

Office of Curriculum and Instruction

AP European History

Grade 11 or 12

Prerequisite: Honors Placement Criteria - AP U.S. History

Credit Value: 5

ABSTRACT

The Advanced Placement European History course is designed to increase the student's understanding of European history from 1450 through the present. A variety of strategies are used, including the use of simulations, debates, and primary source readings. The first semester covers the time period from 1450 to 1789 and includes such topics as the Renaissance and Reformation, the Age of Exploration, the Enlightenment, the French Revolution, and the Industrial Revolution. The second semester covers the time period from 1789 through the present and includes such topics as the Rise of Nation-States, Imperialism, World War I, the Russian Revolution, the Development of Totalitarian States, World War II, and Postwar Europe. Areas of concentration include social, political, and economic institutions, as well as cultural and intellectual development. Students enrolled in AP European History may elect to take the Advanced Placement European History examination in May.

Adopted by the Somerville Board of Education on July 25, 2017

**AP European History
Grade 11 or 12**

Month/ Marking Period	September	October	November	December	January
New Jersey Student Learning Standards (NJSLS)	6.2.12B2.A, 6.2.12D2.A, 6.2.12D2.C, 8.1.12F1, CRP 1,2,4,5,7,8,9, 12	6.2.12B1.A, 6.2.12C1.C-E, 6.2.12D1.B-E, 6.2.12B2.B, 6.2.12C2.A, 6.2.12D2.B, CRP 1,2,4,5,7,8,9, 12	6.2.12C1.B-B, 6.2.12A2.C, 6.2.12C2.A CRP 1,2,4,5,7,8,9, 12	6.2.12A2.A-B, 6.2.12D2.D-E, CRP 1,2,4,5,7,8,9, 12	6.2.12A2.A-B, 6.2.12A3.A, 6.2.12A3.D, 6.2.12B3.C, 6.2.12.D3.A, CRP 1,2,4,5,7,8,9, 12
Essential Question:	What factors contributed to a rebirth of classical culture?	In what ways did religion play a role in the events of 17 th century Europe?	How did social and economic change lead to the rise of monarchies?	How did scientific innovations create a new vision of the natural world?	In what ways did the ideas of the Enlightenment alter social, political, and economic thought?
Content:	The Renaissance	The Reformation The Age of Exploration	Politics of the 17 th and 18 th Centuries	The Scientific Revolution The Age of Enlightenment	The French Revolution
Skills and Topics:	<ul style="list-style-type: none"> • identify the social, political, economic, and cultural characteristics of the Middle Ages • analyze how and why the Renaissance began in a specific geographical location • create a chronology of the events of the Renaissance • assess the role of women in the Renaissance • determine the reasons for the development of literature (e.g., the printing press, the development of vernacular language, the education of the populace) 	<ul style="list-style-type: none"> • assess the development of the Reformation as an outgrowth of the Renaissance • differentiate among Protestant sects and their beliefs • conduct research of the success of the Counter Reformation • track the accomplishments of explorers (e.g., Cortés, Magellan, Pizarro) • relate the Age of Exploration to the Commercial Revolution 	<ul style="list-style-type: none"> • analyze the term “balance of power” • identify the reasons for France’s ascendancy to power • assess the development of absolutism in France • determine the political development in Eastern Europe • compare and contrast the political development in Eastern and Western Europe 	<ul style="list-style-type: none"> • conduct research of the role of science in society before the 17th century • identify the significant contributors to the Scientific Revolution (e.g., Copernicus, Keppler, Newton) • analyze the new directions in political theory (e.g., social contract, natural rights, separation of powers) • interpret the writing of philosophers (e.g., Hobbs, Locke, Montesqieu, Rousseau) 	<ul style="list-style-type: none"> • interpret the connection between the Enlightenment and the French Revolution • analyze the French social structure • compare and contrast the first and second French Revolutions • evaluate the effects of the French Revolution • determine the organization of Napoleon’s empire • determine the resistance to the Napoleonic system among European nations • assess the success or failure of the Congress of Vienna

