

ADVANCED PLACEMENT EUROPEAN HISTORY

Mr. Robert Rivera

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THE COURSE:

AP European History focuses on developing students' abilities to think conceptually about European history from approximately 1450 to the present and apply historical thinking skills as they learn about the past. Five themes of equal importance — interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society — provide areas of historical inquiry for investigation throughout the course. These require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility to teach certain topics of their choice in depth. AP European History is designed to be the equivalent of a two-semester introductory college or university European history course

The course will be taught at a difficulty level equivalent to that required of students in a college freshman or sophomore Modern European History course. Students are expected to participate in class through discussions of textbook readings, assigned primary source documents. Students will be actively engaged in debates of key issues and role playing of historic figures. Furthermore, students are expected to continually develop their writing skills through Short Answer Questions (SAQs), Long Essay Questions (LEQs), and Document Based Questions (DBQs). The volume of material involved in a survey course covering over five hundred years of history of an entire continent is immense and therefore organization and the maintenance of a notebook of all class materials are essential.

PHILOSOPHY:

I believe all students can learn and succeed and we will work to that end for each and every student in my class by fostering a sense of ownership in each student for their own learning. I believe in creating an environment in which all students are valued and feel safe to learn and express their viewpoint in an appropriate manner on issues discussed in class. I believe that communication between the teacher and the student's home is essential to the success of this endeavor and will strive to foster that relationship. I believe that the study of history is invaluable to a student's ability to comprehend the world around him or her today and make decisions about how to negotiate the challenges that will be faced in today's world. Remember, this course is what you make of it.

REQUIRED TEXT & MATERIALS

- Textbook: Kagan, Ozment, and Turner. The Western Heritage - Since 1300: 12th Ed. New Jersey: Prentice Hall, 2020.
 - There is also an accompanying website to this text where students may review and quiz themselves on topics covered in class as well as the readings.
 - There will be a class set in the room for use during class and you can purchase your own copy of the text online at very cheap prices as well.

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- Outside Books: AMSCO AP European History, Voltaire's Candide, Art Spiegelman's Maus I and Maus II,
 - These will be available for purchase through the bookstore or you may borrow from past students or purchase one on your own or try to obtain a copy to use through the public library.
- A binder with tabs for each unit of study
- A writing folder that may go into the binder.
- Blue and black pens and No. 2 pencils

ASSESSMENT & ACADEMIC INTEGRITY

- **Grades follow the high school grading scale** (90 =A, 80=B, 70=C, 60=D, 59.9% = F) assessment of how you are learning takes place on a regular basis in the classroom. There is NO rounding of grades.
 - Grades can, and should be, checked online.
 - This is a yearlong course for final grade purposes
- **Grading is weighted in this course:** Tests/Quizzes = 85%, In class work/homework = 15%
- **Each quarter assignments will vary and may include the following:** Unit tests (consisting of multiple choice and/or short answer questions (SAQs), long essay questions (LEQs) given randomly, document based questions (DBQs) given randomly, research projects and papers based on unit material as well as outside readings, debates, investigative projects, cooperative work, multimedia projects, and participation
- **Academic Integrity:** Cheating enables a student to acquire an unfair advantage over others. Cheating includes, but is not limited to:
 - Receiving help when it is not allowed,
 - Allowing someone to copy your work
 - Copying the work of others with or without their permission
 - Hand gestures, written notes and/or noises to communicate the answers
 - Making false statements
- **Plagiarism** consists of copying someone else's work, with or without his/her consent. Any form of plagiarism yields an automatic referral to the administration. This includes, but is not limited to:
 - "Copy and pasting" information without citing it
 - Stealing someone else's idea and claiming it as your own
 - Quoting someone improperly or without proper identification
 - Failing to use citations
 - Calling someone else's work your own
- **Cheating and plagiarism** are unacceptable and will result in a score of 0 on that assignment, communication with a parent/guardian, plus a referral for further action by the high school administration. YOU must review the plagiarism policy in the student handbook as you are responsible for knowing it.
 - A second offense, in any course, will result in a failure for that quarter in that course.
- **Late Work:** Unless a prior arrangement has been made with me, NO late work is accepted
- **Making Up Work if Absent:** One day for each day absent for each day of excused absence only. It is the responsibility of the student to approach me for any make-up work.

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BEHAVIOR EXPECTATIONS

- You are expected to treat everyone in our room with respect.
- We all play a role in creating a learning environment that gives everyone the opportunity to succeed; therefore, we each have the responsibility to one another to never prevent someone else from learning each day.
- All school rules will be strictly enforced, including no cell phones, no food or drink (unless otherwise told) and no disruption of the class or disrespect of anyone in the classroom.
- NO CELL PHONES SHOULD SEEN OR HEARD UNLESS YOU HAVE EXPLICIT PERMISSION FROM YOUR TEACHER OR THE SUBSTITUTE TEACHER.
- **Come prepared to learn**
 - This means bringing all required materials with you (a key part of your participation grade)
 - This means coming mentally prepared to learn and putting forth your best effort.

UNITS OF STUDY

Our units of study will vary in length and chapters. The units of study are designed to ensure we cover the 4 AP Euro Historical Periods. We will use the AP Euro Curriculum Framework during each unit of study to prepare study guides. Some of our units of study have aspects that fit into more than one AP Euro Historical Period, which also sometimes overlap chronologically.

- The AP Euro Historical Periods:
 - Period 1: c. 1450-1648
 - Period 2: c. 1648-1815
 - Period 3: c. 1815-1914
 - Period 4: c. 1914-Present

HISTORICAL REASONING SKILLS:

AP History is designed to develop a student's thinking and writing skills through the study of European History. The skills on which we will focus are:

- Contextualization
- Comparison
- Causation
- Continuity & Change Over Time

Additionally, students will develop the skills of analyzing both primary and secondary documents and developing the skill of argument development.

THE AP EXAM – REQUIRED AS PART OF THIS COURSE

The AP exam is 3 hours and 15 minutes long and includes both a 95 minute multiple choice/short answer section (Part I) and a 100 minute free-response section (Part II). Each section is divided into two parts. Student performance on these four parts will be compiled and weighted to determine an AP exam score. Assessments in this course will be designed to reflect the testing format utilized on the AP Exam.

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Section	Question Type	Number of Qs	Timing	% of Exam Score
I – A	Multiple choice	55	55 min.	40%
I – B	Short Answer	3 Total 1 Required: 1600-2001 1 Required: 1600-2001 1 Choose b/w Per 1 & 2 or Per 3 & 4	40 min.	20%
II – A	Document Based	1 – Per. 1600-2001	60 min (incl. 15 min. reading period)	25%
II- B	Long Essay	1 – Same theme choose Per. 1 or 2-3 or 3-4	40 min.	15%

Both the student and a parent/guardian are required to sign the attached form and return it by the Friday of the first week of school.

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Student & Parent/Guardian Acknowledgement of Class Expectations

I have read the Syllabus & Class Expectations for Advanced Placement European History class, fully understand them, and agree to work towards the common goal of myself/my student succeeding in this class.

Student (Print Name)

----- Date: -----
Student (Signature)

Parent/Guardian (Print Name)

----- Date: -----
Parent/Guardian (Signature)