10, RH.11-12.10*
- F. Investigate and assess the importance of the religions and belief systems of Ancient and Classical civilizations; their views of the universe; and their relationship with the divine  
*NJSLS for Social Studies 6.1, 6.2, 6.3*  
*NJSLS for ELA-Literacy in History/Social Studies, Science and Technical Subjects WHST9-10.8, WHST11-12.8*  
*NJSLS for Visual & Performing Arts 1.2*
- G. Demonstrate an awareness of the relationship between economics and culture in the Ancient and Classical civilizations  
*NJSLS for Social Studies 6.1, 6.2*  
*NJSLS for ELA- Literacy in History/Social Studies RH.9-10.10, RH.11-12.10*
- H. Extend and apply social studies skills including locating, classifying, analyzing, summarizing, and synthesizing information related to the content of this course  
*NJ SLS for Social Studies 6.1, 6.2*  
*NJSLS for ELA-Literacy in History/Social Studies, Science and Technical Subjects WHST.9-10.1, WHST.11-2.1, WHST.9-10.2, WHST.11-12.2, WHST.9-10.6, WHST.11-12.6, WHST.9-10.7, WHST.11-12.7, WHST.9-10.8, WHST.11-12.8*  
*NJ SLS for Visual & Performing Arts 1.2*  
*NJSLS for Technology 8.1*

- I. Draw parallels and connections between the Ancient and Classical civilizations and contemporary society  
*NJSLS for Social Studies 6.1, 6.2, 6.3*  
*NJSLS for English Language Arts SL.9-10.1, SL.11-12.1, SL.9-10.5, SL.11-12.5, SL.9-10.6, SL.11-12.6*
- J. Foster an appreciation of the value of genuine historical inquiry, and engender attitudes that include tolerance, skepticism, open-mindedness, and respect for different civilizations  
*NJSLS for Social Studies 6.3*  
*NJSLS for ELA-Literacy in History/Social Studies, Science, and Technical Subjects 9-10.2, SL.11-12.2, SL.9-10.3, SL.11-12.3, SL.9-10.4, SL.11-12.4*  
*NJSLS for World Languages 7.1*  
*NJSLS 21<sup>st</sup> Century Life & Careers 9.1*
- K. Identify and define vocabulary of terms, ideas, and content-related words associated with the exploration and study of these past civilizations  
*NJSLS for Social Studies 6.1, 6.2*  
*NJSLS for Visual & Performing Arts 1.2*  
*NJSLS for World Languages 7.1*
- L. Examine primary and secondary historical sources  
*NJSLS for Social Studies 6.2*  
*NJSLS for ELA-Literacy in History/Social Studies, Science, and Technical Subjects WHST.9-10.9, WHST.11-12.9*  
*NJSLS or Technology 8.1*
- M. Demonstrate competency in presentation skills  
*NJSLS for Social Studies 6.1, 6.2, 6.3*  
*NJSLS for Visual & Performing Arts 1.3*  
*NJSLS for Technology 8.1*
- N. Develop aesthetic sensitivity and appreciation for non-verbal forms of expression (e.g., painting sculpture, and architecture) through the study of ancient and medieval art and architecture in their meaning and purpose  
*NJSLS for Social Studies 6.3*  
*NJSLS for English Language Arts SL.9-10.2, SL.11-12.2, SL.9-10.3, SL.11-12.3, SL.9-10.4, SL.11-12.4*  
*NJSLS for Visual & Performing Arts 1.3*  
*NJSLS for World Languages 7.1*  
*NJSLS for 21<sup>st</sup> Century Life & Careers 9.1*
- O. Utilize various methods of research both electronic and traditional.  
*NJSLS for Social Studies 6.1*  
*NJSLS for Literacy in History/Social Studies, Science, and Technical Subjects WHST.9-10.9, WHST.11-12.9*  
*NJSLS for Technology 8.1*

### **III. CONTENT, SCOPE AND SEQUENCE**

The content, scope and sequence of this course offers students an inquiry-based/historiographical approach to instruction. As teachers and students investigate essential questions, applicable events, people, concepts, literature, philosophies, institutions, and historical documents are studied. The course opens with a discussion of the various philosophical approaches to history and the comparative values of documentary and artifact based evidence. The challenge of people living in cities and the development of agricultural civilizations leads to a discussion of the social, economic, political, religious, and military systems of civilizations of the Ancient Near East.

Special emphasis is placed on Greek and Roman civilizations and the unique role that their heritage plays in our culture. Students critically examine the causes for the collapse of ancient and classical civilizations with a direct connection to and evaluation of current problems in contemporary society. The birth of the Middle Ages is followed by an evaluation of medieval institutions and how they reflected the period. Emphasis is placed on enduring themes, topics and issues which influence our world today.

