



## Mrs. Brieno-Young

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### Contact Information:

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Website: <http://mrsbrienoyoung.weebly.com>

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### Course Overview

This course is presented as a two semester course: (Fall Semester) Renaissance through French Revolution, and (Spring Semester) Industrial Revolution to the present.

AP European History is made to be the equivalent of a freshman college course and students will have an opportunity to earn college credit. This course will require students to do extensive amount of reading and research. The course includes extensive instruction in analysis and interpretation of a wide variety of primary sources, including documentary material, maps, works of art, and graphic materials.

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### Supplies:

Binder, loose leaf paper, note cards, and a pen

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### Student Responsibilities/Classroom Expectations:

#### Responsibilities:

1. Show respect.
2. Come prepared.
3. Be actively engaged/participate in every activity.

#### Consequences for Student Responsibilities:

1. Verbal Warning
2. Conference with Student
3. Conference with Parents
4. Teacher/Campus Detention (minimum 15 before school, during lunch, or after school)
5. Referral to Assistant Principal

(Consequences may be issued in any order or combined, depending on the situation)

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## **Grading Policy:**

### **Grading Scale:**

A = 90-100%  
B = 80-89%  
C = 70-79%  
F = 0-69%

### **Summative:**

Summative Assignments will count as 70% of each nine-week grade.

To include, but not limited to:

Unit Exam, Major Projects, History Labs, and Essays

Essays will be assigned as one of two types: Long Essay Question (LEQ) or Document Based Question (DBQ).

Essays will be graded on a 1-9 point rubric that resembles the same standards used by the AP grading committee for European History. The essays assigned will provide students an opportunity to:

- Show their mastery of the course objectives within each essay
- Incorporate information from the themes of this course within each essay
- Use analysis and evaluation to prove their thesis
- Practice the skills necessary to be successful on Part B and C of the AP exam

### **Formative:**

Formative assignments will count as 30% of each nine-week grade.

To include, but not limited to:

Quizzes

Map Assignments

Family Tree

Vocabulary Assignments

Unit Short Answer Questions

**Semester Exams:** The district requires the course have fall and spring exams or cumulative semester projects

### **Late Policy and Retake Policy:**

There will be 10 points deducted for every day the assignment is late. However, the students will be given 3 passes every nine weeks to receive full credit on a late formative assignment.

Late work will not be accepted the last week of the nine week marking period.

A student shall be permitted one opportunity to redo any assignment or retake any test for which the student received a failing grade. The student must submit a request form within 10 days of the grade being posted in the grade book and within the grading period. The student must come to tutorial session for assistance and to turn in the retake form prior to retaking the test during tutorials. (Campuses may determine additional and more specific criteria per KISD policy.)

### **Tutorials:**

**Tuesday-Thursday: 8:00am to 8:35am**

**Monday-Thursday: 4:10 pm to 4:30pm**

**Tutorials may change during the teacher's duty weeks.**

**Students will be informed of the changes.**

All students absent from school shall have the opportunity to make up all schoolwork assigned during their absence. Students have **five school days** after returning to school to complete make-up work. In unusual circumstances, the principal or his/her designee may extend this time period. **Work assigned prior to the absence shall be turned in or completed on the day the student returns to school.** If a test or major assignment had been previously communicated to students it will be completed or due the day they return.

Full credit will be awarded for make-up work. A student who does not make up assigned work within the time allotted by the teacher may, at the discretion of the teacher, receive a grade of zero for the assignment.

In the case of truancies, make-up work can earn only 50% of the credit that would have been earned if the student had been present. (KHS Policy)

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### **Course Objectives**

- Interpret and apply data from primary sources, including graphs, letters, charts, diaries, maps, etc.
- Effectively use analytical skills to critique primary sources and assess the validity of such documents
- Master a broad spectrum of historical knowledge
- Use historical information to support or disprove an argument or position
- Demonstrate an understanding of historical chronology
- Prepare for and successfully pass the AP European History Exam

**Course Themes:** Every unit of study will incorporate a piece of every theme. These themes will be present in every Long Answer Essay, Short Answer Questions, and DBQ presented to the students for analysis and assessment.

#### **Objective Knowledge and Subjective Vision**

- Changes in religious thought and institutions
- Secularization of learning and culture
- Scientific and technological developments and their consequences
- Major trends in literature and the arts
- Intellectual and cultural developments and their relationship to social values & political events
- Developments in social, economic, and political thought, including ideologies characterized as “-isms,” such as socialism, liberalism, nationalism
- Developments in literacy, education, and communication
- The diffusion of new intellectual concepts among different social groups
- Changes in elite & popular culture, such as the development of new attitudes toward
- Religion, the family, work, and ritual
- Impact of global expansion on European culture

#### **Interactions of Europe and the World/ States and Other Institutions of Power**

- The rise and functioning of the modern state in its various forms
- Relations between Europe and other parts of the world: colonialism, imperialism, decolonization, & global interdependence
- The evolution of political elites & the development of political parties, ideologies, & other

forms of mass politics

- The extension and limitation of rights and liberties (personal, civic, economic, & political); majority and minority political persecutions
- The growth and changing forms of nationalism
- Forms of political protest, reform, and revolution
- Relationship between domestic and foreign policies
- Efforts to restrain conflict: treaties, balance-of-power diplomacy, and international organizations
- War and civil conflict: origins, developments, technology, & their consequences

### **Poverty and Prosperity/ Individual and Society**

- The character of and changes in agricultural production and organization
- The role of urbanization in transforming cultural values and social relationships
- The shift in social structures from hierarchical orders to modern social classes: the changing distribution of wealth and poverty
- The influence of sanitation and health care practices on society; food supply, diet, famine, disease, and their impact
- Changing definitions of and attitudes toward social groups, classes, races, and ethnicities within and outside Europe
- The origins, development, and consequences of industrialization
- Changes in the demographic structure and reproductive patterns of Europeans: causes & consequences
- Gender roles and their influence on work, social structure, family structure, and interest group formation
- The growth of competition and interdependence in national and world markets
- Private and state roles in economic activity

### **Historical Scholarship:**

Every unit studied will include outside reading requirements of primary sources, interpreting maps, analyzing artistic contributions, etc. This outside reading will help the student prepare for the essays required on the AP exam at the completion of the school year.

### **Principle Textbook:**

Thomas Noble, Barry Strauss, and Duane J. Osheim. *Western Civilization: The Continuing Experiment*, 3rd Edition; Houghton Mifflin Company, 2002.

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### **Historical Periods:**

The Course is divided into several periods, show below, and within each will be various units of study.

Period 1: c. 1450 to c. 1648

Period 2: c. 1648 to c. 1815

Period 3: c. 1815 to c. 1914

Period 4: c. 1914 to the Present

**Units of Study:**

Middle Ages  
Renaissance and Reformation  
Age of Exploration and the Scientific Revolution  
Absolutism and Constitutionalism  
The Enlightenment  
French Revolution & Napoleon  
The Age of the Revolutions  
The Industrial Revolution  
Unification  
The Isms  
Nationalism and Imperialism  
World War I  
Between the Wars and the Rise of the Dictators  
World War II  
The Cold War to the Present

Please sign and return the form below, thank you.

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I have read and understood the syllabus for Mrs. Brieno-Young's AP European History.

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Print Student Name

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Parent Name

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

Best way to contact parent/guardian:

Any additional information you would like me to know about your student: