



AP US Government COURSE 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

What is the interrelationship between the governed and the governing? This course, for which a student earns a weighted grade, is intended to be equivalent to an introductory college-level course. This course will focus on the fundamental nature of our federal system. It will assist students who are preparing for the Advanced Placement examination in U.S. Government and Politics. Students should have a strong interest in politics and government and a willingness to study. In order to fulfill the state civics requirement, students will take action towards a political issue they are interested in at the national, state or local government level.

Course Skills

- Visual Literacy (including maps, charts, graphs, political cartoons)
- Identify cause and effect relationships
- Textual Analysis
- Claim Writing and identification of appropriate support

Units of Study Include:

→ Unit 1: Foundations (Ch. 1, 2 & 3)

- Study of the American Government
- The Constitution
- Federalism

→ Unit 2: The Branches of Government (Ch. 4, 5, 6 and 7)

- Congress
- Presidency
- Supreme Court
- Bureaucracy

→ Unit 3: Civic Liberties (Ch. 8 & 9)

- Civil Liberties
- Civil Rights

→ Unit 4: American Political Ideology and Beliefs (Ch. 10, 11, 12)

- Political Culture
- Public Opinion, Polling
- Political Ideologies and Political Parties

→ Unit 5: Political Participation (Ch. 13, 14, 15, 16)

- Elections
- Interest Groups
- Political Parties
- Media

Grading Disbursement and Grading Practices

A=100-89.5%, B=89.4-79.5%, C= 79.4-69.5%, D=69.4-59.5%, F=59.4-0%

Semester Grade = Coursework (85%) + Final (15%)

Coursework consists of...

- **Practice Work - 10%**- Module Work, Notes, Worksheets, etc.
- **Evidence Work- 90%** - Reading Quizzes, Vocabulary Quizzes, Labs, Papers, Unit Tests & Projects

Grading Practices

At Naperville North we define "**Practice**" and "**Evidence**" work as follows:

- Practice work is a fundamental part of the learning and preparation process and will not be accepted after the due date unless specifically requested by the teacher.
- Evidence of learning (Summative or formative assessments) submitted after the due date cannot be penalized more than a total of 10% and must be submitted within 5 school days after the original due date.
- A zero on a summative assessment will only indicate that no attempt was made by the student. OR If a legitimate attempt is made on an assessment, a score of 50% will be the lowest possible grade.
 - Students will be eligible for the 50% floor through timely and consistent completion of practice work and formative assessments.

Reassessment Policy

- The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient.
- 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 assessment through timely and consistent completion of practice work and formative assessments.
 - Complete designated learning experiences as assigned by the teacher
- Reassessments **MUST** be completed within 5 school days of the student receiving feedback unless otherwise determined by the instructor. The reassessment deadline should be communicated in an Infinite Campus comment.
- Project-based assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a re-assessment.
- Higher reassessment grades will replace the original assessment score (but will not exceed 80-90% selected by the school).

The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Higher reassessment grades will replace the original assessment score, but will not exceed 85%.

- Practice work is not eligible for reassessment.
- Evidence of Learning work may be eligible for reassessment. Refer to the chart below for eligibility:

<input type="checkbox"/> The assessment included multiple opportunities for feedback and improvement in the process for the final product OR formative assessments are aligned to standards, allow students to practice in the same assessment format, and gain feedback for improvement before the summative assessment.	<input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

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.**

- D203 AI Belief Statement: At Naperville North High School, we strive to build a learner's mindset in all students, developing qualities such as adaptability, communication, critical thinking, and global citizenship. Generative Artificial Intelligence (AI), offers new opportunities to engage with important technology relevant to the future that also raises significant educational considerations. AI tools provide unique ways to engage students in the learning process, hence we encourage our staff to guide students in using AI responsibly. Teachers have the authority to establish guidelines for AI use in their classrooms, setting clear expectations for how AI can be used on learning tasks. Concurrently, we recognize that reliance on AI risks replacing genuine student engagement and original thought, undermining the attributes we aim to cultivate. Striking a balance between leveraging AI tools effectively and maintaining educational standards is crucial to the learning experience of each student.

Communication

- You are encouraged to communicate with your teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the work week.
- The best way to communicate with teachers is through email; however, if you haven't received a response within 48 hours, please resend the email or call their voicemail. Your email may have been filtered

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

Additional Resources for Support

- You can make an appointment with your teacher should they need additional instruction or support in learning material.
- You can attend your teachers WIN sessions to review material or work on mastery of content
- Peer Tutoring is provided during all Lunch periods in the Literacy Center

Parents or Guardians

Naperville North believes in a collective partnership with parents/guardians which provides students the best opportunities for success.

We encourage students and parents to:

- Actively check Infinite Campus for their student's grade.
 - Infinite Campus is a tool to progress monitor student work until the final course grade is 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.

Unit 1 Foundations of American Democracy

Essential questions

1. How did the founders of the U.S. Constitution attempt to protect individual liberty, while also promoting public order and safety?
2. How have theory, debate, and compromise influenced the U.S. Constitutional system?
3. How does the development and interpretation of the Constitution influence policies that impact citizens and residents of the U.S.?

Key documents:

[Declaration of Independence](#)

[Articles of Confederation](#)
[Federalist paper No.10](#)
[Federalist paper No. 51](#)
[Anti-Federalist Brutus 1](#)
[U.S. Constitution Interactive Constitution](#)
[10th and 14th Amendments](#)
[McCulloch v Maryland](#)
[U.S. V Lopez](#)

[Khan Academy Unit I Review](#)

Unit 2 Interactions among the branches

Essential questions

1. How do the branches of the national government compete and cooperate in order to govern?
2. To what extent have changes in the powers of each branch affected how responsive accountable the national government is in the 21st century

Key documents:

[Baker V Carr](#)
[Shaw V Reno](#)
[Federalist No 70](#)
[22nd Amendment](#)
[Federalist No 78](#)
[Marbury V Madison](#)
[Explanation of Marbury v. Madison](#)

Unit 3 Civil Liberties and Civics

Essential questions

1. To what extent do the U.S. Constitution and its amendments protect against undue government infringement on essential liberties and from invidious discrimination?
2. How have the U.S. Supreme Court rulings defined civil liberties and civil rights?

Key documents:

[Bill of Rights \(1-10 amendments \)](#)
[Engel v Vitale](#)
[Wisconsin v Yoder](#)
[Tinker v Des Moines](#)
[Schenck v United States](#)
[New York Times v U.S. Reveal Podcast](#)
[McDonald v Chicago](#)
[Gideon v Wainwright](#)
[Roe v Wade](#)
[Letter from Birmingham jail](#)
[Brown v Board of Education](#)
[Khan Academy Civil Liberties and Rights Review](#)

Unit 4 American Political Ideologies and Beliefs:

Essential questions:

1. How are American political beliefs formed and how do they evolve over time?
2. How do political ideology and core values influence government policy making?

Key documents:

Political line Quiz:

[I side with](#)

[Political Compass](#)

[Political spectrum Quiz](#)

[Pew Research Political Typology](#)

[Polling Report](#)

Unit 5 Political Participation

Essential questions:

1. How have changes in technology influenced political communication and behavior?
2. Why do levels of participation and influence in politics vary?
3. How effective are the various methods of political participation in shaping public policies?

Key documents:

[15th Amendment](#)

[17th Amendment](#)

[19th Amendment](#)

[24th Amendment](#)

[26th Amendment](#)