- A. Why and how do we study History? (suggested time 2 weeks)
  - 1. Historiography
  - 2. Cyclic vs. Linear Progression
  - 3. Bias in Ancient and Medieval records
  - 4. Religious vs. Recorded History
  - 5. Overview of the Ancient World
  
- B. How did certain civilizations develop agriculture? (suggested time 1 week)
  - 1. Transition from Hunter-gatherer civilizations to Agricultural Civilizations
  - 2. Geography and its impact on the development of civilizations
  
- C. What defines a civilization and how does that impact modern interactions between peoples? – Ancient Mesopotamia (suggested time 2 weeks)
  - 1. Sumerians
    - a. Communication
    - b. Development of writing
  - 2. Akkadians
    - a. Laws
    - b. Math
    - c. Literature
  - 3. Phoenicians
    - a. Communication
    - b. Phonetic Language
  - 4. Assyrians
    - a. Control
    - b. Torture methods as control
  - 5. Babylonians
    - a. Zodiac
    - b. Astrology
  - 6. Persians
    - a. Zoroastrianism
    - b. Ethical Monotheism
  - 7. Modern conflicts based on the conception of civilization
    - a. Racism
    - b. Economic oppression
    - c. Religious oppression
    - d. Spread of political ideas

- D. What are the characteristics of an economic superpower and what challenges can one face? – Ancient Egypt (suggested time 3 weeks)
1. Ancient Egypt
    - a. Old Kingdom-Unity
    - b. 1<sup>st</sup> Intermediate period
    - c. Middle Kingdom
    - d. 2<sup>nd</sup> Intermediate period
    - e. New Kingdom
  2. Ways in which Egypt was the economic superpower of the Ancient world
    - a. Soft Power
    - b. Diplomacy
    - c. Gold as currency
    - d. Connection to the United States economic power
    - e. Factors that led to Egyptian decline
    - f. Similar conditions in the U.S. today
- E. What impact does religious unity have on the development of Civilization? – Ancient Israel (suggested time 2 weeks)
1. Development of Ethical Monotheism
  2. Rise of Israel
  3. Connections to Islam and Christianity
  4. Connection to modern day conflicts in the Middle East
- F. What is the nature of Democracy and what are its advantages and disadvantages? – Ancient and Classical Greece (suggested time 5-6 weeks)
1. Archaic Greece
    - a. Influence of geography and climate
    - b. Greek Alphabet
    - c. Culture
    - d. Gods
    - e. Minoan and Mycenaean Greece
    - f. *Iliad* and *Odyssey* – cultural foundation
    - g. Dark Age of Mediterranean world
  2. Classical Greece
    - a. Creation of the *polis*
    - b. Rise of middle class
    - c. Development of Democracy- strengths/weaknesses
    - d. Persian Wars
    - e. Delian League
    - f. Peloponnesian War
  3. Connection between Ancient Greek democracy and U.S. democracy
    - a. How democracy leads to success and defeat in wars
    - b. Mob Rule

4. Ancient Greek Philosophy
  - a. Pre-Socratics
  - b. Pythagoras
  - c. Socrates
  - d. Plato
  - e. Aristotle
  
- G. How and why does a culture spread all over the world? How does it affect the original culture? – Hellenism (suggested time 2 weeks)
  1. Alexander the Great & the Persian Wars
  2. Spread of Hellenism
    - a. Spread of institutions
    - b. Spread of philosophy
  3. Interaction with different cultures
  4. How the Macedonians changed other cultures and how other cultures changed the Macedonians
  5. Connection to the spread of American culture all around the world
    - a. How we change other cultures
    - b. How other cultures are changing us
  
- H. What are the characteristics of being a military superpower and how does it lead to the spread of institutions? – Ancient Rome (suggested time 3 weeks)
  1. Origins of Rome
  2. Roman Republic
    - a. Similarities of Roman Republic with the U.S.
    - b. Punic Wars
    - c. Optimares vs. Populares
    - d. Julius Caesar
  3. Roman Empire
    - a. Engineering achievements
    - b. 5 good emperors
    - c. 3<sup>rd</sup> century Crisis
  4. Decline and Fall of Roman Empire
    - a. Diocletian
    - b. Constantine – Constantinople
    - c. Rise of Christianity
    - d. Germanic and Hunnic Invasions
    - e. Ethnic conflicts in the Empire
    - f. Causes of the Fall of Rome
  5. Connection to the United States
    - a. Military influence all over the world
    - b. Spread of our institutions
    - c. Issues with immigration
    - d. What did it mean to be Roman? What does it mean to be American?