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Skills and Topics:	<ul style="list-style-type: none"> • analyze the philosophy of Machiavelli • compare and contrast the Italian and Northern Renaissance • investigate the development of new European monarchies • relate classical visual art to the ideas of the Renaissance • compare and contrast the social, political, economic, and cultural characteristics of the Middle Ages and the Renaissance 	<ul style="list-style-type: none"> • determine the effect of the Commercial Revolution on the social structure of Europe 		<ul style="list-style-type: none"> • assess the success or failure of the enlightened monarchies (e.g., Catherine the Great, Frederick the Great, the Emperor Josef) • relate revolutionary developments to the Enlightenment 	
Interdisciplinary Connections	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2 9.2.12.C.1-3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2 9.2.12.C.1-3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2 9.2.12.C.1-3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2 9.2.12.C.1-3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2 9.2.12.C.1-3, 9.2.12.C.7-9

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Formative Assessments:	Class discussions Student participation Quizzes Tests Groups presentations Free response questions Reading analysis Research papers Current events Projects Scoring rubric	Class discussions Student participation Quizzes Tests Groups presentations Free response questions Reading analysis Research papers Current events Projects Scoring rubric	Class discussions Student participation Quizzes Tests Groups presentations Free response questions Reading analysis Research papers Current events Projects Scoring rubric	Class discussions Student participation Quizzes Tests Groups presentations Free response questions Reading analysis Research papers Current events Projects Scoring rubric	Class discussions Student participation Quizzes Tests Groups presentations Free response questions Reading analysis Research papers Current events Projects Scoring rubric
Summative Assessments	Quizzes, tests, reports, quarterly tests, benchmark assessments	Quizzes, tests, reports, quarterly tests, benchmark assessments	Quizzes, tests, reports, quarterly tests, benchmark assessments	Quizzes, tests, reports, quarterly tests, benchmark assessments	Quizzes, tests, reports, quarterly tests, benchmark assessments
Performance Assessments	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations

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Resources:	Beckett, W. (2000). <i>Sister Wendy's Story of Painting</i> . New York, NY: DK Adult.	<i>AP European History, Volume 1</i> : Center for Learning	Palmer, R.R. & Colton, J. (2002). <i>A History of the Modern World</i> . New York, NY: Knopf.	http://www.collegeboard.com/ AP Central. Palmer, R.R. & Colton, J. (2002). <i>A History of the Modern World</i> . New York, NY: Knopf.	http://www.collegeboard.com/ AP Central. Beckett, W. (2000). <i>Sister Wendy's Story of Painting</i> . New York, NY: DK Adult.
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Resources:	Lembright, R. (2006). <i>Annual Edition – Western Civilization</i> . New York, NY: McGraw-Hill. Machiavelli, N. (2007). <i>The Prince</i> . Rockville, MD: Arc Manor. Moore, T. (2003). <i>Utopia</i> . New York, NY: Penguin Classics. Palmer, R.R. & Colton, J. (2002). <i>A History of the Modern World</i> . New York, NY: Knopf. Weber, E. (1994). <i>The Western Tradition</i> . Volumes I & II. Florence, KY: Wadsworth Publishing. Document-based Questions (DBQ essays) Authentic documents	Palmer, R.R. & Colton, J. (2002). <i>A History of the Modern World</i> . New York, NY: Knopf. Weber, E. (1994). <i>The Western Tradition</i> . Volumes I & II. Florence, KY: Wadsworth Publishing. Primary source document: ○ <i>Edict of Nantes</i> DVD: <i>Luther</i> Document-based Questions (DBQ essays) Maps Authentic documents	Weber, E. (1994). <i>The Western Tradition</i> . Volumes I & II. Florence, KY: Wadsworth Publishing. Primary source document: ○ <i>Revocation of Edict of Nantes</i> DVD: <i>Wars of England</i> Versailles book and DVD Document-based Questions (DBQ essays) Maps Authentic documents	Weber, E. (1994). <i>The Western Tradition</i> . Volumes I & II. Florence, KY: Wadsworth Publishing. Primary source readings: ○ social contract ○ two treatises on government Document-based Questions (DBQ essays) Authentic documents	Palmer, R.R. & Colton, J. (2002). <i>A History of the Modern World</i> . New York, NY: Knopf. Weber, E. (1994). <i>The Western Tradition</i> . Volumes I & II. Florence, KY: Wadsworth Publishing. Primary source documents: ○ <i>Declaration of the Rights of Woman and the Female Citizen</i> ○ <i>Declaration of the Rights of Man and of the Citizen</i> DVDs (The History Channel): ○ <i>The French Revolution</i> ○ <i>Napoleon</i> Document-based Questions (DBQ essays) Map: Napoleon's Empire Authentic documents
Technology:	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations
Writing:	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities
Accommodations/ Modifications	Intervention - Teachers will address intervention needs by using the following tools/strategies: <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. 				

