NNHS AP European History
Syllabus

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District Mission
To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Department Mission:
Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers and empathetic and compassionate human beings through our dynamic teaching and collaboration

Course Description
The AP European History course outlined in this syllabus reflects a commitment to what history teachers, professors, and researchers have identified as the main goal of a college-level modern European history survey course: learning to analyze and interpret historical evidence to achieve understanding of major developments in European history. Students practice the thinking skills used by historians by studying primary and secondary source evidence, analyzing a wide array of historical evidence and perspectives, and expressing historical arguments in writing.

In AP European History, students will investigate significant events, individuals, developments and processes in four historical periods from the end of the Medieval period through the present. We will explore seven themes throughout the year to make connections among historical developments in different times and places. This course is reading and writing intensive and students enrolled in the course are encouraged to take the College Board Advanced Placement Exam. Every AP Exam question will assess at least one of the historical thinking skills and at least one key concept related to the following historical themes.

AP European History Themes -
1. Interaction of Europe and the World (INT)
2. National and European Identity (NEI)
3. States and other Institutions of Power (SOP)
4. Economic and Commercial Developments (ECD)
5. Cultural and Intellectual Developments (CID)
6. Technological and Scientific Innovation (TSI)
7. Social Organization and Development (SCD)
Historical Units & Periods - The historical periods, from approximately 1450 to the present, provide a temporal framework for the course.

**Semester 1 -**

**Period 1: c. 1450 - c. 1648**
1. Renaissance and Exploration
2. Age of Reformation

**Period 2: c. 1648 - c. 1815**
3. Absolutism and Constitutionalism
4. Scientific, Philosophical, and Political Developments
5. Conflict, Crisis and Reaction in the Late 18th Century

**Semester 2 -**

**Period 3: c. 1815 - c. 1914**
6. Industrialization and Its Effects
7. 19th Century Perspectives and Political Developments

**Period 4: c. 1914 - the Present**
8. 20th Century Global Conflicts
9. Cold War and Contemporary Europe

AP Historical Thinking Skills

1. Developments and Processes - We will identify and explain historical developments and processes.
2. Sourcing and Situation - We will analyze sourcing and situations of primary and secondary sources.
3. Claims and Evidence in Sources - We will analyze the context of historical events, developments, or processes.
4. Contextualization - We will analyze the context of historical events, developments, or processes.
5. Making Connections - We will use historical reasoning processes to analyze historical patterns and connections between and among historical developments and processes.
6. Argumentation - We will develop a historical argument.

AP History Reasoning Processes

1. Comparison  
2. Causation  
3. Continuity and Change

**Grading**

**Formative Work – 25%** - Discussion Boards, Articles for Discussion and any other homework assignments

**Summative Work- 75%** - Unit Assessments (Projects), Vocabulary Quizzes and Essays

**Demonstrate academic honesty.** Students are to complete all coursework independently unless otherwise specified. If you need help with an assignment ask me! Copying or allowing others to copy your work will result in a zero for the assignment and disciplinary action as outlined in the student handbook. All formal
writing assignments should be written following MLA formatting guidelines with a properly formatted work cited or bibliography page.

**Overall Semester grade:**
85% of the Coursework grade includes formative and summative assignments
15% Semester final exam and/or project

**Reflection & How Can Students Do Better? Policy**

**Summative Assessments (tests or quizzes):** Students who earn a 79% or below on their first attempt can make corrections to the test or quiz. Any score higher than 79% cannot make test corrections. The purpose of test corrections is for a student to reflect on their academic performance and demonstrate an understanding of the course content knowledge & skills.
- A student can make test corrections to achieve up to 80%.

**Formative Assignments (class work, activities, homework):** There are no “retakes” of formative assignments.

**Communication**
- Teachers make every effort to respond to emails and phone calls within 48 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven’t received a response within 48 hours, please resend the email or call their voicemail. Your email may have gone into the spam folder.

**Help**
- Make an appointment with your teacher.
- Attend S.O.S (supervised open study) in the Learning Commons M, W & Th from 3:15 to 4:15.
- Drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

**Parents and/or Guardians**

We need your help!
- Parents can view student grades on Infinite Campus.
  - The grades on Infinite Campus will be accurate during monthly progress. Prior to those dates, the grade reflected is fluid.
  - Infinite Campus is a communication tool until your student’s final semester grade is posted.
- Please ask your student about their school work and what they are currently studying in AP European History