- I. How can a civilization rebuild after coming to the brink of its destruction? – Roman Successor States – Holy Roman Empire, Islamic Empire, Byzantine Empire (suggested time 4 weeks)
1. Holy Roman Empire
    - a. Integration of Barbarian and Roman customs
    - b. Spread of Christianity in Europe
    - c. Religious tolerance vs. intolerance
    - d. Carolingian Renaissance
    - e. Feudalism
    - f. Viking/Magyar/Islamic invasions
  2. Islamic Empire
    - a. Rise and spread of Islam
    - b. Nature of the Islamic State
    - c. Sunni/Shi'ite Split
    - d. Cordoba, Spain
    - e. Impact on modern Middle East
  3. Byzantine Empire
    - a. Roman institutions/Greek culture
    - b. Justinian
    - c. Justinian Code
    - d. Iconoclasm
    - e. Conflicts with Sassanid Persian Empire and Islamic Empire
  4. Ways the Medieval Era shaped the modern world.
    - a. Western European roots in Holy Roman Empire
    - b. Eastern European/Russian roots in the Byzantine Empire
    - c. Middle Eastern roots in the Islamic Empire
- J. Why did people form nations? What are the characteristics of Nationalism? – Rise of the English, French, German and Spanish Nations (suggested time 2 weeks)
1. England
    - a. William the Conqueror
    - b. Unity of Island
    - c. Henry II and Common Law
    - d. Wars vs. the Scottish
    - e. Angevin Empire
    - f. Hundred Years War
  2. France
    - a. Clovis and Christianity
    - b. Capetian Dynasty
    - c. Hundred Years War
    - d. Joan of Arc
  3. Germany – Holy Roman Empire
    - a. Henry IV and conflict with Papacy – roots of Protestant Reformation
    - b. Otto I
    - c. Frederick Barbarossa

4. Spain
    - a. Islamic Invasion
    - b. *Reconquista*
    - c. Catholic Inquisition
  5. The nature of American Nationalism
    - a. Factors that lead us to unite
    - b. Factors that lead us into war
- K. How does religion cause division and violence? – The Crusades (suggested time 2 weeks)
1. Rise of Europe from 1000-1300
  2. Uniting influence of the Catholic Church
  3. Causes of Crusade
  4. Crusades
    - a. 1<sup>st</sup>
    - b. 2<sup>nd</sup>
    - c. 3<sup>rd</sup>
  5. Impact of Crusades on Europe
  6. Relationship between the Crusades and modern Islamic extremism and the War on Terror
- L. What are the benefits of increased cultural interaction through trade? What are the drawbacks? – Mongols and the Black Death (suggested time 2 weeks)
1. Mongolian Empire
    - a. Impact on trade
    - b. Transfer of Black Death
  2. Black Death
    - a. Origins
    - b. Primary source descriptions
    - c. Impact on European society
    - d. Ways it caused the Renaissance
  3. Spread of diseases in the modern world
    - a. AIDS
    - b. Swine Flu
    - c. SARS

#### IV. INSTRUCTIONAL TECHNIQUES

A variety of instructional techniques are employed to meet the needs of diverse students with respect to learning styles, interests, independence, and readiness levels.

- A. A variety of instructional techniques are used including but not limited to lecture, student-centered cooperative learning, problem based learning experiences, inquiry/Socratic oriented learning experiences, independent and cooperative research, and student led discussion.
- B. Use of varied literary, artistic, and historical materials that enhance student knowledge of the influences of both ancient and modern civilizations



- C. Opportunities to write in a variety of modes for a range of purposes and for diverse audiences. Examples include research reports, book reviews, brainstorming activities, peer editing, and journal writing.
- D. Student-centered activities such as debates, community projects, role-playing, oral presentations, seminars, software presentations, and panel discussions.
- E. Course content and instruction is developed with a focus on essential historical concepts and establishes connections across time.
- F. Technology is used as a resource tool to enhance units as well as writing research, and presentation skills. Examples include critical analysis of online resources, word processing, research, visuals, and primary resources.
- G. Utilization of primary source accounts, contemporary literature and examination of historical artifacts.
- H. Analysis of relevant graphs, maps, charts and tables through homework and classroom discussions.
- I. Use of kinesthetic learning projects. Students examine actual and artificial ancient artifacts.
- J. Opportunities to draw parallels between the experiences of the distant past and the problems of the contemporary world.

## **VI. EVALUATION**

A variety of techniques are used to assess students' mastery of course objectives. Such methods include:

- A. Baseline and benchmark assessments
- B. Tests and quizzes
- C. Timed writings
- D. Analytical, persuasive and personal essays
- E. Journal responses
- F. Historical simulations, role-playing, debates
- G. Teacher and student-devised rubrics
- H. Self-assessments
- I. Class participation
- J. Group and individual presentations
- K. Creative expressions and performances
- L. Creative writing
- M. Research projects
- N. Student-teacher conferences
- O. Homework
- P. Reading comprehension exercises.

## **VI. PROFESSIONAL DEVELOPMENT**

The following are recommended components of the teacher's professional development:

- A. Collaboration with colleagues and supervisors to discuss and reflect upon unit plans, homework, and assessment
- B. Attend conferences relating to differentiated instruction, technology, and diversity
- C. Observe colleagues' classes to gather and share ideas
- D. Attend content-specific courses, workshops and seminars.

## **APPENDIX I**

### **New Jersey Student Learning Standards for Social Studies**

**STANDARD 6.1:** (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**STANDARD 6.2:** (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

**STANDARD 6.3:** (Active Citizenship in the 21<sup>st</sup>-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/2014/ss/>*

## **APPENDIX II**

### **New Jersey Student Learning Standards for ELA- Literacy in History/Social Studies, Science, and Technical Subjects**

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

**RH.9-10, 11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.9-10, 11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.9-10, 11-12.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**RH.9-10, 11-12.4** 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 science.

