

Name:	<b>Andrew J. Androstic</b>	Date:	September 24-25
Subject:	AP European History	School:	MASH
State Standards/ Common Core Standards:	State Standards		Common Core Standards:
	8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.12.A 8.3.12.B 8.3.12.C 8.3.12.D	7.1.12.A 7.1.12.B 7.2.12.A 7.2.12.B 7.3.12.A 7.3.12.B 7.3.12.C 7.3.12.D 7.3.12.E 7.4.12.A 7.4.12.B	CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.J
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the scoring guidelines for the DBQ (Document-Based Question) of the AP Exam, and the requirements for scores 1-9 on it.</li> <li>2. Students will analyze point of view when considering sources.</li> <li>3. Students will analyze other students' work to consider what elements exist in a proper DBQ response</li> </ol>		
Agenda:	<ol style="list-style-type: none"> <li>1. Review – hand back Unit 3 test (multiple choice and FRQ)</li> <li>2. Introduction to DBQ (document-based question)</li> <li>3. Class will go over and discuss the requirements for the DBQ, as well as teacher recommendations for the best way to approach the question and use the documents provided</li> <li>4. Discuss point of view/bias of the documents – Football example</li> <li>5. Discuss blocking questions and practice</li> <li>6. Students will read past test samples and grade them, analyzing how well the writer completed the required information.</li> <li>7. Discuss scoring of samples and look at the results</li> </ol>		
Homework:	None		
Materials:	copies of DBQ rubric, requirements, and student samples; laptop, polyvision board, LCD projector, "Football DBQ" from thecaveonline.com		

Name:	<b>Andrew J. Androscopic</b>	Date:	September 26-27
Subject:	AP European History	School:	MASH
State Standards/ Common Core Standards:	State Standards		Common Core Standards:
	8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.12.A 8.3.12.B 8.3.12.C 8.3.12.D	7.1.12.A 7.1.12.B 7.2.12.A 7.2.12.B 7.3.12.A 7.3.12.B 7.3.12.C 7.3.12.D 7.3.12.E 7.4.12.A 7.4.12.B	CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.J
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the scoring guidelines for the DBQ (Document-Based Question) of the AP Exam, and the requirements for scores 1-9 on it.</li> <li>2. Students will analyze point of view when considering sources.</li> <li>3. Students will analyze other students' work to consider what elements exist in a proper DBQ response</li> <li>4. Read and organize documents into groups</li> <li>5. Construct a DBQ response</li> </ol>		
Agenda:	<ol style="list-style-type: none"> <li>1. Review – DBQ requirements</li> <li>2. Introduction to assigned DBQ (document-based question)</li> <li>3. Class will be given time on September 26 to read the documents in their assigned DBQ with partners, group the documents, and interpret them. This should prepare them to construct their response</li> <li>4. On September 27, students will be given the entire class period to construct their responses to the DBQ. This is meant to simulate the DBQ portion of the AP Exam, on which they will be given 15 minutes of reading time, and 45 minutes of writing time for their response.</li> </ol>		
Homework:	Read section 27 of the Palmer textbook and complete the corresponding page of the study guide		
Materials:	copies of DBQ rubric, requirements, loose-leaf paper		

Name:	<b>Andrew J. Androctic</b>	Date:	September 30
Subject:	AP European History	School:	MASH
State Standards/ Common Core Standards:	State Standards		Common Core Standards:
	8.1.12.A 8.1.12.B 8.1.12.C 8.1.12.D 8.3.12.A 8.3.12.B 8.3.12.C 8.3.12.D	7.1.12.A 7.1.12.B 7.2.12.A 7.2.12.B 7.3.12.A 7.3.12.B 7.3.12.C 7.3.12.D 7.3.12.E 7.4.12.A 7.4.12.B	CC.8.5.9-10.A CC.8.5.9-10.B CC.8.5.9-10.C CC.8.5.9-10.D CC.8.5.9-10.E CC.8.5.9-10.F CC.8.5.9-10.J
Objectives:	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the scoring guidelines for the DBQ (Document-Based Question) of the AP Exam, and the requirements for scores 1-9 on it.</li> <li>2. Students will analyze point of view when considering sources.</li> <li>3. Students will analyze other students' work to consider what elements exist in a proper DBQ response</li> <li>4. Read and organize documents into groups</li> <li>5. Construct a DBQ response</li> </ol>		
Agenda:	<ol style="list-style-type: none"> <li>1. Review – DBQ requirements</li> <li>2. Hand back students' DBQ responses (turned in September 27)</li> <li>3. Class will be given time to read their responses with partners, analyze their work, and consider what changes could be made to theirs/their peers work to improve their scores.</li> <li>4. Teacher will move around the room and conference with students to discuss their scores and ways they might improve next time.</li> </ol>		
Homework:	Study – test – Unit 4 - Monday		
Materials:	copies of DBQ rubric, student responses		