Burke High School
Advanced Placement European History
Course Syllabus

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Course Description:
This course is designed to give students an in-depth understanding of the history of Europe from the Renaissance through today by focusing on the European story via their perspective on the world and its events. Students will analyze the cause and effects of events in Europe as they impact European and World History. This is a college level class run in accordance to the standards as set forth the AP College Board.

Instructional Philosophy:
“The past is like a foreign country, things are different there”. History is a series of chronological events along multiple timelines that interweave to tell the story of human existence. The purpose of studying history is to understand the events as they happened in order to see how they affected the people at the time while also being able to look back to see why things traverse along their current path. Learning names and dates is a part of a fuller historical education, but the most important lesson to be learned from the past is a fuller understanding of the human element in time.

Advanced Placement:
This class is designed to meet Advanced Placement standards and requirements (these requirements can be found on the AP College Board website). This class will prepare students to take the Advanced Placement European History Exam during the spring semester.

College Credit:
This class offers the opportunity for students to earn college credit by taking the national AP European History exam and scoring at the level expected by the institute of higher education of their choosing. Dual Enrollment is a possibility through a partnership with Midland University.

Major Units of Study:
The class will compose four units of study as outlined by the AP College Board standards. These units will follow the history of Europe from the time of the Renaissance through the modern era broken up into four subsections of those eras. A fuller break down of each unit is provided later in this document.

Course Expectations:
Students will complete a number of in-class and out-of-class assignments along with small projects throughout the semester. They will also be responsible for their learning when presented with an assessment at the end of each unit of study. Students will be assigned a text and expected to complete readings and assignments associated with those reading outside of class. The text book will be a second teacher, it is imperative that the text is read on a regular basis.

Text Book:
Content Standards and Grading Weights:

**Standard 1**: Students will analyze how major past and current events are chronologically connected and evaluate their impacts upon one another

**Standard 2**: Students will analyze and evaluate the impact of people, events, ideas, and symbols upon world history using multiple types of sources

**Standard 3**: Students will analyze and evaluate historical and current events from multiple perspectives

**Standard 4**: Students will analyze and evaluate the effects of past, current, and potential future events, issues, and problems

**Standard 5**: Students will develop historical research skills

- **Practice** – assignments are brief and done at the beginning of learning to gain initial content (e.g., student responses on white boards, a valid sampling of math problems, keyboarding exercises, and diagramming sentences, checking and recording resting heart rate). Practice assignments are not generally graded for accuracy (descriptive feedback will be provided in class) and are not a part of the grade. Teachers may keep track of practice work to check for completion and students could also track their practice work. Practice work is at the student’s instructional level and may only include Basic (2) level questions.

- **Formative (35% of the final grade)** – assessments/assignments occur during learning to inform and improve instruction. They are minor assignments (e.g., a three paragraph essay, written responses to guiding questions over an assigned reading, completion of a comparison contrast matrix). Formative assignments are graded for accuracy and descriptive feedback is provided. Formative work may be at the student’s instructional level or at the level of the content standard. Formative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment, students will be able to earn an Advanced (4). Teachers will require students to redo work that is not of high quality to ensure rigor and high expectations. The students score on a formative assessment that was redone will be their final score.

- **Summative (65% of the final grade)** – assessments/assignments are major end of learning unit tests or projects used to determine mastery of content or skill (e.g., a research paper, an oral report with a power point, major unit test, and science fair project). Summative assignments are graded for accuracy. Summative assignments assess the student’s progress on grade level standards and may not be written at the student’s instructional level. Summative assessments/assignments will have all levels of learning – Basic (2), Proficient (3), and Advanced (4), which means that for every formative assessment/assignment students, will be able to earn an advanced (4).

The following grading scale will be used to determine in-progress grades and those submitted at the end of the semester