**RH.9-10, 11-12.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**RH.9-10, 11-12.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.9-10, 11-12.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.9-10, 11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

## **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**WHST.9-10, 11-12.1** Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.9-10, 11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.9-10, 11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**WHST.9-10, 11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.9-10, 11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.9-10.9** Draw evidence from informational texts to support analysis reflection and research.

The entire standards document may be viewed at <http://www.state.nj.us/education/aps/cccs/lal/>

### **APPENDIX III**

#### **New Jersey Student Learning Standards for English Language Arts**

##### **ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING**

**SL.9-10, 11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.9-10, 11-12.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.9-10, 11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.9-10, 11-12.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.9-10, 11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.9-10, 11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

*The entire standards document may be viewed at <http://www.state.nj.us/education/aps/cccs/lal/>*

## **APPENDIX IV**

### **New Jersey Student Learning Standards for Visual & Performing Arts**

**STANDARD 1.2:** (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

**STANDARD 1.3:** (Performance) All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

## **APPENDIX V**

### **New Jersey Student Learning Standards for World Languages**

**STANDARD 7.1:** (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX VI**

### **New Jersey Student Learning Standards for Technology**

**STANDARD 8.1:** (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

**APPENDIX VII**  
**New Jersey Student Learning Standards**  
**21<sup>st</sup> Century Life & Careers**

**STANDARD 9.1:** (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

**WESTFIELD PUBLIC SCHOOLS**

Westfield, New Jersey

*Office of Instruction*

Course of Study

**AP EUROPEAN HISTORY - 4604**

School ..... Westfield High School  
Department.....Social Studies  
Length of Course..... Full Year  
Credit.....5  
Grade Level..... 10, 11, and 12  
Prerequisites.....Completion of previous year’s  
social studies course  
Date .....

**I. RATIONALE, DESCRIPTION AND PURPOSE**

The Social Studies curriculum provides students with opportunities to acquire knowledge about human societies and relationships. Students engage in activities that increase their capacities to think reflectively and to identify, interpret, assess, evaluate, and draw conclusions regarding the continuing issues and problems that confront human societies. Students are increasingly required to adapt to changes in their social, political, and economic environments. To provide a body of knowledge to help them successfully meet these challenges, students study a variety of social sciences.

Students enrolled in AP European History are engaged in college level work. Students examine college level texts and primary source reading materials in order to investigate key events that had a profound impact on Europe. The study of European history since 1450 introduces students to cultural, political, diplomatic, social-economic, intellectual, and cultural developments that played a fundamental role in shaping the world in which they live. With this knowledge, students have a context for understanding the development of contemporary institutions, the role of continuity and change in present-day society, and the evolution of current forms of artistic expression and intellectual discourse. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing.

Thus the inclusion of Advanced Placement European History affords Westfield students the opportunity to expand their knowledge and understanding of Western Civilization. Students pursue a rigorous academic program and are prepared for the College Board Advanced Placement examination, enabling those who are successful to potentially gain college credits.



The College Board expects schools using the Advanced Placement designation to follow the guidelines in each subject's official AP Course Description, and then to participate in the AP Course audit and receive authorization before continuing to apply the -AP|| designation. Advanced Placement European History adheres to these requirements.

## II. **OBJECTIVES**

The following objectives align with the NJ Student Learning Standards in Social Studies. These objectives also align with NJ Student Learning Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects, NJ Student Learning Standards for Visual & Performing Arts, World Languages, Technology, and 21<sup>st</sup> Century Life & Careers.

Students:

- A. Analyze and evaluate the impact of political, social, and economic philosophies on the policies, practices, and social institutions of European society

*NJ Student Learning Standards for Social Studies 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.2, RH.10-12.5, RH.10-12.6*

*NJ Student Learning Standards for World Languages 7.1*

*NJ Student Learning Standards for Technology 8.1*

- B. Think conceptually about the past and the impact of historical change over time on the lives and culture of European society

*NJ Student Learning Standards for Social Studies 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.3, RH.10-12.6, RH.10-12.8*

*NJ Student Learning Standards for Visual & Performing Arts 1.2*

*NJ Student Learning Standards for World Languages 7.1*

- C. Evaluate past events in European history through cultural, economic, political, and social themes

*NJ Student Learning Standards for Social Studies 6.2, 6.3*

*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.10-12.4, RH.10-12.7*

*NJ Student Learning Standards for World Languages 7.1*

*NJ Student Learning Standards for Technology 8.1*

- D. Analyze events and issues in European history and connect them to the concerns of contemporary society

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.3, RH.10-12.6*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

- E. Synthesize content material and place the history of Europe into the larger analytical context of Western Civilization

