



Course Title: AP European History

Instructors: Kelly O'Connell-Martinez

Instructor Availability: Monday 1:00 - 4:00 pm and Tuesday - Friday 3:00 - 4:00 pm

Instructor Contact: kmartinez@gomperscharter.org; Room: 71

Course Description:

This course will focus on the study of European History from 1450 to the present at a college-level. Students will focus on: (1) factors and motivations that contributed to Europe's interaction with the world since 1450; (2) the role economic development played in Europe's history; (3) the creation and transmission of knowledge in Europe's history and the relationship between traditional sources of authority and development of differing world views; (4) the development of various forms of government and civil institutions since 1450; (5) changes to family, class, and social groups in Europe and the impact on both individuals and society; and (6) how and why definitions and perceptions of regional, cultural, national, and European identity have developed over time.

Students will work individually and in groups to develop history disciplinary practice and history reasoning skills required by the AP College Board. Students will be asked to analyze historical evidence (both primary and secondary sources) and develop arguments in writing both long essays and document-based essays. They will learn how to use historical reasoning skills such as contextualization, comparison, causation and continuity and change over time to describe and explain the significance of historical events, developments and processes.

GPA Grading Guidelines:

Category	Grading Criteria	Percentage
Classwork	Completion/Quality (Must have a minimum of 1 weekly grade)	30%
Demonstrations of Learning	Key Course Assignments (See course syllabus for Unit Key Assignments)	35%
Homework/Independent Learning	Any work assigned to a student in which they complete on their own outside of class. (Must have a minimum of 1 weekly grade)	10%
Quarter Finals	Quarter finals are course specific, standards based exams that cover content from the 9 week quarter.	25%

* Classwork/Participation and Homework/Independent Learning will be updated weekly.



Prerequisites:

Recommendation from Freshman English and Social Justice teachers, MAP scores, commitment to take official AP exam.

Course Materials:

◦Textbook -

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

◦Supplemental Sources -

Sources of the Western Tradition, 9th ed. by Perry, Peden and Von Laue. Houghton Mifflin, 2014.

Western Civilization: Sources, Images, and Interpretations 8th ed. by Dennis Sherman. McGraw Hill, 2011.

Fast Track to a 5: Preparing for the AP European History Examination. By Susie Gerard, Cengage Learning, 2018.

◦Chromebook or Computer

◦Access to Internet

◦Websites -

www.tomrichey.net

www.sargenotes.com

Course Structure:

This course will be taught using a variety of teaching strategies including lecture, gist and sketch notes, class discussions, simulations, Socratic seminars and webquests. Students will work individually as well as in small and large groups.

Course of Study:

UNIT 1: c 1450 to c 1648 (9 WEEKS - 35 LESSONS) (CH 11-16)

AP Thematic Learning Objectives	AP Key Concepts	Key Assignments/Exams
INT: 1, 2, 3, 4, 5, 6, 7, 9, 11, 15 PP: 1, 2, 6, 7, 9, 13 OS: 1, 2, 3, 4, 5, 6, 9, 10, 11 SP: 1, 2, 3, 5, 7, 11, 13, 15 IS: 1, 2, 3, 4, 6, 7, 9, 10 NI: 1, 2, 3, 4	Students will understand: ◦The worldview of European intellectuals shifted from one based on ecclesiastical and classical authority to one based primarily on inquiry and observation of the natural world. (1.1) ◦The struggle for sovereignty within and among states resulted in varying degrees of political centralization. (1.2) ◦Religious pluralism challenged the concept of a unified Europe. (1.3)	CH 11 Assessment CH 12 Assessment CH 13 Assessment CH 14 Assessment CH 15 Assessment CH 16 Assessment



	<ul style="list-style-type: none"> ◦Europeans explored and settled overseas territories, encountering and interacting with indigenous populations. (1.4) ◦European society and the experiences of everyday life were increasingly shaped by commercial and agricultural capitalism, notwithstanding the persistence of medieval social and economic structures. (1.5) 	
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UNIT 2: c 1648 to c 1815 (5 WEEKS - 19 LESSONS) (CH 17 - 19)

AP Thematic Learning Objectives	AP Key Concepts	Key Assignments/Exams
INT: 1, 3, 5, 6, 7, 9, 10, 11 PP: 1, 2, 6, 7, 9, 10, 13 OS: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 SP: 1, 2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 15, 16, 17 IS: 2, 3, 4, 6, 7, 9, 10 NI: 1, 2, 3, 4	Students will understand: <ul style="list-style-type: none"> ◦Different models of political sovereignty affected the relationship among states and between states and individuals. (2.1) ◦The expansion of European commerce accelerated the growth of a worldwide economic network. (2.2) ◦The popularization and dissemination of the Scientific Revolution and the application of its methods to political, social, and ethical issues led to an increased, although not unchallenged, emphasis on reason in European culture. (2.3) ◦The experiences of everyday life were shaped by demographic, environmental, medical, and technological changes. (2.4) 	CH 17 Assessment CH 18 Assessment CH 19 Assessment

