NNHS Urban History Syllabus

Instructional Coordinators:
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Instructors: Ryan Hantak, Michael O’Connor, Jack Wright, Tim Johnson

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

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
The course is designed to bring Chicago culture, politics, and history into the lives of students. By using Chicago as a lab and primary and secondary sources, students will examine the geography, early history, political richness, and industrial development of the “Windy City”. Through thought-provoking discussions, interactive field trips, and performance based projects students will have an expansive view of the multicultural history and impressive development that is the city of Chicago.

Course Materials: Chicago: A Biography by Dominic A. Pacyga
Devil in the White City by Erik Larson
Excerpts from City of Big Shoulders
Excerpts from Chicago by Studs Terkel
Video Clips from City of the Century
Chicago Poems by Carl Sandburg
Chicago: City on the Make by Nelson Algren
*And much more.....

Class Expectations:
The only way to really understand and experience all that Chicago has to offer is to be willing to completely submerge yourself in the culture, reading, literature, and architecture that make the city so unique. You are expected to complete all assigned readings, chapter questions, participate in full-class discussions, as well as work creatively on each unit mini-project. This course will be run similar to a college course, so more responsibility is on each of you to produce high quality work and class discussions. Project expectations will be provided later in further detail as well as rubrics for each. Feel free to email me questions as well as visit our class site on Blackboard. Discussion threads, assignments, and supplementary material will be posted on Canvas and you will be expected to stay current with Canvas assignments and due dates.

Grading Breakdown:
<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Formative Assessment</td>
<td>10%</td>
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<tr>
<td>Summative Assessment</td>
<td>90%</td>
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<tr>
<td>Course Work:</td>
<td>85%</td>
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<td>Final Exam:</td>
<td>15%</td>
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Grading Disbursement:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-59</td>
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<tr>
<td>F</td>
<td>&lt; 50</td>
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Communication
- Teachers 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.
**Resources**
- Make an appointment with your teacher if you have questions, concerns or need assistance in any way.
- Attend S.O.S (supervised open study) in the Literacy Center M, W & Th from 3:15 to 4:15.

**Parents or Guardians ... We need your help.**
- Parents should actively check Infinite Campus for their student’s grade.
  - The grades on Infinite Campus will be accurate only at Mid-Quarter and Quarter. Prior to those dates, the grade reflected is fluid.
  - Infinite Campus is a communication tool until final grade is posted.
- Please ask your student about their school work.
- Check with your individual teacher for classroom procedures, schedules, and daily class news.

**Field Trip Disclaimer:**
The city of Chicago is home to so many great museums, tours, and historical sites that are so vital in understanding our course and its standards. The field trips are designed to enrich the learning experience of the students to make more solid connections and create lifetime experiences that connect each learner to the history and culture that is Chicago. The field trips, while such a great learning experience are a privilege. Each student should be up to date with their work and should be turning in quality assignments in order to take advantage of these great privileges.