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.3, RH.10-12.6*

*NJ Student Learning Standards for World Language 7.1*

*NJ Student Learning Standards for Technology 8.1*

*NJ Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*

F. Explain the causes for revolutions which have affected the history of Europe both in the past and present

*NJ Student Learning Standards for Social Studies 6.2, 6.3*

*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.10-12.4, RH.10-12.7, RH.10-12.10*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies, Science & Technical Subjects WHST.10-12.1a-e, WHST.10-12.2a-f, WHST.10-12.6, WHST.10-12.7*

*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*

G. Identify and describe the importance of major figures of European history both past and present and the impact they have had upon it

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.4, RH.10-12.7, RH.10-12.10*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies, Science & Technical Subjects WHST.10-12.8, WHST.10-12.9*

*NJ Student Learning Standards for English Language Arts SL.10-12.4, SL.10-12.5, SL.10-12.6*

H. Describe how nationalism has affected the course of history in Europe both in the past and present

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Student Learning Standards for Literacy in History/Social Studies RH.10-12.4, RH.10-12.7, RH.10-12.10*

I. Compare and contrast the causes for war and discuss how European leaders have sought to prevent war throughout history

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.4, RH.10-12.7, RH.10-12.10*

*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*

J. Identify and describe how changes in economic theory and practice have impacted the socio-economic, demographic, and political environment of Europe

*NJ Student Learning Standards for Social Studies 6.2*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.4, RH.10-12.7, RH.10-12.10*

*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*

K. Describe how advancements in technology and scientific theory have influenced the lives of Europeans

*NJ Student Learning Standards for Social Studies 6.2, 6.3*

*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.8*

*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*

*NJ Student Learning Standards for World Language 7.1*

*NJ Student Learning Standards for Technology 8.1*

L. Assess the impact of major literary and artistic figures of European history and their influence

*NJ Student Learning Standards for Social Studies 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.8*

*NJ Student Learning Standards for Visual & Performing Arts 1.2*

*NJ Student Learning Standards for World Language 7.1*

M. Evaluate the influence of European philosophies, institutions, and cultural practices upon the non-European world

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.8*

*NJ Student Learning Standards for Visual & Performing Arts 1.2*

*NJ Student Learning Standards for World Language 7.1*

- N. Recognize the changing roles of women throughout European history  
*NJ Student Learning Standards for Social Studies 6.2, 6.3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*
- O. Interpret graphs and maps for purposes of understanding the changing geo-political and demographic composition of Europe between 1450 and the present  
*NJ Student Learning Standards for Social Studies 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.10-12.7, RH.10-12.9*
- P. Investigate the extent to which organized religion has influenced the socio-political, cultural, and economic environment of Europe from the High Middle Ages through the present  
*NJ Student Learning Standards for Social Studies 6.2, 6.3*  
*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.7, RH.10-12.9*  
*NJ Student Learning Standards for Technology 8.1*
- Q. Describe how the philosophies of fascism and Nazism in the twentieth century impacted Europe  
*NJ Student Learning Standards for Social Studies 6.2, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*
- R. Identify, assess, and discuss the individuals and events which brought about the end of the Cold War  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*
- S. Discuss the changing role of Europe since the end of World War II regarding -globalization  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*  
*NJ Student Learning Standards for 21<sup>st</sup> Century Life & Careers 9.1*
- T. Identify and explain the political, social, and economic challenges that Europeans have faced since the end of World War II  
*NJ Student Learning Standards for Social Studies 6.2, 6.3*  
*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*
- U. Derive relevant and pertinent historical information from primary source materials  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA-Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.8*
- V. Weigh historical evidence and draw informed conclusions about the course content  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.8*
- W. Utilize various methods of research for purposes of in-class presentations and personal assignments  
*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*  
*NJ Student Learning Standards for ELA- Literacy in History/Social Studies, Science, & Technical Subjects WHST.10-12.6. WHST.10-12.7*  
*NJ Student Learning Standards for Fine & Performing Arts 1.3*

- X. Display knowledge, understanding, and practical use of library/media resources as they relate to the course content

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies, Science, & Technical Subjects WHST.10-12.8. WHST.10-12.9*

- Y. Demonstrate aural/oral, evaluation, and writing skills reflecting a high level of cognitive development.

*NJ Student Learning Standards for Social Studies 6.1, 6.2, 6.3*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies RH.10-12.1, RH.10-12.2, RH.10-12.8*

*NJ Student Learning Standards for ELA- Literacy in History/Social Studies, Science, & Technical Subjects WHST.10-12.8. WHST.10-12.9*

*NJ Student Learning Standards for English Language Arts SL.10-12.1a-d, SL.10-12.2, SL.10-12.3*

### **III. CONTENT, SCOPE, AND SEQUENCE**

AP European History is explored through three themes that provide students a deeper understanding of European history. The themes require students to inter-relate topics and to trace developments in a particular era through several chronological periods. For this reason, students and teachers address periodization in European history and relate periodization, as appropriate, to the following themes: political and diplomatic history, intellectual and cultural history, and socio-economic history. These themes challenge students to think conceptually about Europe's past and to focus on historical change over time. These themes are used in conjunction with the topic outline and serve as unifying concepts to help students synthesize material and place the history of Europe into larger analytical contexts. Themes include, but are not limited to:

- A. Intellectual and Cultural History
- B. Political and Diplomatic History
- C. Social and Economic History

The first semester of the AP European History emphasizes the period 1450-1815. The second semester focuses on the period from 1815 to the present. The course focuses on the events, trends, and individuals who have shaped the history of Europe. During the year, students are introduced to the testing strategies utilized by the College Board, specifically document-based questions, free response questions, and objective testing that are an integral part of the evaluation process for the year.