UNIT 3: c 1815 to c 1914 (7 WEEKS - 28 LESSONS) (CH 20 - 24)

AP Thematic Learning Objectives	AP Key Concepts	Key Assignments/Exams
INT: 1, 2, 3, 4, 6, 7, 9, 10, 11 PP: 1, 3, 4, 5, 7, 8, 10, 13, 14, 15 OS: 3, 4, 6, 8, 9, 10, 12, 13 SP: 1, 3, 4, 5, 7, 9, 10, 11, 12, 13, 14, 16, 17, 18	Students will understand: <ul style="list-style-type: none"> ◦The Industrial Revolution spread from Great Britain to the continent, where the state played a greater role in promoting industry. (3.1) ◦The experiences of everyday life were shaped by industrialization, depending on the level of industrial development in a particular location. (3.2) ◦The problems of industrialization provoked a range of ideological, 	CH 20 Assessment CH 21 Assessment CH 22 Assessment CH 23 Assessment CH 24 Assessment



<p>IS: 2, 3, 4, 5, 6, 7, 9, 10, 13</p> <p>NI: 1, 2, 3, 4</p>	<p>governmental, and collective responses. (3.3)</p> <p>◦European states struggled to maintain international stability in an age of nationalism and revolution. (3.4)</p> <p>◦A variety of motives and methods led to the intensification of European global control and increased tensions among the Great Powers. (3.5)</p> <p>◦European ideas and culture expressed a tension between objectivity and scientific realism on one hand, and subjectivity and individual expression on the other. (3.6)</p>	
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UNIT 4: c 1914 to Present (11 WEEKS - 42 LESSONS) (CH 25 - 30)

AP Thematic Learning Objectives	AP Key Concepts	Key Assignments/Exams
<p>INT: 1, 2, 3, 6, 7, 8, 9, 10, 11</p> <p>PP: 1, 3, 4, 5, 8, 10, 11, 12, 13, 15, 16</p> <p>OS: 3, 4, 8, 9, 10, 11, 12, 13</p> <p>SP: 1, 3, 5, 6, 8, 9, 10, 12, 13, 14, 17, 18, 10</p> <p>IS: 3, 4, 5, 6, 7, 8, 9, 10</p> <p>NI: 1, 2, 3, 4</p>	<p>Students will understand:</p> <p>◦Total war and political instability in the first half of the twentieth century gave way to a polarized state order during the Cold War, and eventually to efforts at transnational union. (4.1)</p> <p>◦The stresses of economic collapse and total war engendered internal conflicts within European states and created conflicting conceptions of the relationship between the individual and the state, as demonstrated in the ideological battle among liberal democracy, communism, and fascism. (4.2)</p> <p>◦During the twentieth century, diverse intellectual and cultural movements questioned the existence of objective knowledge, the ability of reason to arrive at truth, and the role of religion in determining moral standards. (4.3)</p> <p>◦Demographic changes, economic growth, total war, disruptions of traditional social patterns, and competing definitions of freedom and justice altered the experiences of everyday life. (4.4)</p>	<p>CH 25 Assessment</p> <p>CH 26 Assessment</p> <p>CH 27 Assessment</p> <p>CH 28 Assessment</p> <p>CH 29 Assessment</p> <p>CH 30 Assessment</p>



UNIT 5: Genocide Study (5 WEEKS - 20 LESSONS)

AP Thematic Learning Objectives	AP Key Concepts	Key Assignments/Exams
IS: 3, 5 NI: 1	Student will understand that ◦ Fueled by racism and anti-Semitism, Nazi Germany (with the cooperation of some of the other Axis powers and collaborationist governments) sought to establish a "new racial order" in Europe, which culminated with the Holocaust. (4.1.III.D) ◦ Nationalist and separatist movements, along with ethnic conflict and ethnic cleansing, periodically disrupted the post-WW2 peace. (4.1.V)	Genocide Assessment Project

Course Specific Student Expectations:

◦ Late Work Policy: Assignments turned in late will receive an automatic 20% deduction for the first three days. After the three days, the assignment will no longer be accepted and receive a grade of zero. After student receives two zeroes, parents will be contacted and the student will be assigned mandatory sixth period the following Monday where s/he will complete the missing assignment and/or other work.

◦ Tardy Policy: Class will start promptly on time. Students arriving tardy must have a pass. If not, they will be given after school detention. Duration of detention will be based on the minutes student was tardy. Up to ten minutes tardy will receive a ten minute detention. Up to 20 minutes tardy will receive a 20 minute detention. Detention must be served the same day it is given unless there are extreme circumstances. Team practice and club meetings are not considered extreme circumstances.

◦ Absence: A one day absence will be granted a one day extension. Student will be responsible for making up missed notes, readings, and other assignments by looking on Google Classroom. Any discussions about missing work must take place after school and not during class.

Accommodations/Modification and Supports:

Any student who requires accommodations, modifications or additional supports should contact me as early as possible so that we may arrange accommodations, modifications and supports.

GPA Student Expectations:

◦ School-wide Attendance: All students are expected to be punctual and in their classroom seat, ready to learn for each day. Under California law (Ed. Code 48200) all children between the ages of six and eighteen are required to be enrolled and in regular attendance at school. GPA families



know that school attendance is the critical first step to make sure that each student receives an education that will help them on their path to college. Students cannot learn what they need to be prepared for the next grade level, if they are not in school. The more absences from school a student has, the more they fall behind in their classes and the more difficult it will be to make it to college.

◦Planner Use: All students are expected to write all assignments in their GPA planner daily. Your first GPA planner will be provided by the school to support organization and time management.

◦Homework Completion: As a school working toward college preparation, all GPA students are expected to complete their daily/weekly assignments. Students who fail to complete their homework assignments on time, and are unexcused, will be required to attend lunch and after school tutoring support daily until completed. Until all assignments are completed, students may not be eligible for athletics, clubs, and other extracurricular activities.

◦Electronic Device Policy: Cell phones, smart watches, and other electronic communication devices that can send and/or receive data are not permitted to be visible, heard, or used in any manner during school hours except by approval of school authorities. Any violation and/or disruption of the learning process will result in the confiscation of the item. The parent/guardian must pick up the confiscated item from the Office of Student Conduct or the teacher.

◦Computer/Internet Usage Policy: Students may not use computers and/or the GPA network without proper adult supervision. The teacher/staff will choose resources on the Internet that are appropriate for classroom instruction and/or research for the needs, maturity, and ability of their students.

Acceptable Use-

- Access to any site that provides information relevant to current class assignments
- Access to college or university websites
- Use of teacher approved educational software (games, instructional tools, etc.)

◦Academic Integrity: Honest behavior is an expectation for all students at Gompers Preparatory Academy. Our goal is to create and maintain an ethical academic atmosphere. Acts of academic dishonesty that will not be tolerated at GPA are listed below:

- Cheating on any classroom assignment, test, or quiz
- Plagiarism - copying or representing another's ideas, words, or work as one's own, without properly citing the source. Plagiarism includes the misuse of published material, electronic material, and/or the work of other students. The original writer who intentionally shares his/her work for another to copy, without the permission of the teacher, is also engaged in plagiarism
- Fabrication (any falsification or invention of date, citation, or other authority in an assignment); theft or alteration of materials
- Unauthorized collaboration
- Unauthorized use of electronic devices



Students found in violation of GPA's Academic Integrity Policy will be disciplined appropriately, which may lead to formal suspension. Consequences for offenses may include, but are not limited to, detention, *lowering of academic and citizenship grade and/or suspensions/exclusion from extracurricular activities.*

Standards/Format for Writing Papers - MLA Format:

The standard format for all papers follows the MLA formatting rules:

1. Typed, double-spaced: TIMES NEW ROMAN, 12 font, including title
2. Heading: 4 lines - UPPER LEFT corner

Student name:	"Sammy Gompers"
Teacher name:	Ms. Teacher
Course name, period:	English I, Period 3
Date	06 February 2009
3. All pages numbered: upper right corner, last name and page number; no punctuation, no "p." or "pg."
4. Title: centered, upper and lower case
5. Work Cited/ Documentation Format: It is necessary to credit any source that is used in a paper or project. Plagiarism is considered cheating. All sources must be documented. Citing sources in a paper must be thorough and accurate. MLA formatting for in-text citations and works cited is mandatory.

Important Dates:

Quarter 1:

- Q1 Finals Week: October 23rd and 27th
- Parent Conferences: October 23rd - 27th
- End Date: October 30th

Quarter 2:

- Q2 Finals Week: January 22nd - 26th
- Parent Conferences: January 16th - 22nd
- End Date: January 31st

Quarter 3:

- Q3 Finals Week: April 9th - 13th
- Parent Conferences: April 16th - 20th
- End Date: April 23rd

Quarter 4:

- Q4 Finals Week: May 29th - June 1st
- End Date: June 26th



PLEASE SIGN AND RETURN THIS PAGE ONLY BY FRIDAY 9/1/17

GOMPERS PREPARATORY ACADEMY 2017-2018
AP EUROPEAN HISTORY SYLLABUS
MS. KELLY MARTINEZ

Please read this course syllabus carefully, and if you have any questions or comment, call Ms. Martinez at 619-730-9791. This slip must be signed by both the student and a parent or guardian, and returned to Ms. Martinez by September 5, 2017. Please keep the syllabus for your records.

I have read and understood the above course syllabus.

Student Signature : _____ Parent/Guardian Signature: _____

Date: _____

Date: _____

