# Naperville North High School
## Course: American Studies

<table>
<thead>
<tr>
<th>Mission</th>
<th>To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors. To equip students with knowledge and skills so they can be active global citizens, curious thinkers, and empathetic and compassionate human beings.</th>
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<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td><strong>What does it mean to be an American?</strong> This two-semester, interdisciplinary, team-taught course marries the development of major American literary movements and significant events in United States history. The course is organized around themes and essential questions, allowing students to gain a deeper understanding of important literary and historical issues. Students will examine the changing role of the individual while tracing the development of American ideals and institutions. Individual and team assignments will challenge students to address the course question. The class will be taught in a two-hour block and meets the requirements for a Communication Arts credit as well as the U.S. History requirement.</td>
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| **Student & Teacher Communication** | - Students should communicate directly with teachers regarding any questions or concerns.  
- Teachers will make every effort to respond to emails and phone calls within 48 hours during the workweek.  
- 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 their voicemail. Your email may have gone into the spam folder. |
| **Course Priority Standards** | - **RL.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  
- **RL.11-12.3** Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  
- **W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  
- **W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  
- **W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  
- **SS.H.9.9-12** Analyze the relationship between historical sources and the secondary interpretations made from them.  
- **SS.H.6.9-12** Analyze the concept and pursuit of the “American Dream”.  
- **SS.IS.3.11-12** Develop new supporting and compelling questions through investigation, collaboration, and using diverse sources.  
- **SS.IS.4.9-12** Gather and evaluate information from multiple sources while considering the origin, credibility, point of view, authority, structure, context, and corroborative value of sources. |
**Grading Definitions**

**Formative work** is used to monitor students’ learning to provide ongoing feedback that can be used by students to improve their learning. Examples may include the following: practice activities, homework, reading checks, discussion boards, etc.

**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.

- No extra credit will be issued.
- A zero on a summative assessment will only indicate that no attempt was made.
- Violations of the academic integrity policy will be consequenced by administration in collaboration with the department chair/teacher.
- Summative work submitted after the due date will not be penalized more than a total of 10% and must be submitted prior to the end of the current unit.
- Any percentage lower than 50% will be recorded in the grade book as a 50%, the lowest possible grade on completed work (incomplete or work not turned in will receive a grade of 0 in the grade book).

**Grading Standards & Weight**

**FORMATIVE** Assessments:(0%) / **SUMMATIVE** Assessments (100%)

<table>
<thead>
<tr>
<th>Reading 40%</th>
<th>Writing 40%</th>
<th>Speaking/Listening 20%</th>
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<tbody>
<tr>
<td>Reading Tests/ quizzes</td>
<td>Extended Responses</td>
<td>Academic Conversations</td>
</tr>
<tr>
<td>Close Reading Assessments</td>
<td>Process Essays</td>
<td>Group/Individual Presentations</td>
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<tr>
<td>Visual Literacy Assessments</td>
<td>extended period of time</td>
<td>Discussion Board</td>
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<tr>
<td>Timed Writings</td>
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**Semester Grade = Coursework (90%) / Final Exam (10%)**

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

**Reassessment Policy** (reassessments are only on summative work, excluding final exams):

- If you submit your summative assessment on time, submit ALL formative assessments leading up to that summative but still score less than 80% on your summative assessment, then you will be provided with the opportunity to revise your essay. Your revised assessment may earn up to 80%.
- If you choose to revise your essay, then your revision must be submitted within two weeks of receiving your graded essay. When you submit your revision, you must include your new copy, your old copy, and your original rubric.

- We are available between 6:30-7:30 by appointment on Monday, Tuesday, Thursday and Friday mornings (*Mr. Stanicek will be in room 245/Mr. Platt will be in room 103*), but can rarely meet after school due to coaching and family obligations. Additionally, we are available during 5th period in whatever lunch room we supervise. This information has yet to be determined but will be made available to students upon assignment.
- 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.

**Support and Resources**

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success. Some ways parents/guardians can support their student’s learning are the following:

- Actively check Infinite Campus for grade updates.
  - Infinite Campus is a tool to progress monitor student work until final course grades are 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.