

# Information for Course Syllabus

On March 29<sup>th</sup>, 2016, [Public Chapter 660](#) was signed into law. This statute requires a syllabus be made publicly available for all grades six (6) through twelve (12) social studies, science, math, and English language arts courses beginning with the 2016-17 school year. The syllabus for each course must include a course calendar that outlines the standards, objectives, and topics covered in the course; major assignments and field trips; and procedures for parental access to instructional materials.

We are going to help with providing this information on our Website; therefore, please complete the following form and provide requested material. We need one completed form per course per grade level. This information is due by **September 1**. Thank you!

Name of Course: AP European History

Grade Level: 12

School: ORHS

Please list any major assignments and/or projects that will be completed during the course. Major assignments are defined as assignments that integrate multiple standards and/or are worth significant points towards the final course grade and/or span multiple days to complete.

Major Assignments: Enrichment projects (student-directed, options listed in syllabus include book reviews, class presentations, cultural role-playing events), AP-style written unit examinations, regular and sometimes self-directed college-level reading and research (textbook, primary, and secondary historical sources)

Field Trips: None

How can parents access instructional materials? Canvas

Please attach a pacing guide for your course if you teach middle school science or social studies or high school math, English, social studies or science. Please make sure that your pacing guide includes standards, topics and timeframe at a minimum.

## **AP EUROPEAN HISTORY**

2021-2022

Oak Ridge High School

**Instructor:** Mr. Aaron Pickering  
**Classroom:** LC322  
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**Online Course Materials:** Skyward Family Access via Online@ORS ([www.ortn.edu](http://www.ortn.edu))  
Canvas Learning Management System ([ortn.instructure.com](http://ortn.instructure.com))

### **COURSE DESCRIPTION**

AP European History presents in-depth coverage of major developments in modern European history. This is a university level course and follows the Advanced Placement guidelines established by the College Board. Students will master an understanding of European history from the Renaissance (around 1450) to the present. The course addresses the political-diplomatic, social-economic, and intellectual-cultural histories of each period in roughly equal proportions. Through successful participation in the course, a student will develop (a) an understanding of the principal themes in modern European history, (b) an ability to analyze historical evidence, and (c) an ability to analyze and communicate historical understanding in writing.

### **TEXTBOOKS**

Spielvogel, Jackson J. *Western Civilization Since 1300*, 10<sup>th</sup> Ed. Samford: Cengage Learning, 2019. (textbook)

Golden, R. *The Social Dimension of Western Civilization*, Vol. 2. Boston: Bedford and St. Martin's, 2003. (collection of academic essays on social history)

### **REQUIRED MATERIALS**

Bring your school-issued laptop to class every day. Students are strongly encouraged to check-out a stylus for use with their laptops and bring it daily as well. Although much of our work will be done electronically, please have a writing utensil and notebook paper available. Since the AP Examination is still a pen and paper examination, our writing assignments will generally be hard copy assignments.

You are not required to bring your textbooks to class every day. Keep your copy of the textbook and secondary reader in the location where you complete your homework. Read each section of the texts before the day that we cover it in class on your own time. There are a few extra books in the classroom and we have the electronic versions on Canvas for in-class activities that involve the texts.

You will take notes in this university-level course. We may implement note-taking skills work and notebook checks if it becomes necessary to do so. Students may take notes either on paper or by using a stylus on laptops in our OneNote class notebook. We will discuss research concerning note-taking skills and practice effective study techniques appropriate for university coursework throughout the year.

## **COURSE OUTLINE**

The course consists of four chronological periods and nine instructional units:

### **Period 1: c. 1450 – c. 1648**

1. Renaissance and Exploration (Ch. 11 & 13, 7/28 – 8/12)
2. Age of Reformation (Ch. 12 & 14, 8/13 – 8/25)

### **Period 2: c. 1648 – c. 1815**

3. Absolutism and Constitutionalism (8/26 – 9/8)
4. Scientific, Philosophical, and Political Developments (9/9 – 9/21)
5. Conflict, Crisis, and Reaction in the Late 18<sup>th</sup> Century (9/22 – 10/18)

### **Period 3: c. 1815 – c. 1914**

6. Industrialization and Its Effects (10/19 – 11/1)
7. 19<sup>th</sup>-Century Perspectives and Political Developments (11/2 – 11/15)

### **Period 4: c. 1914 – Present**

8. 20<sup>th</sup>-Century Global Conflicts (11/16 – 12/2)
9. Cold War and Contemporary Europe (12/3 – 12/17)

## **STUDENT EVALUATION**

Grading will be done on a category percentage basis for the full semester course. Although grades will appear in Canvas, Skyward is the official grade record for the course. Assignment point values demonstrate relative weights within each category. The ORHS Advanced Placement course scale determines letter grades. Fractional grades will be rounded up starting with a remainder of 0.5 and down with anything less. Your grade will be calculated as follows:

<u>Grade Categories</u>	<u>Percentage</u>	<u>Overall Course Grade</u>	<u>Percentage</u>
Assignments	30%	Fall Semester	100%
Enrichment Work	20%		
Tests & Quizzes	50%		

Since this is an AP course, prepared students are strongly encouraged to take the Advanced Placement European History examination in May. There is no separate comprehensive final examination for the course.

