




## Batavia High School Course Syllabus – Cover Page – AP European History – Mr. Bayer

<b>Course Name:</b> AP European History			
<b>Teacher:</b> Mr. Scott Bayer 	<b>Course Description:</b> AP European History is an intensive survey course that provides Batavia High School sophomore students with an opportunity to acquire college-level knowledge of and appreciation for the major events and movements that have shaped Western/European Civilization from approximately 1450 CE to the present. The course explores these events and movements through the lens of a college-level European history textbook, primary sources and multiple secondary source interpretations written by historians or scholars interpreting the past. Major emphasis will be placed on students' thematic acquisition of a body of knowledge of Modern Western History and development of their abilities to think like historians. We will attempt to explore Modern European History through five themes: Theme 1: Interaction of Europe and the World (INT); Theme 2: Poverty and Prosperity (PP); Theme 3: Objective Knowledge and Subjective Visions (OS); Theme 4: States and Other Institutions of Power (SP); & Theme 5: Individual and the Society (IS). Throughout the course students will develop, apply and master the following four historical thinking skills: (1) chronological reasoning, (2) comparison and contextualization, (3) crafting historical arguments from historical evidence and (4) historical interpretation and synthesis. Lastly, this course is designed to help prepare students to successfully take the Advanced Placement European History Exam which may earn them up to 6 hours of college credit.  For more information about AP European History please visit the following link on the AP College Board site: <a href="http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2122.html">http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/2122.html</a>		
<b>Teacher Contact Information:</b> <a href="mailto:scott.bayer@bps101.net">scott.bayer@bps101.net</a>  <b>Webpage:</b> <a href="http://www.mrbayer.weebly.com">www.mrbayer.weebly.com</a>	<b>Prerequisite:</b> Course: Cultural Studies or Honors Cultural Studies <b>Summer Reading:</b> N/A  <b>Course Fee:</b> None		
<b>Textbook Information</b> Spielvogel, Jackson J. <i>Western Civilization, 7<sup>th</sup> Edition.</i> Boston, MA: Wadsworth, Cengage Learning, 2010.	<b>Special Dates:</b> 2016 National AP European History Exam: May 6 <sup>th</sup> @ 12 Noon		
<b>Essential Learnings: Grades 9-10: Social Studies</b> <u>Essential Learnings for Reading</u> (CCR1) Drawing Logical Conclusions/Sourcing: Using evidence from primary and secondary sources to support logical conclusions about what a text is and might be implying (CCR2) Summarizing: Determining the main idea of a primary or secondary source by accurately summarizing all of the key events or ideas of the source. (CCR6) Corroboration: Comparing the point of view of two or more authors and analyzing how they treat similar topics, including which details they include and emphasize in their respective accounts and which they omit	<b>Grading/Assessments:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%; padding: 5px;">Types of Assessments:</td> <td style="padding: 5px;">Document Based Question Essays, Long Essays, Multiple Choice Tests, Short Answer Questions, Performance Evaluations, and various Projects</td> </tr> </table>	Types of Assessments:	Document Based Question Essays, Long Essays, Multiple Choice Tests, Short Answer Questions, Performance Evaluations, and various Projects
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<p>(CCR8) Close Reading: Evaluating the strength/validity of an author’s claim or thesis based on the evidence he or she used</p> <p><u>Essential Learnings for Writing</u></p> <p>(CCW1) Social Studies Logic: Structuring logical arguments organized around a thesis supported with claims, counter claims, valid reasoning and sufficient yet relevant evidence; providing conclusion statements or section supporting and reiterating thesis</p> <p>(CCW 2) Informative Writing: Informing, explaining or narrating complex ideas or topics clearly by using appropriate facts, definitions, concrete details, or other examples appropriate to the topic; providing a conclusion statement or section explaining the significance of the topic</p> <p>(CCW 7) Research-Based Writing: Conducting small and large research projects focused on self-generated essential questions, using information gathered to generate original, creative, and significant ideas, claims and evidence as the focus of writing</p>	<table border="1"> <tr> <td data-bbox="691 86 1000 558">Grade Calculation:</td> <td data-bbox="1000 86 1576 558">           50% - Summative Assessments – Applying Disciplinary