Naperville North High School 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
Students will practice the types of thinking skills employed by historians by participating in the study of primary and secondary sources, analyzing a variety of historical facts and perspectives and conveying historical arguments in writing in order to achieve understanding of major developments in United States history.

SKILL STANDARDS AND THEMES
• Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text.
• Students will be able to cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
• Students will be able to evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning and evidence.
• Students will be able to create and defend analytical and original thesis statements on key historical events in United States History.
• Students will incorporate MLA parenthetical proper citation

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.

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**GRADING**

**Grading Calculation Definitions**
At Naperville North we define formative and summative work as follows:

- **Formative work** is used to monitor student’s learning to provide ongoing feedback that can be used by students to improve their learning.
- **Summative work** is used to evaluate student learning at the end of an instructional unit or segment of learning by comparing it against a standard or benchmark.

**Grading Practices**
Grades communicate each student’s progress toward mastery of goals/standards for the course.

- No extra credit will be issued.
- Violations of the academic integrity policy will be consequenced by administration in collaboration with the DC/teacher.
- **Formative work**:
  - Accepted up to the end of each unit.
  - Formative work submitted after the due date cannot be penalized more than a total of 10%.
• **Summative work:**
  ○ A zero on a summative assessment will only indicate that no attempt was made by the student.
  ■ Summative work submitted after the due date cannot be penalized more than a total of 10% and must be submitted prior to the end of the next unit.

**Grading Disbursement**
A=100-90%, B=89-80%, C=79-70%, D=69-60%, F=59-0%

**APUSH Grading Breakdown**
- Formative = 0%
- Summative = 100%
- Overall Semester Grade =
  - 90% course work (summative) and 10% Final Exam Test and/or Project

**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.

**Reassessment Policy**
Students will be provided multiple and varied opportunities to demonstrate mastery of learning standards. The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient.

• Students will be required to engage in further learning and reassessment when students do not demonstrate sufficient learning of the course essential standards.
• Students who have demonstrated sufficient learning of the essential standards (but scored below 80%), will be allowed reassessment opportunities on summative assessments if they so choose. To be eligible for reassessment, students must
  ○ Demonstrate readiness for the summative assessment through completion of formative work.
○ Complete designated learning experiences as assigned by the teacher

● Reassessments MUST be completed during the next unit of study.
● Project-based assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment
● Higher reassessment grades will replace the original assessment score (but will not exceed 80%).

Communication

● Teachers make every effort to respond to emails and phone calls within 48 hours during the work week.
● The best way to communicate with teachers is through email; however, if you haven’t received a response in 48 hours, please resend the email or call voicemail since it is possible your initial email went to the spam folder.

Help

● I am available between 6:30-7:30 by appointment on Monday, Tuesday, Thursday and Friday mornings, but can rarely meet after school due to coaching and family obligations. Additionally, I am available to meet during 4th period in the Learning Commons or Large Café where I supervise lunch.

● Attend S.O.S (supervised open study) in the Literacy Center M, W & Th from 3:15 to 4:15.

● Drop in for peer tutor during lunch periods or before school through the Literacy Center.

Parents or Guardians
We need your help!

● Please check Infinite Campus in regards to your child’s progress regularly.
  ○ While I make every attempt to promptly enter assessments, the grades on Infinite Campus only promise to be completely up to date at the Mid-Quarter and Quarter.
    Prior to those dates, the grade reflected is fluid, but can be confirmed by me with a quick email.
  ○ Infinite Campus is a communication tool until the final grade is posted.

● Please have conversations with your child in regards to their academic progress regularly