**Valencia High School**

**A.P. European History Syllabus**

**Instructor: Mrs. Connor**

**Phone: (714) 996-4970 (ext 10605)**

**Room: 605**

**Textbooks: 1) Spielvogel, Western Civilization Since 1300 —9th edition**

1. **Larry Krieger, AP European History Crash Course – 2nd edition**
2. **Fast Track to a 5: Preparing for the AP Euro Exam - 2018**

**Supplemental Reader:**

1. **Viault, Modern European History—2nd edition**

**Course Description**

Advanced Placement European History is a year-long course that is intended to be the equivalent of a college-level survey course in the development of modern Western Civilization (1450-present). All aspects of history will be covered: social, political, economic, intellectual, and cultural. Students should possess strong reading and writing skills and should be willing to devote substantial time to the course outside the classroom.

The bulk of this course is intended to prepare each student to take the AP European exam in May. This is a three-hour exam that includes 55 multiple-choice questions (to be completed in 55 minutes), one “document-based question” (DBQ) essay (to be completed in 55 minutes), four “short answer questions (SAQ) (to be completed in 40 minutes), and a long essay question (LEQ) (to be completed in 30 minutes). Students successfully passing the AP Exam may receive college credit or advanced standing in history at the college or university of their choice. It is the expectation of the teacher that each student will strive to, prepare for, and attempt to pass this exam.

## Course Structure (approximate time only)

### **First Semester:**

### Introduction: Overview & Contemporary European Geography (1 week)

Unit I: The Middle Ages & The Renaissance (4 weeks)

Unit II: Voyages of Discovery, The Reformation & the Wars of Religion(3 weeks)

Unit III: Politics, Culture, & Philosophy of the 16th and 17th Centuries (3 weeks)

Unit IV: Eastern and Western Europe & The Old Regime (18th-Century Europe)

(3 weeks)

Unit V: Enlightenment, Revolution, & the Age of Napoleon (4 weeks)

**Review & Midterm** (1 week)

**Second Semester:**

Unit VI: The *Ism’s* (Conservatism v. Liberalism), the 1st Industrial Revolution, & the Revolutions of 1848 (2.5 weeks)

Unit VII: The Consolidation of Nation-States (1 week)

Unit VIII: Europe (1871-1920)—The 2nd Industrial Revolution, Urbanization, Democracy, Socialism, Imperialism, & WWI (3 weeks)

Unit IX: Europe (1920-1945)—Russia (Revolution, Lenin, and Stalin), Germany (the Weimar Republic and Hitler), Italy (Mussolini), & WWII (2.5 weeks)

Unit X: Europe (1945-Present)—The Cold War and the Collapse of Communism

(2 weeks)

**Comprehensive Final & Review**  (1 week)

A comprehensive final will be given at the conclusion of the first semester and approximately two weeks prior to the May AP Exam.

Please note: While both semester final examinations will follow the format of the AP Exam, the second semester final will be administered on a Saturday (4 hours in length) to better prepare students for what they can expect when they take the official AP Exam in May.

## Course Requirements

Due to the special nature of Advanced Placement courses, students must make a specific commitment. Students should be prepared for homework on a nightly basis in the form of reading assignments, discussion questions, and identification lists for each unit. Class discussions will be based on reading and ID terms, and participation points will be awarded to students who are prepared for these discussions. Assignment Guides will lay out a daily schedule for each unit and will provide chapter section-discussions and test dates.

Because this course is intended to prepare students to take the AP European exam, and because for many students it is the entry-level course for those wishing to take advantage of the many Advanced Placement opportunities offered by Valencia High School, students will spend much time improving test-taking, writing, analytical skills, and note-taking from lectures and reading. This class will ultimately prepare them for the additional AP courses they will take as juniors and seniors. Students will make extensive use of primary-source materials, such as period music and written material, all of which will be useful in learning how to critically read and evaluate historical documents.

**II. Students’ Printing Responsibility and Computer Time:**

It is recognized that the sheer volume of information students are expected to learn from the textbook can at times be overwhelming. For this reason, the daily class lectures are specifically designed to help them manage what they have read the night before. Additionally, great care has been put into creating study guides, timelines, chronologies, fact sheets etc., to compliment their reading and class lectures, and to reinforce learning. Throughout this 10-Unit course, students will be required to access their home computers to review documents online and to print documents. Your support in this regard is important and most appreciated.

#### III. Class Policies and Procedures

Taking this course suggests to me and to Valencia High School that a student taking this course is willing to make a strong commitment to hard work. Choosing this class also indicates that students are able to clarify what kind of behavior is acceptable and what is not. Please be aware that:

1. students must come to class with a pen, pencil, and paper
2. most checked-out books will remain at home
3. in the first two weeks, detentions for tardies are “free”. After that, each tardy will result in a detention. Parent contact begins with the 4th tardy. Following that, an office referral and a loss of points will result.

