**AP European History Syllabus - Mr. Kolodinski**

**Telephone: (818) 242-3161 ext. 84318 / Email:** **rkolodinski@gusd.net**

**Primary Textbook:**

* Western Civilization since 1300, 9th ed., Updated AP ed. by Spielvogel, Cengage Learning, 2016.

**Supplemental Texts and Sources:**

* Sources of the Western Tradition, 9th ed. by Perry, Peden and Von Laue. Houghton Mifflin, 2014.
* Discovering the Western Past – A Look at the Evidence, Volumes I and II, 6th ed. by Wiesner, Ruff and Wheeler. Houghton Mifflin, 2008.
* Plus additional articles, websites and texts as needed.

**Goals and Objectives:**

AP Euro (APE) is a challenging course designed to teach students relevant and factual knowledge about Europe’s impact on global history from 1450 through the present while preparing students for the AP European History Exam next May, and simultaneously meeting the California State standards for 10th grade World History. In addition to providing basic exposure to the historical narrative the course goals include development of (1) an understanding of the principal themes of modern global history, (2) the ability to analyze historical evidence, and (3) the ability to express that understanding and analysis effectively.

AP Euro includes history both as content and as methodology. Emphasis is placed on students developing intellectual and academic skills, including (1) effective analysis of various primary and secondary sources; (2) effective information processing, note taking and annotating; (3) clear and precise written / oral expression; and (4) the ability to weigh evidence and reach conclusions on the basis of facts.

AP Euro students are expected to demonstrate knowledge of basic chronology, major events and trends from the High Renaissance of approximately 1450 to the present. The broad facets of political, economic, religious, social, innovation, intellectual and arts history form the basis of the course within that chronology. These facets are studied from a variety of perspectives with the intent of providing a balanced view of history. This year-long course is divided into two semesters that investigate the course themes and key concepts in four chronological periods, with the instructional importance of each period being equal, roughly 10-15% of AP Exam:

1. Fall Semester
	1. Period 1 – c. 1450 to c. 1648
		1. Unit 1: Renaissance & Exploration
		2. Unit 2: Age of Reformation
	2. Period 2 – c. 1648 to c. 1815 plus much of the 19th century
		1. Unit 3: Absolutism & Constitutionalism
		2. Unit 4: Scientific, Philosophical & Political Developments
		3. Unit 5: Conflict, Crisis & Reaction in the late 18th century
	3. Fall Semester Final Exam is cumulative, covering the entire semester’s content and is generally in a multiple choice and short answer format.
2. Spring Semester
	1. Period 3 – c. 1815 to c. 1914, continuing where Fall ended
		1. Unit 6: Industrialization & Its Effects
		2. Unit 7: 19th century Perspectives & Political Developments
	2. Period 4 – c. 1914 to the near Present
		1. Unit 8: 20th century Global Conflicts
		2. Unit 9: Cold War & Contemporary Europe
	3. Spring Semester Final Exam is cumulative, covering the entire semester’s content and is generally in a multiple choice and short answer format.
	4. AP Exam Review, covers all course content and skills, including a full length mock exam which is taken on a Saturday a few weeks prior to the actual AP exam (if the schedule allows). Taking the mock exam has proven beneficial in reducing test anxiety and providing a checkpoint of what to focus on during the final exam prep push.

This course is taught as a seminar, which means that each student is actively involved in the learning process. Students are responsible for completing ALL required readings **prior to** class so that the material can be intelligently discussed for deeper analysis and understanding in class. Each student is expected to **actively participate in activities and discussion**.

**The information presented in this course is not based on the table of contents of the textbook, but rather on the AP European History Course Description created by the College Board (https://apstudent.collegeboard.org/apcourse/ap-european-history)**. It is designed to reflect current college freshmen level history courses and help the student develop the skills necessary to succeed in college and beyond, including time management and self-discipline. The major historical reasoning skills taught and developed in this course include historical context, causation, patterns of continuity and change, and comparison, as well historical evidence analysis and effective argument development. The AP curriculum demands higher-order thinking skills within a rigorous academic context. Thus, students are frequently required to analyze, evaluate and synthesize primary and secondary historical sources, in addition to comprehending and applying factual knowledge.

**AP European History Themes of Study:**

The content learning objectives for the AP European History course and exam are organized under **seven** “themes” which are topics for historical inquiry that will be explored throughout the course. Each theme is guided by overarching (essential) questions that are intended to guide student inquiry and learning. Each essential question also relates to specific learning objectives and historical skills development. These themes focus student understanding of major historical issues and developments, helping students to recognize trends and processes that have emerged over centuries. The themes are listed below:

1. Theme 1: Interaction of Europe & the World (INT)
2. Theme 2: Economic & Commercial Developments (ECD)
3. Theme 3: Cultural & Intellectual Developments (CID)
4. Theme 4: States and Other Power Institutions (SPI)
5. Theme 5: Social Organization & Development (SOD)
6. Theme 6: National and European Identity (NEI)
7. Theme 7: Technological & Scientific Innovation (TSI)

**Student Assessment:**

* Multiple Choice Quizzes, Chapter Tests and cumulative Exams
* Short Answer and Long Essay Responses, plus Quicks
* Document Based Question Essays, plus Quicks
* Required Assignments
	+ - These assignments will vary, focus on the processing of the information and skill development, and are generally based on both textbook AND “supplemental / beyond the textbook” material
		- Study guides / homework grids are provided to assist the student as they read and process the material, students are EXPECTED to maintain a detailed notebook that includes working definitions of key vocabulary and academic language, as well as regular commentary and reflection that ties to the themes being studied
		- The instructor will also evaluate each student according to his or her displayed diligence, effort, participation, attitude, enthusiasm and overall work ethic

**Grading System Categories:**

The areas you can earn points toward your grade are as follows:

* Multiple Choice Exams & Quizzes (MCE) = 30% of cumulative grade
* Short Answer Questions (SAQ) = 15% of cumulative grade
Long Essay Questions (LEQ) = 15% of cumulative grade
* DBQ Essays (DBQ) = 20% of cumulative grade
* Required Assignments (RQA) = 10% of cumulative grade
* Diligence, Effort & Participation (DEP) = 10% of cumulative grade

**Grading System:**

Students earning As and Bs in this class generally are on track to pass the exam, although nothing is guaranteed due to the multitude of factors involved in preparing for and performing on exam day. All one can do is their best!

 **Semester grades are based on the student’s cumulative performance on a variety of assessments that are designed to prepare the student for the AP Exam and life beyond high school. In class assessments such as multiple choice quizzes and tests, as well as all essays are timed in accordance with the parameters of the AP Exam.**

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| --- | --- |
| Letter Grade  | 4 Point Scale Conversion |
| A | 3.6 – 4.0 |
| B | 2.9 – 3.5x |
| C | 1.9 – 2.8x |
| D | 1.0 – 1.8x |
| Not Passing | 0.0 – 0.9x |

**Late Work and Extra Credit:**

* In general late work, unless pre-arranged, is penalized by a grade reduction. Each case will be judged on its own merit, so provide an explanation by contacting your instructor in advance of any due date.
* Late work MUST be turned in prior to the next assessment, generally one week
* Extra Credit DOES NOT EXIST for this class as a rule. See the class website for any periodic “special offer” and any associated due date. Other than that DO NOT ASK!
* Single assignment Long Essays and DBQs will graded according to the newly developed AP / College Board rubrics. The standards for grading will generally focus on thesis quality, application of the required historical analysis skill, argument effectiveness, use of evidence / outside information, and synthesis / connection beyond the prompt. The full rubric is on the College Board website.

The essay conversion scale is as follows:

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| --- | --- | --- | --- |
| LEQ Score | % | DBQ Score | % |
| 6 | 4.0 = A | 7 | 4.0 = A |
| 5 | 3.6 = A- | 6 | 3.6 = A- |
| 4 | 3.3 = B | 5 | 3.4 = B |
| 3 | 2.5 = C | 4 | 3.0 = B- |
| 2 | 1.9 = D | 3 | 2.5 = C |
| 1 | 1.0 = D, barely acceptable | 2 | 1.9 = C- |
|  |  | 1 | 1.0 = D-, barely acceptable |

This grading scale is geared to help you assess your knowledge and ability in a college level class. If you are earning consistent As and Bs you should feel confident with regard to the AP Exam in May. If you are consistently earning Cs, you need to improve your weak areas and re-focus your studying as you may or may not pass the exam.

Keep in mind that no grade earned in this class is a guarantee of anything on the AP exam. This class is designed to cover the CA Standards AND prepare you for the exam. Passing the exam is entirely up to you and how you perform on that day.

Be prepared to read and take notes on 15-20 pages per night plus weekend supplemental assignments. DO NOT PROCRASTINATE! PROCRASTINATION WILL RUIN YOU! Stay focused and positive, handle the inevitable “bumps in the road” and disappointments and persevere. You will improve steadily once you adjust to the level of the challenge and do what personally required of you to succeed. Keep balance in your life and manage your time wisely 24/7!

**Additional Sessions Available:**

* Lunch and after school review sessions are available by appointment to help with the mastery of content and/or development of AP European history skills.
* Review sessions and study groups are a key component of content mastery and may be scheduled throughout the course, prior to finals, and before the AP exam.
* Field Trips & Films may be scheduled as a class or voluntary activity.