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	<ul style="list-style-type: none">• Text to Speech (Speak It!) <p>Enrichment/Gifted-</p> <ul style="list-style-type: none">• Tired graphic organizers to add complex layers• Raise levels of intellectual demands• Differentiate content, process or product depending on students' readiness, interests and/or learning styles• expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none">• Sheltered Instruction Strategies• Text to Speech (Speak It!) <p>Special Education-</p> <ul style="list-style-type: none">• IEP accommodations and modifications• Extra time as needed• Repeated directions• Read directions aloud• Additional scaffolding as needed• Modified assignments as needed <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
Careers:	Applicable career options are discussed as they arise throughout the social studies course. Career options include, but are not limited to, attorneys, computer programmers, doctors, educators, government employees, politicians, research experts, and scientists.

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Month/ Marking Period	February	March	April	May	June
New Jersey Student Learning Standards (NJSLS):	6.2.12A3.D-E, 6.2.12B3.B, 6.2.12D3.B, CRP 1,2,4,5,7,8,9, 12	6.1.12A7.A, 6.1.12A7.C, 6.1.12B7.A, 6.1.12C7.A, 6.2.12A3.F-G, 6.2.12B3.A, 6.2.12C3.B-E, CRP 1,2,4,5,7,8,9, 12	6.2.12A4.A, 6.1.12A4.C, 6.2.12B.4.A-C, 6.2.12C4.A-D, 6.2.12D4.E, 6.2.12D4.G, 6.2.12D4.I-L, CRP 1,2,4,5,7,8,9, 12	6.2.12A5.A-B, 6.2.12A5.D-E, 6.2.12B5.A-B, 6.2.12C5.A-C, 6.2.12C5.F, 6.2.12D5.D, 6.2.12A6.A-B, CRP 1,2,4,5,7,8,9, 12	6.1.12C7.A, 6.2.12C6.D, 6.2.12D5.D, 6.2.12D2.D-E, 6.2.12A3.F, 6.2.12D3.A, 6.2.12C4.B, 6.2.12A5.E, 6.2.12C.B, 6.2.12C.D, CRP 1,2,4,5,7,8,9, 12
Essential Question:	How did the development of industry affect European life?	What factors led to the division of Europe?	What were the historical precursors to World War II?	How did the postwar period affect subsequent European life?	How did specific events and people influence history?
Content:	The Industrial Revolution The Rise of Nation-States	Europe's World Supremacy World War I The Russian Revolution	The Rise of Totalitarianism World War II	Postwar Europe The Collapse of Communism	Landmark Persons and Events
Skills and Topics:	<ul style="list-style-type: none"> determine the causes of the Industrial Revolution in Great Britain analyze the impact of the Industrial Revolution on society compare and contrast new political philosophies (e.g., communism, liberalism, socialism) conduct research of new economic theories (e.g., those of Adam Smith and Jeremy Bentham) detail the characteristics of Romanticism 	<ul style="list-style-type: none"> assess the causes of European imperialism (e.g., economics, militarism, political alliances) illustrate the partition of Africa compare and contrast imperialism in Africa and Asia relate European rivalries to the causes of World War I identify the causes of World War I chronicle the course of World War I (e.g., battles, theaters, alliances) 	<ul style="list-style-type: none"> analyze the issues of the interwar years assess the impact of the collapse of the world economy identify the reasons for the continuance of democracy in Great Britain and the United States outline the beliefs and practices associated with fascism trace the development of Germany to a totalitarian state investigate the policy of pacifism construct a timeline of Axis victories 	<ul style="list-style-type: none"> identify the steps taken to restructure the economy of Europe relate events in the United Soviet Socialist Republic to the rise of dictatorships in Eastern Europe analyze the manifestations of the Cold War conduct research of the events leading to the Revolution of 1991 in the former United Soviet Socialist Republic analyze contemporary European intellectual and social thought 	<ul style="list-style-type: none"> brainstorm the most significant people and events of each historical era studied conduct research of chosen persons and/or events assess the accomplishments of the chosen persons analyze the significance of the chosen events summarize and present the results of the research