Concepts (4 Unit Exams consisting of multiple choice and short-answer questions &amp; AP Euro Test – Final Exam)            30% - Summative Skills &amp; Writing Assessments: Long Essays/DBQ Essays (incorporates reading comprehension, document analysis/point-of-view interpretation, content knowledge, organization, argumentation)            10% - Formative Assessments (reading quizzes, practice DBQs, practice Long Essays, graded discussions, performance assessments and other in-class work)            10% - Reading Notes &amp; Question Responses         </td> </tr> <tr> <td data-bbox="691 558 1000 617">Special Course Policies:</td> <td data-bbox="1000 558 1576 617">None</td> </tr> <tr> <td data-bbox="691 617 1000 676">BPS Homework Policy:</td> <td data-bbox="1000 617 1576 676">6:290 policy.bps101.net</td> </tr> <tr> <td data-bbox="691 676 1000 751">BPS Grading Policy:</td> <td data-bbox="1000 676 1576 751">6:280 policy.bps101.net</td> </tr> </table>	Grade Calculation:	50% - Summative Assessments – Applying Disciplinary Concepts (4 Unit Exams consisting of multiple choice and short-answer questions & AP Euro Test – Final Exam) 30% - Summative Skills & Writing Assessments: Long Essays/DBQ Essays (incorporates reading comprehension, document analysis/point-of-view interpretation, content knowledge, organization, argumentation) 10% - Formative Assessments (reading quizzes, practice DBQs, practice Long Essays, graded discussions, performance assessments and other in-class work) 10% - Reading Notes & Question Responses	Special Course Policies:	None	BPS Homework Policy:	6:290 policy.bps101.net	BPS Grading Policy:	6:280 policy.bps101.net
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<p><b>Learner Profile:</b></p> <p>While students are graded on their academic achievement, students and parents also receive feedback on classroom behaviors and responsibility. While these behaviors are not graded, we believe that constructive feedback should be given. This feedback is called our Learner Profile. More information is available on the BHS website.</p>	<p><b>Extra Learning &amp; Help Opportunities:</b></p> <p><u>Testing and Tutoring Center Hours:</u>        Monday-Thursday - After School        Thursday Late Start - Before School: 7:30-8:15 AM</p> <p><u>AP Euro Exam Prep Sessions</u>        April/Early May – TBA</p> <p><u>NEW!!! – Bulldog Hour</u>        Thursdays from 10:58-11:58 AM</p> <p>My website contains resources for studying by unit:  <a href="http://www.mrbayer.weebly.com">www.mrbayer.weebly.com</a></p> <p><i>Additionally, I will provide review sessions for unit exams and appointments can be made with me before and after school, depending on my availability.</i></p>								
<p><b>Student Expectations for this Course:</b></p> <p>Students will participate fully during class and ask questions when they are unsure of something. They will work cooperatively with their classmates.  <i>See attached pages for additional details.</i></p>	<p><b>Characteristics of Successful Students in this Course:</b></p> <p>Students in this course attend school regularly and contribute to class discussions. They read critically, take good notes, ask questions and seek and/or help from their peers. Because this course is an intensive course with college-level rigor, it is imperative that students make a habit of doing assigned readings on-time and preparing for exams on their own – this includes the AP European History Exam in May. If students intend to take the AP Exam, it is highly-recommended that they attend review sessions in the spring as well as continue to study independently. Successful students also set personal goals to keep a focus on improvement.  <i>See attached pages for additional details.</i></p>								
<p><b>Teacher Expectations for this Course:</b></p> <p>I will be available for you both during class and outside of class when you have questions. I will push you to do the very best that you can do. I will provide feedback to you in a timely manner and help you to reach your goals.  <i>See attached pages for additional details.</i></p>	<p><b>Remediation Statement:</b></p> <p>Students will have the opportunity to remediate summative assessment Long Essays (LEs). Students must (1) work with the instructor to complete a remediation process on the LE in question and then (2) compose a written response to an alternative LE. If a student opts to remediate an LE and write an alternative LE, the grade on the new LE will fully-replace the previous grade (whether it be a higher or lower score). The entire remediation and reassessment/rewrite process will need to be completed within 2 weeks of the return of the original assessment.        *Remediation/Reassessment will <b>NOT</b> be allowed on summative Unit Tests or on the Final Exam.</p>								