Having respect for the teacher and fellow students is expected

1. Class starts when the bell rings. Be in your seat.
2. Talking while a fellow student or the teacher is talking is unacceptable
3. Ladies: cosmetics in class will result in the loss of any such items.

**Make-up Work and Tests**

It is the student’s responsibility to find out what was missed during an absence and then to make-up that work in a timely manner (tests will be administered on the day you return and will be taken during class time). In order to make it easier on yourself, simply do NOT miss test days.

**IV. Grading**

Tests & Quizzes: 75%

Homework: 15%

Participation: 10%

The grading scale is based upon percentages (e.g., 90% to 100% = A, 80-89% = B, etc.).

Tests & Quizzes: The test portion of this course includes five components:

1. Long Essay Question (LEQ) – 100 points for each Unit Essay Exam
2. Short Essay Question (SAQ) – 20 points each and administered throughout the year
3. Multiple Choice – point total varies from 100 to 140 points for the ten Units.
4. DBQ (Document Based Question) – 100 points for each DBQ Exam (approx 7 Units)
5. Quizzes – 50 points total for each of the 10 Units.

* Students are given a minimum of two-weeks-notice for each exam related to the ten Units. This is ample time for them to adequately prepare.

Homework: For each of the ten Units that comprise this course, students are to be prepared to complete each day a hand-written response to the Essential Questions posed in each Unit’s Assignment Guide. Additionally, students are required to provide hand-written definitions to a list of Identification Terms (IDs) which is due at the completion of each of the ten Units.

Participation: At the beginning of each unit students will receive 100 Participation Points. For each teacher question a student answers incorrectly during class discussion, 10 points will be deducted from the 100 points. Should a student during a single class period answer a question incorrectly, but then later during the same class period successfully answer a second question, they will recover the ten points lost earlier. Be assured that the questions asked will be general in nature and will be asked only to check basic knowledge.

**V. Some Advice and a Final Note**

1st: Read! It does not matter what you’ve heard in class. If you do not read, you **will**

**not** do well.

2nd: Keep a notebook. After a first section that contains this syllabus and general information, it is strongly advised that the notebook be divided by units. Each unit should have the following sections:

1. Assignment Guide, Handouts, charts, readings, etc.
2. Notes
3. Homework and quizzes

Being organized makes life easier and studying less burdensome.

3rd: Review Notebook: One of the major keys to success in this course. Explicit information

on how to organize the Review Notebook and what to include will be covered.

4th: Hard work will reap success! You will not do well if you decide that you will not do the

work necessary to pass the exam. Ultimately, success in this class and on the AP test is

up to you. I wish you the very best in your endeavors! Remember, 8 months of hard

work = success!

AP EUROPEAN HISTORY PARENT LETTER

VALENCIA HIGH SCHOOL

Dear Parent/Guardian,

It is my pleasure to have your student in my course this year. Because of the special opportunity that AP European History presents, and the commitment that students make in order to do well in this class, it is essential that their parents/guardians understand the level of effort that is required. Please understand that as a parent/guardian, your guidance, motivation, and understanding is important to your student’s success in this class. Please feel free to contact me so that we can work in conjunction with your student to better facilitate their needs.

To maintain the high academic standards of this program, students are expected to maintain a “C” average. If your student is having trouble maintaining this grade, he/she will be transferred to a regular World History class.

After reading the following course expectations and responsibilities, please sign and return the attached form indicating your understanding and acceptance of the requirements for this course and the Advanced Placement Exam. Please feel free to contact me if you have any questions or concerns.

Sincerely,

Danielle Broucqsault Connor

email: [dconnor@pylusd.org](mailto:dconnor@pylusd.org)

**Student acknowledgement**

I have read the course outline and expectations and understand the demands of the

course and will commit the time and energy necessary for success. I acknowledge that it

is my responsibility to work diligently, to keep up with assignments, and to ask for help when needed.

Student name (printed)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Parent /Guardian acknowledgement**

I give permission for my student to undertake this Advanced Placement course in European History. I understand that AP courses are challenging and require a serious commitment from my student. Furthermore, I have read the course outline and understand/agree to the particulars regarding the course as stated therein.

Parent/Guardian name (printed)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Work number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Home number: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Email Address:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Film Permission \*\*Subject to modifications**

There are an array of films or parts of films that I show my history classes to help them better understand a historical event. Many documentaries have no rating. Here are just a few of the films:

* Schindler’s List
* Enemy at the Gate
* Saving Private Ryan
* Germinal
* Judgment at Nuremburg
* Defiance
* History Channel biographies or documentaries.

**\*\*If you would like to have your child participate in the showing of the above films, please sign here.**

Parent/Guardian Signature: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**\*\*Please be clear if you do NOT want your child to watch the above films by writing a short note here below:**

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