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Skills and Topics:	<ul style="list-style-type: none"> examine the impact of the Revolution of 1848 in France, Germany, and Italy compare and contrast Marxist Socialist theory and Utopian Socialism 	<ul style="list-style-type: none"> evaluate the factors that changed the course of World War I compare and contrast a liberal democracy and a totalitarian political system analyze the proposals for ending World War I (e.g., Wilson’s treaty versus Europe’s plan for the treatment of Germany) 	<ul style="list-style-type: none"> determine the events that contributed to the “turning of the tide” in World War II compare and contrast European and Pacific military strategy assess the political ramifications of wartime conferences (e.g., Yalta, Potsdam, Tehran) compare and contrast the Treaty of Versailles and the peace agreements ending World War II 		
Interdisciplinary Connections	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2, 9.2.12.C.1–3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2, 9.2.12.C.1–3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2, 9.2.12.C.1–3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2, 9.2.12.C.1–3, 9.2.12.C.7-9	ELA: RH.11-12.1-10, RI.11-12.1-10, W.11-12.1-10, Technology: 8.1.12.A.2-3, 8.1.8.F.1 Science: 5.1.12.A.3, 5.1.12.D.1 Health/PE: 2.1.2.E.2, 9.2.12.C.1–3, 9.2.12.C.7-9

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Performance Assessments	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations	Oral reports, debates, re-enactments, dramatizations, multi-media presentations

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Month/ Marking Period	February	March	April	May	June
Resources:	Marx, K. & Engels, F. (1967). <i>The Communist Manifesto</i> . New York, NY: Penguin Classics. Excerpts from: <ul style="list-style-type: none"> ○ <i>Bleak House</i> ○ <i>Hard Times</i> ○ <i>Great Expectations</i> Map: Geography of Great Britain	http://www.collegeboard.com/ AP Central. Beckett, W. (2000). <i>Sister Wendy's Story of Painting</i> . New York, NY: DK Adult. Easterly, W. (2006). <i>The White Man's Burden</i> . New York, NY: Penguin Press DVD: <i>Nicholas and Alexandra</i> DVD and Book: <i>All Quiet on the Western Front</i>	Wiesel, E. (1982). <i>Night</i> . New York, NY: Bantam DVDs: <i>Evil Rising</i> and <i>Nuremburg</i> Primary source readings: <ul style="list-style-type: none"> ○ <i>UN Charter</i> ○ <i>Mein Kampf</i> ○ <i>Nazi Camps</i> Maps	http://www.collegeboard.com/ AP Central. Martin, P. (2004). <i>5 Steps to a 5: AP World History</i> . New York, NY: McGraw-Hill. Primary source reading: <ul style="list-style-type: none"> ○ <i>Marshall Plan</i> 	<i>AP European History, Volume III</i> : Center for Learning.
Technology:	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations	Internet Web Quests Wireless laptop computers SMART Boards Multimedia presentations
Writing:	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities	Open-ended responses Conclusions and analysis of exploratory activities
Accommodations/ Modifications	<p>Intervention - Teachers will address intervention needs by using the following tools/strategies:</p> <ul style="list-style-type: none"> • Computer-assisted instruction • Instructional Level - Teachers will utilize texts that stretch the students' instructional level. Differentiated materials may be found in the book room and Newsela.com. • Text to Speech (Speak It!) <p>Enrichment/Gifted-</p> <ul style="list-style-type: none"> • Tired graphic organizers to add complex layers • Raise levels of intellectual demands • Differentiate content, process or product depending on students' readiness, interests and/or learning styles • expanded open-ended questions <p>ELL Students-</p> <ul style="list-style-type: none"> • Sheltered Instruction Strategies • Text to Speech (Speak It!) <p>Special Education-</p>				