# ADVANCED PLACEMENT EUROPEAN HISTORY COURSE DESCRIPTION & SYLLABUS

Mr. Bayer

## INTRODUCTION & COURSE DESCRIPTION

**Welcome to AP European History!!!** It is our hope that this course will be among the most challenging and the most rewarding of your high school career. This class will give you an opportunity to acquire a college-undergraduate-level understanding of and appreciation for the major events and movements that have shaped Western/European Civilization from approximately 1450 CE to the present. We will focus on your ability to acquire a body of knowledge of Modern Western History and develop your ability to think like an historian.

We will segment our course into four chronological periods/units of study:

Period/Unit 1: c. 1450 to c. 1648

Period/Unit 2: c. 1648 to c. 1815

Period/Unit 3: c. 1815 to c. 1914

Period/Unit 4: c. 1914 to Present

In each unit, we will be developing your understanding of Modern European History through five themes:

Theme 1: Interaction of Europe and the World (INT)

Theme 2: Poverty and Prosperity (PP)

Theme 3: Objective Knowledge and Subjective Visions (OS)

Theme 4: States and Other Institutions of Power (SP)

Theme 5: Individual and the Society (IS).

Throughout the course you will develop, apply and master the following four historical thinking skills:

(1) Chronological Reasoning

(2) Comparison & Contextualization

(3) Crafting Historical Arguments from Historical Evidence

(4) Historical Interpretation & Synthesis

We will explore these events and movements through the daily reading of a college-level European history textbook, analyzing primary sources and multiple secondary source interpretations written by historians or scholars interpreting the past.

Lastly, this course will help prepare you to take the Advanced Placement European History Exam on **May 6<sup>th</sup>** which will determine whether or not you are deemed qualified for college credit.

## STUDENT RESPONSIBILITY & TIME COMMITMENT

Success in this class will require a level of responsibility, cooperation, and interaction which may not have been required of you before. It is very important that you complete all the required readings and the related assignments, save all the handouts (including this syllabus) in a binder (or two) and attend study sessions outside of class. The coursework is at a college level, regulated by the AP College Board. While our 90-minute block schedule allows us to devote a significant amount of instructional time every day to reinforcing key concepts, it does require us to cover all of the historical content and develop all of the historical thinking skills in roughly half the calendar time afforded to most AP Euro students. Because of the rigors of this course and because of the limitations of our schedule, it will be necessary for you to be extremely organized, remain mindful of your personal schedule, plan ahead and routinely devote an average of 1-2 hours of work each evening reading and studying. While this may seem daunting, you must remember, you CAN do this!

## OUR COMMITMENT TO YOU

Put simply, I am committed to providing you with a top-quality learning experience. As high school sophomores, I realize you will need me to help you build your context for Modern European history, support you with reading/note-taking strategies, guide you on how to approach and analyze the sources of history, and instruct you to read, write and think like an historian. I also know that you will rely on me to help you organize, guide your studies, and make sense of what is a complex discipline.

