NNHS Urban History Syllabus

Instructional Coordinators:
Joanna Berg (jmberg@naperville203.org)
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 Canvas. 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 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. Examples may include: practice activities, homework, quizzes, 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.

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.
- Any percentage lower than 50% will be put into 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).
- A zero on a summative assessment will only indicate that no attempt was made by the student.

**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 Breakdown:
- Formative Assessment: 10%
- Summative Assessment: 90%
- Course Work: 85%
- Final Exam: 15%

### Grading Disbursement:
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-59
- F = < 50

**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.

**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.

**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%).

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.