



Advanced Placement European History 2025-2026 Syllabus

Teacher: Ms. Angela Dormiani

Email: adormiani@astecschoools.com

Plan Period: 3rd Hour

Monday - Friday: 3rd hour, 10:26-11:14

Early Release Monday: 9:56 AM - 10:30 AM

Phone: 405-947-6272

Textbook: McKay's *A History of Western Society For the AP Course*, Thirteenth Edition, by Wiesner-Hanks, et al.

Supplemental Materials: College Board AP Classroom: <http://myap.collegeboard.org>

Course Description:

AP European History is the equivalent of a two-semester introductory college or university European history or Western Civilization course. In this course, scholars investigate significant events, individuals, developments, and processes in nine units that span the historical time frame from approximately 1450 to the present. Throughout the course, they will develop analytical and interpretive writing skills, practicing short answer questions as well as document-based and long essay question essays. As a college course, there will be extensive writing and reading assignments, therefore, readings and other assignments will often be expected to be completed outside of class to ensure scholar success in the classroom and on the AP Exam. As a result of taking this course, students will be prepared and strongly encouraged to take the AP European History exam (Monday, May 4, 2026 @ 12PM) with the opportunity to earn college credit.

Course Objectives:

According to the College Board AP European History Curriculum Framework, content will be taught to assess various historical thinking skills and reasoning processes through topics that cover the Renaissance, Reformation, Age of Absolutism and Constitutionalism, Scientific Revolution and Enlightenment, French Revolution & Napoleon, Industrialization, 19th Century Revolutions, Political and Social Developments, Global Conflicts, and Cold War and Contemporary Europe. Listed below are the skills scholars will be able to accomplish, followed by the reasoning processes.

Historical Thinking Skills and Reasoning Processes scholars will be able to apply European historical content to the following historical thinking skills through writing, reading, and discussions:

1. Identify and explain, and analyze the context of historical events, developments and processes.
2. Analyze sourcing and situation, and arguments of primary and secondary sources.
3. Using historical reasoning processes (comparison, causation, continuity and change), analyze patterns and connections between and among historical developments and processes.
4. Develop an argument.
5. Explain the relative historical significance of similarities and/or differences between different historical developments or processes, of different causes and/ or effects.
6. Explain the relative historical significance of specific historical developments in relation to a larger pattern of continuity and/or change.

Required Materials:

- Composition Notebooks – one per class; additional notebooks may be needed later in the year..
- Ink Pen and pencil - replenished during the year
- One handheld pencil sharpener with a shaving catcher
- Loose-leaf, lined paper. 500 Count to start. Students must replenish as needed.

Class Expectations:

- Be respectful.
- Be professional.
- Be responsible.
- Be kind and courteous.
- Always do your best and work hard.
- We learn from our mistakes, therefore it is okay to get things wrong. Use feedback to improve.
- No gum, food or drinks in the classroom. (Bottled water is acceptable).
Come to class prepared with all materials including your composition book, looseleaf paper, pens/pencils, and assignments.
- Always write and speak using complete sentences.
- Use appropriate & professional language in class.
- Academic Dishonesty: Plagiarism and cheating are not acceptable. Zeros will be given for plagiarism and cheating, parents will be called, and further disciplinary actions may be taken such as appearing in front of the Academic Honesty Board. Plagiarism and cheating includes copying another student's work.

Late Work & Attendance Policy:

- You must attend 90% of the class days required in each semester to receive a grade for the class.
- Class time will be used to complete most lessons, but if extra time is needed to finish work, it should be completed outside of the class. It will be the scholar's responsibility to complete these on their own.
- Zeros will be given to assignments that are not submitted and no evidence of effort made. Parents will be notified about zeros for missing assignments, especially if it puts a scholar in danger of failing.
- Every opportunity will be given to scholars who need extra help on assignments if more time or help is needed if communicated with the teacher before an assignment is due. However, if a scholar does not turn in an assignment in one week's time, or can show progress, this can result in a zero or half credit, depending on the circumstances.
- Any scholar absent from class has the same number of days as they are absent, plus one day to turn in missed assignments.
- When you are absent, always check Google Classroom for the agenda and missed assignments, or speak with Ms. Dormiani immediately. Missed assignments, quizzes, and tests must be made up as soon as possible either before or after school.
- If a scholar is absent on the day of a quiz or unit exam, they are expected to take the exam the next day before or after school, unless prior communication/approval has been given.

Academic Meaning of a Grade

The grades reported to parents and students will be divided into two parts. A traditional "A through F" grade will be given to reflect the percentage assigned to the academic work attempted by the scholar. It DOES NOT reflect the scholar's mastery of the content. In addition, scholars will be given a Mastery-Based Learning grade. The last grade of the year will express how well the scholar has mastered the state-required content.