### *I WILL BE THERE FOR YOU!!!*

If there is ever anything that you do not understand, let me know and we will try to figure it out together. Ongoing, if there are any changes that you feel need to be made to enhance your experience, please make me aware of those as well. I take your concerns very seriously and am always willing to listen to you. Over the past 5 years, I have poured thousands of hours in preparation to meet your learning needs and I expect that with your suggestions, I can continue to improve this course to benefit you and all of my students.

## AP EUROPEAN HISTORY EXAM

My number one goal in offering this course is to provide you with an engaging and high-quality college-level learning experience. Additionally, the course will prepare you to take the AP Test. There will be after-school sessions available in the spring to prepare you for this exam which takes place in early May. These sessions will be designed to help you improve your knowledge, your skills and your score. For the students who take AP Euro in the fall semester and finish the class in December, you should continue to study on your own until the test on Friday, May 6<sup>th</sup>.

For those students who take AP Euro in the spring semester, it is important for you to continue to proactively study and prepare for the AP Exam throughout the spring semester, while your course progresses. We will do the best we can to complete the course by the day of exam, but it is up to you to proactively “close” these gaps in your content knowledge via proactive study.

The AP European History examination itself is three hours and five minutes in length. It is segmented as follows:

<b>Section</b>	<b>Question Type</b>	<b>Number of Questions</b>	<b>Timing</b>	<b>% of Total Exam Score</b>
I	<b>Part A:</b> Multiple Choice Questions (MC)	55 Questions	55 Minutes	40%
	<b>Part B:</b> Short-Answer Questions (SA)	4 Questions	50 Minutes	20%
II	<b>Part A:</b> Document-Based Question (DBQ)	1 Question	55 Minutes (15/40 reading/writing)	25%
	<b>Part B:</b> Long Essay Question (LE)	1 Question (chosen from a pair)	35 Minutes	15%

In large measure, this course is designed to prepare you to take the AP European History Exam in May, which gauges your mastery of historical content and skills. Throughout the course I will help you develop the competence necessary to successfully complete the test. Specifically, I will provide you with an opportunity to practice MC and SA questions on your unit exams. Additionally we will plan for and write many LE-style questions in each unit of study. We will also attempt several DBQs wherein you will learn how to analyze primary and successfully use them to make evidence-based written claims. Over the course of the semester, we will foster the specific skills necessary to complete these essays in a timed format simulating the AP European History testing environment.

## COURSE GRADING

- 1) **Tests:** Tests will be given at the end of each unit. I am planning (4) unit tests covering four (4) or five (5) chapters each AND one (1) cumulative final exam. Tests will consist of any/all of the following: Multiple Choice questions (MCs), Short Answer questions (SAs), Long Essays (LEs) and/or Document Based Questions (DBQs).
- 2) **Quizzes:** Reading quizzes may be given regularly: both announced and unannounced.

- 3) **Projects/Papers/Homework:** Various essays/essay-outlines and projects will be assigned over multiple days throughout the semester. Homework assignments will be given daily. The majority of your homework assignments will be to complete reading assignments. **STAY CURRENT WITH THE READING.**
- 4) Because this is a college level class, you are expected to do a significant amount of work on your own. Doing all the homework and reading is ESSENTIAL. **WE CANNOT COVER EVERYTHING IN CLASS THAT YOU NEED TO KNOW FOR EACH EXAM – USE THE GUIDED READING QUESTIONS AND CURRICULUM FRAMEWORK AS YOUR STUDY GUIDE.**
- 5) **Binder:** A three-ring binder is required (probably 2), but I will not be grading or checking it during the year. All handouts will be three-hole punched for you to include in your binder. Remember, you will be held accountable for a large amount of information. It will benefit you greatly to stay organized so you can access what you need when you need it.
- 6) **My Website:** Get in the habit of using my web page: [www.mrbayer.weebly.com](http://www.mrbayer.weebly.com). It contains many valuable resources that will aid you throughout the course.
- 7) **Class Participation:** This class is what you make of it! We will spend significant time in reading seminar discussion groups. The more you participate and interact, the more you will learn. You are expected to work with/cooperate with your peers, participate in a variety of learning situations, be punctual, contribute to classroom discussions, and be prepared. We will have a variety of graded discussions throughout the semester.
- 8) **Make Up Work:**
  - a. **Remember, it is your responsibility to find out what work was missed and when it is due. The best way to do this is to keep in close contact with your classmates. Do not expect me to remind you of it.**
  - b. You will be given two (2) days to make up work for every day that you are absent. Missed tests must be made up within one week of your absence.
  - c. Be sure to get any missed notes from a classmate.
  - d. If you are absent (excused) on a due date, you must hand in your work the day you return to class in order to receive credit.
  - e. **If you are truant, then you cannot make up work and will earn zero credit – this includes tests and quizzes.**
- 9) **Grading Scale:** Grades are calculated on the basis of total points possible.