## **COURSE ASSIGNMENTS**

Your performance on various activities determines your grade:

1. **Unit exams** – you will take nine unit exams in various AP-style formats.
2. **Reading check quizzes (RCQ)** – reading is an essential part of this course. RCQs may be given any day with a reading assignment and are generally unannounced. If you miss an RCQ, the results of your next RCQ will simply double instead of taking a make-up. While there are no open-book RCQs, you may use handwritten reading notes and review materials on quizzes.
3. **Homework and classwork** – there will be some in-class activities that count for a grade. While you may have to complete an activity after class, daily homework other than reading is rare. We will often practice multiple choice questions, short answer questions, free response questions (FRQs), and document-based questions (DBQs) in preparation for our exams and the AP exam.
4. **Class projects** – we will complete a few mandatory graded projects (beyond enrichment, see below).
5. **Enrichment projects** (see below) – you will choose and turn in enrichment on a self-paced basis within each time period.

Participation – you will participate class discussions and activities on a nearly daily basis. This will enhance your learning and enjoyment of the course. There will be numerous opportunities and ways to participate that you may choose among, but you must actively participate in class.

Late and missing assignments will result in assignment to Operation Restoration (OR).

Although I will make every attempt to grade things in a timely manner and enter them into the grade book, some assignments, particularly writing assignments, take extra time. My goal is to give you meaningful feedback that will help you improve.

## **ENRICHMENT PROJECTS**

You are required to earn 100 points of enrichment by completing projects each time period (4 periods, the enrichment category is 20% of your final grade). It is up to you to keep track of your points (an updated list will be kept on Canvas) and pace yourself. Extra points do not rollover to the next time period. The following options are just some suggestions and I am always open to your ideas. Students should choose a variety of enrichment activities rather than only focusing on

a few options throughout the year. **All students must complete at least one book review during the course.** If you do not complete a book review by the end of the course, you will earn a maximum of 50 enrichment points for the 4<sup>th</sup> period regardless of other enrichment work you complete.

Your time is valuable. These projects give you some flexibility in scheduling your own work. These are course requirements, however, and not extra credit. I look for quality work that will enrich and reinforce mastery of the material for you and the class. Ask me for prior approval of any off-list enrichment projects. If I judge that the work does not earn the full point value we established, you may do additional work or revise your submission if you did not wait until the final due date for a nine weeks period. It is therefore important to plan your enrichment and pace yourself to finish before the last minute.

1. Analytical Homework Enrichment – 20 points per chapter

- Complete homework enrichment activities for any or all chapters covered by the unit. You may choose among analytical outlining, historical definitions, level I-II-III analysis (20-10-2 per chapter), SPRITE chart, annotated timeline, C+G+P=S (categorize + generalize + prioritize = synthesis), main idea log, cause/effect chart, analytical web chart, and annotated map. You may mix and match techniques among chapters. This is due on the day of the unit exam and may not be combined with textbook unit review enrichment. Your work must be complete, correct, and complex. I will only accept handwritten materials for this assignment, hard copy or electronic.

2. Textbook Unit Review – 10 points per chapter

- Complete the textbook review questions and vocabulary definitions for any or all the chapters covered by the unit. This is due on the day of the unit exam and may not be combined with analytical homework enrichment for the same chapter. Answers must be complete, correct, and complex to earn credit. I will only accept handwritten materials for this assignment, hard copy or electronic.

3. Review Games – 20-40 points

- Design a review game for a unit exam or the AP exam. The game must cover the full content of the unit (or a broad variety in the case of the AP exam) and serve as a meaningful review activity for the whole class. You must clear your idea with me first and schedule it before another student. Those that have not previously completed a game get priority.

4. Book Review – 50-100 points

- Read a book that is relevant to the content in modern European history and complete either a standard book review or a chapter-by-chapter reaction paper (approximately 3-8 pages, depending on the desired point value and complexity). Both non-fiction

and historical fiction are allowed. Be certain to establish the relevance of the book to the course material. This may not simply be a plot summary. I will give you a list of suggested works. If you review a book that you have read in another course, you must clear it first with me and turn in a copy of the work you did in the other course along with your history review.

5. Visual Art, Music, Dance, Theater, and Other Performance Art – 10-70 points

- Perform and/or create a piece that is in the style of a historic period we are studying. Document your creative process and explain how it relates to the history.

6. Cuisine – 10-50 points

- Create a dish that uses ingredients and techniques from one of the historic periods and European cultures that we study. Document your creative process and explain how it relates to the history. Use or approximate historically accurate ingredients and processes.

7. Oral Presentation – 10-50 points

- Assume the role of teacher and present on a topic that enriches and expands on something we are covering in class. You must use visual aids. Student activities and interactions are encouraged. Your topic should be contextually relevant to our current class topic and scheduled in advance of your presentation.

8. Film and Television Reviews – 10-20 points

- Watch a film or television show that is relevant to the content in modern European history and complete a brief reaction paper (approximately 1-2 pages). Be certain to establish the relevance of the film or show to the course material. This may not simply be a plot summary.

Near the end of time period, we will host a *historic period party*. These can facilitate several students' enrichment presentations and creations on a single day and allow us to enjoy ourselves after an exam.