**A. Europe's Transformation: The Era of Modernity** (suggested time: 8 weeks)

**Essential Question:** To what extent did innovative ideas of the 15<sup>th</sup> through the 17<sup>th</sup> centuries bring about the transformation of Europe?

**Supporting Questions:**

How did the intellectual and cultural developments of the Renaissance impact social values and regional interactions?

What were the consequences of the scientific and technological developments of Renaissance society?

How did the changing distribution of wealth during the Renaissance shift the social structure?

How did the intellectual and religious developments of the Reformation impact social values, political events, and regional interactions?

How was the Reformation a consequence of technological developments?

How did the changing distribution of wealth in Europe shift the social structure and lead to the Reformation?

How did the reforms of the new model monarchs extend and limit the rights of their subjects?

What effects did the Religious wars have on the social values, political events, and regional interactions from 1555-1648?

**Content Outline:**

1. The Renaissance Era (1450-1550)
  - a. humanist movement in Southern and Northern Europe
  - b. major figures and personalities
  - c. challenge to traditional ideas and institutions (e.g. experimental science vs. deductive logic)
  - d. political and economic changes
  - e. major cultural achievements
  - f. technological and scientific advancements
2. The Reformation Era (1550-1650)
  - a. causation
  - b. principal figures and their positions
  - c. major events and outcomes (e.g. Henry VIII vs. The Roman Catholic Church, the Peasants' Rebellion, Thirty Years' War, etc.)
  - d. impact of the Reformation upon Europe both at the time and throughout history to present
3. Rise of Nation States (1500 -1750)
  - a. characteristics of nation states
  - b. case studies of selected nation states of the time period (e.g. England, Spain, France, and Russia)
  - c. impact upon the history of Europe

**B. Revolutionary Europe: 1688 -1848** (suggested time: 8 weeks)

**Essential Questions:** To what extent did revolutionary ideas politically, economically, and socially transform Europe at this time?

**Supporting Questions:**

How did scientific and technological developments lead to exploration and transform European society?

How did exploration and colonization help shift social structure from hierarchical order to modern social classes in Western Europe?

How does the commercial growth caused by exploration and colonization effect class and family structure?

How is the Columbian exchange an example of globalization resulting in cultural and economic interdependence?

How did the growth of global markets lead to competition among European colonial powers?

How did the absolutist state increase the power of the monarch by limiting the rights of people?

How did the English Revolution and Glorious Revolution extend and limit rights in England?

How did absolutism cause different social structures to develop in Eastern and Western Europe?

## Content Outline:

1. Enlightenment (1650-1700)
  - a. Enlightenment defined
  - b. areas of study
    - 1) Absolutism vs. Democracy
    - 2) Mercantilism vs. Capitalism
      - a. scientific and technological advancements
      - b. Deism vs. traditional religion
      - c. cultural trends in art, music, and literature
2. Impact of Enlightenment ideas upon institutions and society
  - a. quest for democracy
  - b. English revolutions of the 17<sup>th</sup> century
  - c. American Revolution of 1776
  - d. French Revolution of 1789
3. Economic changes
  - a. Agricultural Revolution
  - b. impact of Adam Smith's, *Wealth of Nations* advent of England's Industrial/Commercial growth in the 17<sup>th</sup> and 18<sup>th</sup> centuries
4. Impact of the French Revolution (1789-1815)
  - a. analysis of French government after the 1789 revolution
  - b. aftermath of revolution, 1792-1795
  - c. rise of Napoleon
  - d. impact of revolutionary ideals and Napoleon upon France and Europe, 1800-1815
  - e. reaction against Napoleon and French revolutionary ideals
5. Restoration and revolution (1815-1850)
  - a. importance of the Congress of Vienna
  - b. Revolutionary leaders
  - c. causes for the Revolution in 1830 and 1848
6. Search for national identity (1800-1900)
  - a. nationalism defined
  - b. nationalist movements and leaders of the nineteenth century (Case study—e.g. Germany/Italy)
  - c. impact of nationalism upon the politics and policies of nations
  - d. dangers of nationalism at the close of the nineteenth century

## **C. Changes, Challenges, Innovation, and Expansion: Europe 1848-1914** (suggested time: 8 weeks)

**Essential Questions:** What changes politically, economically, socially, and culturally are readily observable in Europe beginning in 1848 through 1914?

### **Supporting Questions:**

To what extent did innovations in technology impact European society?

How did Europe's emergence as a major world power in the late nineteenth century influence its interaction with other nations around the world?