**Percentages and Letter Grades**

89.5% to 100%	A
79.5% to 89.4%	B
69.5% to 79.4%	C
59.5% to 69.4%	D
59.4% and below	F

**Grade Breakdown:**

- |     |   |  |
|-----|---|--|
| 50% | - | <b>Summative Content Assessments</b> – These will take the form of end-of-unit exams consisting of Multiple Choice (MC) questions and Short Answer (SA) questions. An AP European History Exam (also the final exam for the course) is included in this category.  |
| 30% | - | <b>Summative Skills Assessments</b> – These will take the form of in-class or out-of-class Long Essays (LEs) or Document Based Question (DBQ) essays and essay outlines. These essays involve reading comprehension, document analysis, written demonstration of content knowledge and historical thinking skills.   |
| 10% | - | <b>Formative Assessments</b> – These will take many forms including daily reading quizzes, practice DBQs, practice LEs, practice SAs questions, graded discussions, performance assessments and other in-class assignments.  |
| 10% | - | <b>Reading Notes &amp; Question Response Packets</b> – This might be lumped under “Formative Assessments,” except that, while small as a weighted percentage, notes/guided reading questions will comprise an enormous amount of your time. I use notes as a diagnostic tool for how you are approaching and drawing meaning from the reading of your text and for how you are preparing for your exams. |

## ACADEMIC HONESTY

You would not steal someone else's property. Similarly, you should not steal someone else's ideas. When you plagiarize, copy, or try to pass off someone else's work or ideas as your own, you are stealing their intellectual property. You are expected to do all of your own work, to not plagiarize, to not simply "cut & paste" from the internet, etc. Violation of this policy will result in **zero credit** for the assignment and possible further disciplinary action.

## MISCELLANEOUS COURSE REQUIREMENTS

- 1) Arrive on time. Excessive lateness, absences (especially truant absences) will have negative consequences.
- 2) Do your best – put in a full-measure of effort!
- 3) You are expected to complete homework and reading assignments on time.
- 4) You are expected to faithfully abide by the policies & procedures outlined in the *BHS Student Handbook*.  
Expectations that I emphasize are:
  - Respect others and treat others as you would like to be treated.
  - Within the bounds of academic honesty – help each other ... you are your brother's keeper!
  - Be on time (in the class when the bell rings)...the consequence of a tardy is a detention.
  - Talk only when recognized or instructed to do so (...think college classroom...)
- 5) You should bring the following with you to class every day unless told otherwise:
  - Your Spielvogel textbook
  - Pen or pencil
  - A three-ring binder devoted exclusively to AP European History (for your notes, assignments, supplementary readings, etc.) with dividers and notebook paper
  - Your charged Chromebook – I AM EXCITED TO PUT THESE TO USE!!!

## TEXTBOOK AND SUPPLEMENTARY READINGS

Our course will follow the sequence and chronology of the following text. You will be expected to read the entire textbook in pace with the course outline.

**Primary Text:** Spielvogel, Jackson J. *Western Civilization, 7<sup>th</sup> Edition*. Boston, MA: Wadsworth, Cengage Learning, 2010.