- **A** = 3.26 – 4.00
- **B** = 2.51 – 3.25
- **C** = 1.76 – 2.50
- **D** = 1.01 - 1.75
- **F** = 0.00 – 1.00

1. Students are responsible for completing all coursework and assessments as assigned.
2. Students will be allowed retakes and revisions of coursework for full credit as long as they are turned in during that unit of study while a student still has an opportunity to benefit from the learning. When time permits, teachers should allow the redoing or revising of summative assessments.
3. **Students are expected to complete assessments when given to the class**
4. Redoing, retaking or revising will be done at teacher discretion in consultation with the student and parent(s). Teachers may schedule students before, during, or after school to address needed areas of improvement if not convenient during class. The time and location for redoing, retaking or revising will be done at the teacher’s discretion in consultation with the student and parent(s).
5. **Scores for student work after retaking, revising or redoing will not be averaged with the first attempt at coursework but will replace the original score.**
Class Rules and Expectations:
- Students will come to class prepared to learn with materials needed for class including their own writing utensil, notebook or paper, and homework/revised work.
- Electronics must be in line with building rules as outlined in the student code of conduct and will be treated under said code unless otherwise stated by Mr. Razor.
- All course work must be complete by the end of the unit of study, if not, it will be given zero credit without an opportunity for redoing as per the Omaha Public Schools grading policies.
- Plagiarizing others work suffers a ZERO tolerance response according to the Student Code of Conduct.
- Snapchat, Twitter, group messages and related social and private media sharing of assignments and exams is plagiarism. Any instances of these actions will result in zero credit, parent contact, and a forfeit of the opportunity to redo the assignment in addition to any other consequences assigned.
- Students will receive a course textbook to be used in conjunction with the material from class. It is expected that said book will be returned upon completion of the class in the condition from which it was issued.
- This section of the syllabus and/or this document as a whole may be amended at any time as seen fit by the instructor.

Assessments and Exams:
- Course grades will be determined by planned formative and summative assessments of knowledge.
- Major exams and/or writing projects are to be expected at the end of each major unit as outlined above.
- Each unit of study will consist of, at minimum, the following assessments:
  - Reading Quiz from text assigned to be read outside of class
  - Unit Essay (FRQ)
  - Unit Multiple Choice (Varies)
- Addendum to the district retake policy:
  - Retakes for summative assessments will be done outside of class during a scheduled time as set forth by the instructor. The time will be chosen by the student during a predetermined timeframe as set by the instructor. Please understand the following:
    - Essay retakes will be allowed to be scheduled either before or after school.
    - Times for retakes must be scheduled at least 24 hours in advance and you must contact the instructor before the scheduled time if you wish to reschedule within the time frame allowed.
    - Students may come in at any time and review the material covered but will not be allowed to see the exams during this time.
    - Failure to show at the predetermined time without prior notification will result in a forfeit of the retake opportunity.
    - Multiple Choice Exams and Personal Essays do not qualify for retakes.
  - Retakes for formative assessments
    - They do not exist.

Unit Grading Breakdown:
Each unit of study will have the following expectations for completion:
- Formative
  - Unit Outline
  - Mini-Quiz
  - Thematic Quiz
- Summative
  - Assessment type and length will vary depending on the unit and will be fully outlined and explained no less than one calendar week before the scheduled assessment.
Generic Course Outline:

Unit 1 – Beginnings through Absolutism
- From the beginnings of what will be known as Europe, the unit will cover the earliest major European contributions from the Greeks and Romans and transition through the Dark Ages and Middle Ages to the Renaissance. An emphasis will be placed on the significance of the Renaissance and the Age of Exploration in setting in motion the events that lead to the European nations being some of the most powerful in the world. The unit ends with the beginnings of Absolute Monarchies in Europe and the reactions of the people through dissent and revolution on a political and social level. Major events will include the Renaissance, Reformation, Counter-Reformation, Wars of Religion, English Civil War, Age of Exploration, and the Rise of Absolute Monarchs such as Louis XIV

Unit 2 – Absolutism and Early Modern Transformation
- With the height of Absolutism and continued revolt from the people, this unit will look at the how and why Absolute Monarchs were able to gain power and strengthen their position. It will also look at the intellectual and political revolutions of the people including Constitutionalism, the Enlightenment, Scientific Revolution, the rise of cities and guilds, the introduction of Mercantilism and Capitalism, Colonial Revolutions, and the French Revolution

Finals (Fall Semester)
- Students will take a Document Based Question (DBQ) final covering a topic from units 1 or 2

Unit 3 – The Long Nineteenth Century
- The 19th century saw the height of European global control and the height of wealth and power at home. This unit will examine how the Europeans were able to solidify their wealth and power, continued revolution of the people and the restructuring of economies with the introduction of the Industrial Revolution. It will also discuss the new and dangerous idea of Nationalism introduced to Europeans during the 1800s. Major topics to be discussed include the Industrial Revolution, European Colonialism and Imperialism, the rise of Nationalism, and the introduction of the ideas of Socialism and Communism

Unit 4 – The Twentieth Century and the Making of Modern Europe
- The peak of Nationalism in Europe brought about the two deadliest wars in human history, The Great War and World War II. These events, including the lead up to The Great War and the Interwar years, will be examined to understand why they happened and how they fundamentally shifted European and World history. The unit continues with the restructuring of Europe during the post war chaos and the Cold War which then ushered in the new Europe of today. Major topics to be discussed include The Great War, World War II, Cold War, formation of the EU, the breakup of the Soviet Union, and modern challenges faced by Europe today

AP Exam
- In the weeks leading up the exam students will have optional review sessions outside of class to cover material in advance of the exam
- Students who are registered for the exam will take it Wednesday, May 6th starting at 12pm

Finals (Spring Semester)
- Finals will be determined at a later date