



Naperville North
AP UNITED STATES HISTORY SYLLABUS
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District 203 Mission

To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors

Social Studies Department Mission:

Our mission is to equip students with knowledge and skills so they can be active global citizens, curious thinkers, and empathetic and compassionate human beings through our dynamic teaching and collaboration

Course Description

Welcome to Advanced Placement United States History (APUSH)! This course is designed to provide you with a comprehensive understanding of the history of the United States from pre-colonial times to the present day. APUSH is a college-level course that will challenge you intellectually & help you develop critical thinking, analytical and writing skills. Through engaging with a variety of primary & secondary sources, discussions & other various assignments, you will explore the complexities of American history and its impact on society, politics & culture.

Course Skills

By the end of this course, students should be able to:

- Demonstrate a deep understanding of key events, figures, developments & themes in U.S. History
- Analyze primary & secondary sources critically and develop evidence-based arguments
- Formulate & support historical interpretations through effective written & oral communication
- Assess historical developments and find the throughline that connects events from different time periods
- Conduct college-level research skills and engage in independent inquiry

Course Expectations

1. Active Participation-Come to class prepared everyday ready to engage in discussion
2. Respectful Environment-Foster a safe and inclusive learning environment by treating yourself, your classmates & the teacher with respect
3. Timeliness-Be in the classroom on time and submit assignments & projects by the due date
4. Preparedness-Complete assigned readings & tasks prior to small group discussions in order to be a full participant
5. Open-Mindedness-Be receptive to diverse viewpoints & be willing to challenge your own assumptions as we delve into complex historical topics

Course Themes:

→ American and National Identity

This theme focuses on how and why definitions of American and national identity and values have developed, as well as on related topics such as citizenship, constitutionalism, foreign policy, assimilation, and American exceptionalism.

→ Politics and Power

This theme focuses on how different social and political groups have influenced society and government in the United States, as well as how political beliefs and institutions have changed over time.

→ Work, Exchange, and Technology

This theme focuses on the factors behind the development of systems of economic exchange, particularly the role of technology, economic markets, and government.

→ Culture and Society

This theme focuses on the roles that ideas, beliefs, social mores, and creative expression have played in shaping the United States, as well as how various identities, cultures, and values have been preserved or changed in different contexts of U.S. history.

→ Migration and Settlement

This theme focuses on why and how the various people who moved to and within the United States both adapted to and transformed their new social and physical environments.

→ Geography and the Environment

This theme focuses on the role of geography and both the natural and human-made environments on social and political developments in what would become the United States.

→ America in the World

This theme focuses on the interactions between nations that affected North American history in the colonial period, and on the influence of the United States on world affairs.

Grading Disbursement and Grading Practices

A=100-89.5%, B=89.4-79.5%, C= 79.4-69.5%, D=69.4-59.5%, F=59.4-0%

Semester Grade = Coursework (90%) + Final (10%)

Coursework consists of...

- Practice Work – 0%-in-class work
- Evidence Work- 100% -Exams, quizzes, projects, chapter work, writing assignments, etc.

Grading Practices

At Naperville North we define “**Practice**” and “**Evidence**” work as follows:

- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.
- Evidence of learning (Summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.

- A zero on a summative assessment will only indicate that no attempt was made by the student. OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
 - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments.

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Because multiple opportunities for feedback will be provided before unit exams, retakes will not be given on these assessments. Instead, students will make corrections for credit to enhance their learning.

Academic Integrity Code Statement

District 203 students are challenged to address the academic process enthusiastically, diligently, and most importantly, honestly. It is the responsibility of our students, teachers, and administration to uphold the fundamental academic values of honesty, responsibility, fairness, respect and trust. The integrity of our district's academic programs is built upon these principles.

Academic integrity violations include cheating; plagiarism, self-plagiarism or copy infringement; obtaining or providing an unfair advantage; falsification of documents; unauthorized access to records; and inappropriate collaboration, whether intentional or unintentional. **The classroom teacher and administration will collaborate and exercise professional judgment in determining academic integrity violations.**

D203 AI Belief Statement: At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning

tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Communication

- You are encouraged to communicate with your teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered

Films

This course may utilize the use of films to support the learning targets and essential standards of the course. Any permission slip will be sent home (via hardcopy or through Infinite Campus) for any film that is Rated R and an alternative assignment and/or learning experience will be provided for students who choose not to view the film.

Field Trips

The field trips are designed to enrich the learning experience of the students to make more solid connections to the content of the course. **The field trips, while such great learning experiences, are a privilege.** Students must be passing all of their classes and in compliance with our attendance policy in order to qualify for the field trip experience

Additional Resources for Support

- You can make an appointment with your teacher should they need additional instruction or support in learning material.
- You can attend your teachers WIN sessions to review material or work on mastery of content
- Peer Tutoring is provided during all Lunch periods in the Literacy Center

Parents or Guardians

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

We encourage students and parents to:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to progress monitor student work until the final course grade is posted.
 - Monthly progress grades are posted and represent the current grade of a student in the course at that moment in time.
- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks and review upcoming projects and assessments.