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	<ul style="list-style-type: none">• IEP accommodations and modifications• Extra time as needed• Repeated directions• Read directions aloud• Additional scaffolding as needed• Modified assignments as needed <p>*Please note – The noted accommodations and modifications for sub-groups of students are recommended, but teachers are not limited to these resources.</p>
Careers:	Applicable career options are discussed as they arise throughout the social studies course. Career options include, but are not limited to, attorneys, computer programmers, doctors, educators, government employees, politicians, research experts, and scientists.

AP European History Course Requirements

Grade: 11 or 12

Credit Value: 5

Prerequisite: Honors Placement Criteria - AP U.S. History

Length of Course: Academic Year

Course Description

The Advanced Placement European History course is designed to increase the student's understanding of European history from 1450 through the present. A variety of strategies are used, including the use of simulations, debates, and primary source readings. The first semester covers the time period from 1450 to 1789 and includes such topics as the Renaissance and Reformation, the Age of Exploration, the Enlightenment, the French Revolution, and the Industrial Revolution. The second semester covers the time period from 1789 through the present and includes such topics as the Rise of Nation-States, Imperialism, World War I, the Russian Revolution, the Development of Totalitarian States, World War II, and Postwar Europe. Areas of concentration include social, political, and economic institutions, as well as cultural and intellectual development. Students enrolled in AP European History may elect to take the Advanced Placement European History examination in May.

Course Content

This course will consist of the following units of study:

- The Renaissance
- The Reformation and The Age of Exploration
- Politics of the 17th and 18th Centuries
- The Scientific Revolution and The Age of Enlightenment
- The French Revolution
- The Industrial Revolution and The Rise of Nation-States
- Europe's World Supremacy, World War I, and The Russian Revolution
- The Rise of Totalitarianism and World War II
- Postwar Europe and The Collapse of Communism
- Landmark Persons and Events

Course Objectives

The student will demonstrate the ability to answer in detail the following essential questions:

- What factors contributed to a rebirth of classical culture?
- In what ways did religion play a role in the events of 17th century Europe?

Course Objectives (continued)

- How did social and economic change lead to the rise of monarchies?
- How did scientific innovations create a new vision of the natural world?
- In what ways did the ideas of the Enlightenment alter social, political, and economic thought?
- How did the development of industry affect European life?
- What factors led to the division of Europe?
- What were the historical precursors to World War II?
- How did the postwar period affect subsequent European life?
- How did specific events and people influence history?

Evaluation Process

A final average of 65% or better is required to be awarded course credit. Throughout the length of this course, students may be evaluated on the basis of, but not limited to:

- Unit Tests and Performance Assessments
- Quizzes
- Projects
- Class Participation
- Homework
- Midterm Examination
- Final Examination

Specific weights will be determined by course and level.

AP European History Student Agreement

STUDENT NAME: _____
Last Name First Name

GRADE: _____

My signature below indicates that I have received my copy of the Somerville Public Schools Course Requirements for AP European History.

I acknowledge my responsibility to read and understand all of the information contained in the AP European History Requirements information and syllabus packet.

Student Signature

Date

Note: Be sure to share the course requirements for AP European History with your parents.