For example, a scholar may be given an "A" for the traditional grade but a "2" on the Mastery-Based Grading system and would be reported as "A/2." Ideally, these grades will match up as "A/4."

- Grades should accurately reflect individual scholar achievement about course evidence outcomes related to Oklahoma Academic Standards / National Standards for the subject taught.
- A "3" on a task/assessment is considered proficient or meeting grade-level standards, while a "4" is considered advanced or meeting grade-level standards with high excellence.

- Extra credit is not applicable, but an extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency.
- Scholars are given timely feedback and reteach/relearn/reassessment opportunities are provided to promote proficiency in the standards.
- This class will use points when evaluating a grade in Powerschool for classwork, assessments, and projects that best reflect student performance. The general breakdown of points for different assignments are as follows: Classwork (4-20 points), Formative Assessments (4-20 points), Summative Assessments (25-100 points), projects (20-100 points), Semester Finals (50-100 points). Points earned will reflect quantitative achievement, but also a student's ability to demonstrate mastery of a concept or skill.

Grade Weights:

Summative Assessments (Unit Exams, Mid-Terms, Final Exams & final projects)	45%
Formative Assessments (Quizzes during a unit, checkpoints, small class projects)	25%
Classwork (Daily assignments that build content knowledge & skills)	20%
Participation (Group cooperation, active discussion & answering questions, leadership skills)	10%

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Less than 60%

4	Advanced Proficiency, Above grade-level - high levels of excellence
3	Proficiency, Meets grade-level standards / mastered standard
2	Partial Proficiency, Meets grade-level standards but not consistently
1	Developing Proficiency, Inadequate progress but task/assessment completed
0	Not "Yet" Proficient, Missing or incomplete

Formative Versus Summative Scores: "Teachers record and track *formative scores* from individual assessments as indicators of students' knowledge or skill at particular moments in time. In comparison, *summative scores* are final scores based on the pattern of students' responses over time. Teachers may base each score on several common assessment forms, such as obtrusive, unobtrusive, and student-generated assessments. However, formative scores are used for tracking progress. In contrast, summative scores express students' mastery of a topic, generally at the end of a unit."

— Robert Marzano

Enrichment/Remediation: Students who struggle on an assessment with one or more standards may be assigned enrichment during the school day and required to attend Saturday morning enrichment. When students have completed enrichment, they are given a reassessment to show their understanding of the standard. The grade on the reassessment will replace the original grade.

Scholar Progress:

- Progress reports for scholars are prepared three times each year, midway through each 9-week grading period *except for the first quarter*. Parents MUST come onsite to pick up and sign for the progress report on the day they are issued. Parents/guardians of scholars making a “D” or “F” grade must meet with teachers then. If a parent/guardian does not attend this important meeting, their scholar will not be allowed back in class until the progress report is picked up and the meeting is attended. The conference will be scheduled according to the teacher's work schedule.
- School dismisses at 3:35 pm. Students not making adequate progress may be required to attend Saturday school and be assigned to Personalized Learning instead of an elective.

Course Calendar: **Dates, units, assignments subject to change*

- Quizzes will be given every Friday to assess what was learned throughout the week. Retakes will not be available, but scholars will review their performance.
- Unit Exams that are given at the completion of each unit will be a combination of AP-style multiple choice questions (MCQs) and Short-Answer Questions (SAQs).

Units of Study:

Unit 1 Renaissance & Exploration
Unit 2 Age of Reformation & Wars of Religion
Unit 3 Absolutism & Constitutionalism
Unit 4 Scientific, Philosophical, and Political Development
Unit 5 Conflict, Crisis, and Reaction in the Late 18th Century (French Revolution & Napoleonic Era)
Unit 6 Industrialization and Its Effects
Unit 7 19th-Century Perspectives and Political Developments
Unit 8 20th-Century Global Conflicts (including WWI & WWII)
Unit 9 Cold War & Contemporary Europe

Semester 1

Week	Topics	Reading & Assignments
Week 1: 8/21-8/22	Introductions/Expectations	
Week 2: 8/25-8/29	Unit 1: Late Middle Ages & Italian Renaissance	Read McKay Chapter 11(sections) and Chapter 12, assigned primary source excerpts.
Week 3: 9/1-9/5	Unit 1: Italian Renaissance/Northern Renaissance/Printing Press and New Monarchies	McKay Chapter 12; assigned primary source excerpts.
Week: 4 9/8-9/12	Unit 1: Italian Renaissance/Northern Renaissance/Printing Press and New Monarchies, Age of Discovery and Exploration	McKay Chapter 14, Chapter 12; assigned primary source excerpts
Week 5: 9/15-9/19	Unit 1: Columbian Exchange & Slave Trade/Unit 1: Review and Unit Exam/	McKay Chapter 12/14 Unit 1 Exam
Week 6: 9/22-9/26	Unit 2: Protestant Reformation	McKay Chapter 13, and assigned primary source excerpts.
Week 7: 9/29-10/3	Unit 2: Wars of Religion	McKay Chapter 13, and assigned