In addition to our primary text, you will be assigned selected readings, both primary source documents and secondary histories, from the following anthology sources. Readings from these sources may be assigned in-class and for homework. They will be the subject of a significant portion of our class activity/discussion.

### **Major Sources of Selected**

#### **Primary & Secondary**

#### **Supplementary Readings:**

Perry, Marvin, Joseph R. Peden, Theodore H. Von Laue. *Sources of the Western Tradition – Volume I: From Ancient Times to the Enlightenment, Third Edition*. Boston, MA: Houghton Mifflin Company, 1995. Print.

Perry, Marvin, Joseph R. Peden, Theodore H. Von Laue. *Sources of the Western Tradition – Volume II: From the Renaissance to the Present, Fourth Edition*. Boston, MA: Houghton Mifflin Company: 1999. Print.

Sherman, Dennis. *Western Civilization – From the Renaissance to the Present: Sources Images, and Interpretations, Seventh Edition*. New York: McGraw-Hill, 2008. Print

**Other primary and secondary sources will be used throughout the semester.**

COURSE WEBSITE  
[www.mrbayer.weebly.com](http://www.mrbayer.weebly.com)

NEED EXTRA HELP?

If you need extra help or assistance, please feel free to come see me. Talk to me after class, before or after school or during our Bulldog Hour (on Thursdays). Feel free to contact me any time:

<b>Office phone:</b>	Mr. Bayer (630) 937-8644
<b>E-mail (the best and quickest way to make contact):</b>	scott.bayer@bps101.net
<b>Calls welcome before 9 PM (Text Anytime, but please ID yourself):</b>	773-592-6300 (cell)

You are not alone in this class. Rely on each other. It is highly encouraged that you form study groups with fellow students to help navigate your way through the college-level material.

UNIT BREAKDOWN

***The Emergence of the Modern***

**Period 1 – 1450-1648:** ~ 4.5 weeks (includes Middle Ages introduction)

*See Key Concept Outline for Learning Objectives*

Formative Assessments: DBQ Exercises, SA/MC questions throughout the unit

Summative Assessments: LEs/Outlines  
Unit 1 MC and SA Exam

***Centralization of the European State & Revolutionary Upheaval***

**Period 2 – 1648-1815:** ~ 4.5 weeks

*See Key Concept Outline for Learning Objectives*

Formative Assessments: DBQ Exercises, SA/MC questions throughout the unit

Summative Assessments: LEs  
Unit 2 MC and SA Exam

***The Impacts of Industrialization & Nationalism and the Development of Empire & Mass Society***

**Period 3 – 1815-1914:** ~ 4.5 weeks

*See Key Concept Outline for Learning Objectives*

Formative Assessments: DBQ Exercises, SA/MC questions throughout the unit

Summative Assessments: Graded DBQ  
LEs  
Unit 3 MC and SA Exam

***20<sup>th</sup> Century European Conflict & Cooperation***

**Period 4 – 1914- present:** ~ 4.5 weeks

*See Key Concept Outline for Learning Objectives*

Formative Assessments: DBQ Exercises, SA/MC questions throughout the unit

Summative Assessments: Graded DBQ  
LEs  
Unit 4 MC and SA Exam  
Practice AP Euro Test – Final Exam

**STUDENTS**

Please sign your name to indicate that you have read and understand the guidelines and policies explained in this document.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

**PARENTS/GUARDIANS**

I have asked your son/daughter to bring this classroom guideline document home to share with you. I would very much appreciate if you would take the time to read through this information. I will do my very best to keep in contact with you regarding the performance of your son or daughter. Please do not hesitate to contact me if you have any questions, concerns or feedback throughout the semester. Please sign your name to indicate that your son/daughter has taken the time to show you this information. Thank you!

\_\_\_\_\_  
Parent/Guardian Signature

\_\_\_\_\_  
Date