

AP European History 2019-2020 COURSE INFORMATION SHEET

Course Title: AP European History

School: Mountain View High School

UC/CSU requirement: YES/YES

Textbook and/or other learning resources: Western Civilization by Spielvogel, 10th Edition

Student Learning Outcomes:

The purpose of this course is to develop fluency with core historical concepts and events to guide in decision making and meeting responsibilities as participants in our democratic society. Toward that end, the course has two focuses:

1. To develop in students an understanding of European history from the late Middle Ages to the present based on the College Board's syllabus.
2. To improve students' skills in the social sciences to college level performance.

Although the AP exam is not the sole focus, the course is structured to provide robust preparation in content and skills.

Assessment and Grading (BP 5121 / AR 5121): To ensure that every student has an equal opportunity to demonstrate their learning, the course instructors implement aligned grading practices and common assessments with the same frequency.

Grading categories and their percentage weights: Grading practices are determined by course teams. All teachers of this course will determine grades as defined below:

Weight of assignments and/or components of the grade: The final grade will be composed of the following:

1. Preparation and Collaboration 10%
2. Historical Thinking & Writing 35%
3. Historical Mastery 55%

Achievement evidence collected within each grading category:

1. Preparation and Collaboration - This category is designed to assess students participation in a collaborative classroom and attention to key content learned during and outside of class. The grade will be primarily based on note guides for each unit, class discussions and group collaborations. Students will be informed of the aligned quantity, weight, and due dates of assignment/assessments in each grading category as much in advance as possible.
2. Historical Thinking and Writing- This category is designed to assess and further the development of core content, critical thinking, and writing skills in an on-going and formative way. This category is primarily assessed based on short answer, long essay, document-based essay, and multiple choice questions completed in a non-test setting. Students can expect 5-6 aligned assessments of this type per semester.
3. Historical Mastery: This category is designed to measure a student's independent mastery and so is primarily assessed based on short answer, long essay, document-based essay, and multiple choice questions completed in a timed test setting meant to mimic the AP exam experience. Students can expect 5-6 aligned assessments of this type per semester.

Grading scales:

Skill Level Name	Letter Mark	SIS Final Grade Percent Scale
Advanced +	A+	96.66-100
Advanced	A	93.33-96.65
Advanced -	A-	90-93.32
Proficient +	B+	86.66-89.99
Proficient	B	83.33-86.65
Proficient -	B-	80-83.32
Basic +	C+	76.66-79.99
Basic	C	73.33-76.65
Basic -	C-	70-73.32
Below Basic +	D+	66.66-69.99
Below Basic	D	63.33-66.65
Below Basic -	D-	60-63.32
Far Below Basic	F	50-59.99

Homework/outside of class practices ([AR 6154](#)):

Learning is an iterative process, and students will be expected to reinforce key concepts learned in class, as stipulated by the College Board, at home. They will also periodically complete practice LEQ, DBQ, SAQ, and Multiple Choice (via the albert.io platform) questions to assess class content and skills, and to prepare for the AP Assessment.

Excused absence make up practices ([Education Code 48205\(b\)](#)):

If a student misses class, the student should check Google Classroom for class resources, where all note slideshows, class activities, and assignments are posted. The student should review these materials independently. If the student has questions after reviewing these materials, the student should visit the teacher during tutorial period to clarify understanding. If the tutorial period is not a convenient time, the student should engage the teacher to schedule another meeting time. For extended or planned absences, please let the teacher know in advance.

Academic integrity violation practices ([MVHS Academic Integrity Policy](#)):

Honesty, trust and integrity are vital components of the education process. The Governing Board believes that academic honesty and personal integrity are fundamental components of a student's education and character development. The Board expects that students will not cheat, lie, plagiarize or commit other acts of academic dishonesty. There are three categories for violations of academic integrity based on the severity of the offense (Categories A, B, and C). Examples of academic integrity violations include, but are not limited to, copying homework, allowing someone else to copy your work, plagiarism (taking or passing off another's ideas as one's own, including using Internet sources without documentation), copying from another's exam, improperly obtaining and/or using tests, and using unauthorized notes/materials. Check with your teachers if you are unsure of their expectations. A student's education and integrity are extraordinarily valuable. Thus, students are expected to do their own work. If a student is concerned that they may not be able to complete their own work, they should consult their teacher for assistance. Student or parents/guardians who are unclear about what constitutes cheating should consult the instructor and the district Academic Integrity policy posted on the instructor's website. District policy regarding cheating will be followed at all times.

Late work and Revision practices:

Completing work on time is highly recommended, as it allows students to reinforce content knowledge and practice skills in class, and for the teacher to provide better feedback. The result is increased learning and higher grades. Even when students do not complete work on time, however, they are still expected and encouraged to complete and turn in that work. Late work will be downgraded in "preparation and collaboration" credit. Because making and correcting mistakes is part of any learning process, students are encouraged to take advantage of the instructor's revision opportunities. Students are encouraged to take advantage of the teacher's revision opportunities. Students may revise AP writing assignments, written critical thinking assignments, and they may reassess content knowledge in order to show greater mastery. Revision time frame varies depending on the assignment but all content knowledge reassessments must be completed 1 week before the end of the semester.

Extra credit practices:

There are no options for extra credit. The privilege to revise and reassess is the student's opportunity to increase their proficiency and overall grade.

Instructors' email addresses:

If your primary instructor is not in attendance, please feel free to contact the other instructor with any questions
Madeline Miraglia: madeline.miraglia@mvla.net, Room 208
Kevin Heiken: kevin.heiken@mvla.net, Room 207

In signing below, we are communicating that we have read, understand and agree with the expectations outlined in the AP European History Course Information Sheet

Student Name/Signature

Period

Parent/Guardian Signature