		primary source excerpts
Week 8: 10/6-10/10	Unit 2: Catholic Reformation & DBQ	DBQ #1 practice
Week 9: 10/13-10/18	Unit 2 Mid-Term Exam	Fall Break 10/16-10/17
Week 10: 10/20-10/24	Unit 3: Baroque Art, Dutch Golden Age & English Civil War- Rise of Constitutionalism	McKay Chapter 15, and assigned primary source excerpts. Art analysis activity
Week 11: 10/27-10/31	Unit 3: Rise of Absolutism & Mercantilism- Intro to <i>Candide</i> Project	McKay Chapter 15, and assigned primary source excerpts
Week 12: 11/3-11/7	Unit 3 Exam, Unit 4: Scientific Revolution & other revolutions	McKay Chapter 16 & 17, and assigned primary source excerpts.
Week 13: 11/10-11/14	Unit 4: The Enlightenment	DBQ #2 practice; McKay Chapter 16, and assigned primary source excerpts. <i>Candide</i> Project
Week 14: 11/17-11/21	Unit 4: The Enlightenment	<i>Candide</i> Project Due
11/24-11/28	Thanksgiving Break	No School
Week 15: 12/1-12/5	Unit 5 French Revolution	McKay Chapter 19, and assigned primary source excerpts.
Week 16: 12/8-12/12	Unit 5 Napoleon & Congress of Vienna	McKay Chapter 19, and assigned primary source excerpts. Role play project due.
Week 17: 12/15-12/19	Review and Semester Tests	Semester Exam (Friday, 12/19)

Semester 2

Week	Topics	Readings/Assignments
Week 1: 1/5-1/9	Unit 6: Concert of Europe & Revolutions & Romanticism	McKay Chapter 21, and assigned primary source excerpts.
Week 2: 1/12-1/16	Unit 6: Causes and Spread of Industrialization	McKay Chapter 20, and assigned primary source excerpts. Play the "Urban Game"
Week 3: 1/19-1/23 (No School on Monday: MLK, Jr. Day)	Unit 6: Effects of Industrialization	McKay Chapter 20, and assigned primary source excerpts
Week 4: 1/26-1/30	Unit 6: Reform movements	McKay Chapter 22, and assigned primary source excerpts DBQ #3 Manchester DBQ
Week 5: 2/2-2/6	Unit 6: Review and Unit Exam/Unit	Labor role play and review. Unit 6

	7: Nationalism and Unification Movements	Exam; McKay Chapter 23, and assigned primary source excerpts
Week 6: 2/9-2/13	Unit 7: Nationalism and Unification Movements	McKay Chapter 23, and assigned primary source excerpts
Week 7: 2/16-2/20	Unit 7: Ideologies & Imperialism	McKay Chapter 23 & 24, and assigned primary source excerpts
Week 8: 2/23-2/27	Unit 7: Imperialism Project; review and Unit exam	Imperialism Project due; Unit 7 exam; McKay Chapter 24, and assigned primary source excerpts
Week 9: 3/2-3/6	Unit 8: World War I & Russian Revolution	McKay Chapter 25, and assigned primary source excerpts
Week 10: 3/9-3/13	Unit 8: World War I and Versailles Conference	McKay Chapter 25, and assigned primary source excerpts. Project due
3/16-3/20- No School	Spring Break	Review for AP Euro exam on your own
Week 11: 3/23-3/27	Unit 8: Between the Wars	McKay Chapter 26, and assigned primary source excerpts
Week 12: 3/30-4/3 (No School Friday)	Unit 8: WWII and Holocaust	McKay Chapter 27, and assigned primary source excerpts
Week 13: 4/6-4/10	Unit 8: WWII and Holocaust	DBQ Practice
Week 14: 4/13-4/17	Unit 8: Exam/Unit 9 Cold War	McKay Chapter 28, and assigned primary source excerpts
Week 15: 4/20-4/24	Unit 9 Cold War/Post Cold War; Review for AP Exam	McKay Chapter 29, and assigned primary source excerpts
Week 16: 4/27-5/3	Review for AP Euro Exam	
Week 17: 5/4-5/8	Final project- European Union	AP Euro Exam: Monday, May 4 @ 12PM
Week 18: 5/11-5/15	Final project- European Union	Final Project and Presentations Due
Week 19: 5/18-5/22	Semester Finals Week	Sem exams odds- Thursday Sem exams evens- Friday