How did Nationalism unify independent regions with common ethnicity and heritage?

In what ways did nationalism divide European societies?

Why did the growth of national industry lead to competition for global markets?

How did the increasing globalization of the period force European material culture and customs on Asians and Africans?

What impact did new war technologies have on the nature of warfare?

**Content Outline:**

1. Industrial emergence of Europe in the nineteenth century. foundations for industrial development of nations
  - a. major economic philosophers influencing the age
  - b. impact of industrialization upon the people of Europe
  - c. literary and artistic reaction against industrialization (Romanticism)
    - 1) socialist response to industrialization and capitalism
    - 2) changing role of government in relation to business
    - 3) industrialization and imperialism
2. Emergence of radical political groups
  - a. Populists in Russia
  - b. Anarchists
  - c. Fabians
  - d. Mensheviks
  - e. Bolsheviks
  - f. Syndicalists
  - g. IRA
  - h. Pan Slavs
  - i. Zionists
3. Unification of Italy and Germany
4. Revolutionary movements in Russia, the Balkans, Ireland, and Ottoman Empire
5. Intellectual movements that dominate the period from 1848-1914
6. Cultural icons of the mid to late 19<sup>th</sup> and early 20<sup>th</sup> centuries
  - a. art
  - b. literature
  - c. music
7. Imperialism of the late 19<sup>th</sup> century
  - a. Africa
  - b. India
  - c. Asia
  - d. Middle East
8. Changing geo-political landscape of the mid to late 19<sup>th</sup> and early 20<sup>th</sup> centuries
  - a. German Empire
  - b. Austrian Empire
  - c. Russian Empire
  - d. Ottoman Empire



**D. War and Peace 1914-1945** (suggested time: 8 weeks)

**Essential Questions:** To what extent is the idealism of European leaders evident in the political and diplomatic initiatives of the period? How did art, literature, and music reflect the cultural trends of the era?

**Supporting Questions:**

What were the primary reasons for both WWI and WWII and how did these wars impact the geo-political environment of Europe at their respective times?

How did politics impact the domestic and diplomatic history of Europe from 1919 through 1939?

To what extent did political theory become integrated in European politics from 1917-1939?

In what ways did reform, political protest, and revolution extend and limit rights?

How did the growth and changing form of nationalism unify European states and divide Europe internationally?

Why did globalization create economic interdependence in the form of international booms and depressions?

What was the appeal of Italian fascism, German Nazism, and Russian communism in the 20th century?

How did intellectual, cultural, and religious developments impact social values and societal interaction after 1989?

In what ways did reform, political protest, and revolution extend and limit rights in Europe from 1960 to today?

How did nationalism divide European society after 1989?

In what ways did post-industrial economic systems affect gender, class, and family structure in European society?

How did the growth of a European regional market lead to competition with non-European states?

Why does increasing globalization create economic interdependence?

How have scientific and technological developments affected people's lives and transformed societies following World War II?

How have post-industrial economic systems changed the distribution of wealth?

**Content Outline:**

1. Militarism and war (1900-1919)
  - a. threats to peace between 1900-1914
  - b. causes for World War I
  - c. leaders
  - d. major events of the war years
  - e. aftermath of the World War I
    - 1) downfall of the Hohenzollern, Romanov, and Hapsburg dynasties
    - 2) cost of war
2. Aftermath of war (1919-1939)
  - a. impact of the Versailles Peace Treaty
  - b. growth of fascism in Italy and Germany
  - c. rise of communism and Soviet Union
  - d. impact of the depression upon Europe

- e. quest for peace 1919-1937
- f. challenges to peace 1919-1937
- 3. Return of war, 1939-1945
  - a. causation
  - b. major figures
  - c. major events
  - d. crimes against humanity
  - e. case study: Nazi Germany
  - f. remaking of Europe, Yalta, and Potsdam

**E. The Emergence of a ‘New Europe’ 1945-Present** (suggested time: 4 weeks)

**Essential Questions:** How did revolutionary movements, both political and cultural, impact Eastern and Western Europe from 1945 to the present?

**Supporting Questions:**

To what extent did the decisions made at Tehran, Yalta, and Potsdam influence the Cold War? What was the reaction of the USSR to Western Europe’s establishment of NATO and how do these two alliance systems reflect the historic position of maintaining a balance of power?

To what extent did the youth, environmental, and labor movements of the post WWII period impact public policy in Europe?

