



Naperville North High School

Course: American Studies

Mission

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.

Course Description

What does it mean to be an American? 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.

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.9-12](#) Analyze the relationship between historical sources and the secondary interpretations made from them.
- [SS.H.6-12](#) 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

Practice 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.

Evidence 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

- No extra credit will be issued.
- In Infinite Campus, a score of "Missing" (M) will indicate an assessment has not been turned in and the comments section will include a specific date by which students can still submit. After that date, a zero (0) will be recorded.
- Work submitted after the original due date cannot be penalized more than a total of 10% a day and must be submitted no later than one week (5 school days) after the original due date.
- If a legitimate attempt is made on a summative assessment within two weeks after the original due date, a score of 50% will be the lowest possible grade.
- Work submitted after the original due date cannot be penalized more than a total of 10% a day and must be submitted no later than one week (5 school days) after the original due date.
- Violations of the academic integrity policy will be consequence by the administration in collaboration with the department chair/teacher.

Practice:(0%) / Evidence (100%)

Coursework 90%	Final Exam 10%
Reading Tests/ quizzes / Close Reading Assessments Visual Literacy Assessments / Extended Responses Process Essays (essays over an extended period of time) Timed Writings Academic Conversations / Group/Individual Presentations / Discussion Board	Quarter / Semester Project Final Project Final Presentation

Grading Standards & Weight

Semester Grade = Coursework (90%) / Final Exam (10%)

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

Reassessment Policies

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

- If you submit your Evidence assessment on time, submit ALL Practice assessments leading up to that Evidence assessment, but score less than 80% on your Evidence 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 five days of receiving your graded essay. When you submit your revision, you must include your new copy, your old copy, and your original rubric.

Support and Resources

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

Parents and Guardians Partnership

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.

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.