**Content Outline:**

1. Europe and the Cold War (1945-1990)
  - a. Western Europe’s economic recovery
  - b. challenge of the Soviet Union
  - c. collapse of colonial empires (case studies ex. England, France, and Belgium)
  - d. major figures of the Cold War era (e.g. De Gaulle, Adenauer, Thatcher, Khrushchev Brezhnev, Gorbachev)
  - e. major events which have changed Europe politically, philosophically, economically. (e.g. The Vatican Councils, The Common Market, Military polarization, Northern Ireland, Student Riots re: France, The Green Party Movement)
  - f. Perestroika and Glasnost
  - g. disintegration of the Soviet Empire
2. Europe 1990-to the present
  - a. Formation of the European Union/Euro Zone
  - b. The Balkans Crisis
  - c. collapse of the Soviet Union
  - d. Ethnically inspired revolutionary movements and terrorism (e.g. Chechnya, The Basque, I.R.A., al- Qaeda)
  - e. major contemporary figures

**IV. INSTRUCTIONAL TECHNIQUES**

Students access materials, such as primary source documents and specialized writings by historians that provide them with an overview of European history and enable them to establish the context and significance of historic problems and events. A variety of instructional techniques are used including:

- A. Lecture, inquiry-oriented activities, teacher-centered questioning, student-centered cooperative learning, teacher and student-led discussions, independent and cooperative research, and case study analysis
- B. Utilization of varied reference materials
- C. Conferences with students to assess progress, discuss readings, and written assignments
- D. Students are encouraged to take an active role in the learning process through such activities as debates, historical simulations, role-playing, group discussions, oral presentations, time-line activities, multimedia presentations, constructing visual aids and models, cooperative learning activities, and current events activities
- E. Technology is used to enhance the learning process
- F. Provisions for enrichment opportunities such as outside presenters, field trips, and field work
- G. Field experiences to museums, theaters, and historic places to enhance cultural understanding of European art, literature, music, and architecture.

## V. **EVALUATION**

A variety of techniques are used to assess students' mastery of course objectives. These techniques include the following:

- A. Baseline and benchmark assessments
- B. Document-based questions
- C. Free-response questions
- D. Multiple choice questions based upon College Board models
- E. Tests and quizzes
- F. Analytical, persuasive and personal essays
- G. Timed writings
- H. Journal responses
- I. Historical simulations, role-playing, debates
- J. Teacher and student-devised rubrics
- K. Student self-assessment
- L. Class participation
- M. Group and individual presentations
- N. Creative expressions and performances
- O. Research projects
- P. Student-teacher conferences
- Q. Homework
- R. Reading comprehension exercises.

## **VI. PROFESSIONAL DEVELOPMENT**

- A. Classroom instructors attend College Board institutes whose primary focus is to familiarize classroom teachers with suggested syllabi, evaluative techniques, and enrichment activities consistent with the AP Program
- B. Classroom instructors are offered the opportunity to attend professional development programs in related subjects during the school year
- C. Teachers are provided with opportunities to preview educational resources relevant to this curriculum
- D. Classroom instructors are encouraged to review journals and other scholarly books associated with the study of European History
- E. Teachers are encouraged to create interdisciplinary learning activities that reflect art, literature, and music.

## **APPENDIX I**

### **New Jersey Student Learning Standards for Social Studies**

**STANDARD 6.1:** (U.S. History: America in the World) all students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**STANDARD 6.2:** (World History/Global Studies) all students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21<sup>st</sup> century.

**STANDARD 6.3:** (Active Citizenship in the 21<sup>st</sup>-Century) all students will acquire the knowledge and skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address challenges that are inherent in living in an interconnected world.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX II**

### **New Jersey Student Learning Standards for ELA-Literacy in History/Social Studies, Science, and Technical Subjects**

#### **READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES**

**RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

**RH.11-12.2** Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

**RH.11-12.3** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**RH.11-12.4** 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 science.

**RH.11-12.5** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portion of the text contribute to the whole.

**RH.11-12.6** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**RH.11-12.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

**RH.11-12.8** Assess the extent to which the reasoning and evidence in a text support the author's claims.

**RH.11-12.9** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

**RH.11-12.10** By the end of grade 12, read and comprehend history/social studies texts in the grades 10-12 text complexity band independently and proficiently.

## **WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

**WHST.11-12.1** Write arguments focused on *discipline-specific content*.

- a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
- c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

**WHST.11-12.2** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
- e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**WHST.11-12.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

**WHST.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**WHST.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**WHST.11-12.9** Draw evidence from informational texts to support analysis reflection, and research.

### **APPENDIX III**

#### **New Jersey Student Learning Standards for English Language Arts**

##### **ENGLISH LANGUAGE ARTS STANDARDS FOR SPEAKING AND LISTENING**

**SL.11-12.1** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**SL.11-12.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**SL.11-12.3** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**SL.11-12.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## **APPENDIX IV**

### **New Jersey Student Learning Standards for Visual & Performing Arts**

**STANDARD 1.2:** (History of the Arts and Culture) all students will understand the role, development, and influence of the arts throughout history and across cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX V**

### **New Jersey Student Learning Standards for World Languages**

**STANDARD 7.1:** (World Languages): all students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*

## **APPENDIX VI**

### **New Jersey Student Learning Standards for Technology**

**STANDARD 8.1:** (Educational Technology) All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*



**APPENDIX VII**  
**New Jersey Student Learning Standards**  
**21<sup>st</sup> Century Life & Careers**

**STANDARD 9.1:** (21st-Century Life and Career Skills) all students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

*The entire standards document may be viewed at <http://www.state.nj.us/education/cccs/>*