Naperville North High School Sociology Syllabus 2025/2026

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Department Chair: Joanna Berg   jmberg@naperville203.org

D203 Profile of A Learner	We are proud to present the Profile of a Learner, which outlines the key competencies and descriptors our community has identified as essential for our students: Adaptability, Communication, Critical Thinking, Learner's Mindset, Global Citizen**.**
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	Students in Humanities Capstone will use inquiry-based methods to research and develop a unique semester project based on a Humanities topic of their choice. This course is an independent study in which students guide their learning and investigation of a topic with the mentorship of a teacher. This course qualifies toward completion of the Illinois Global Scholar Certificate if a student is eligible and completes all requirements during this semester. This course is offered as weighted. The difficulty level, workload, and expectations of this course will be adjusted accordingly based on whether a student is taking this course as a weighted class OR if they are using the course to achieve the Illinois Global Scholar certificate.
Course Resources	Research over the course of this semester will require adherence to MLA-style citation guidelines and the use of NoodleTools to document source research over the course of the semester. This course will also rely on the use of NNHS library databases, such as JSTOR, GalePowerSearch, and more in the research process. Additional apps may be used for collaboration with experts and for creation of your semester artifact.
Course Inquiry Skill Standards	**Gathering and Evaluating Sources** SS.9-12.S.4. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources. SS.9-12.IS.5. Gather and evaluate information from multiple primary and secondary sources that reflect the perspectives and experiences of multiple groups, including marginalized groups. **Developing Claims and Using Evidence** SS.9-12.IS.6. Analyze evidence and identify counter perspectives to revise or strengthen claims SS.9-12.IS.7. Construct arguments using precise and knowledgeable claims with evidence from multiple sources, while acknowledging counterclaims, perspectives, and biases. **Communicating Conclusions** SS.9-12.IS.9. Develop and prepare communication by identifying stakeholders (or audiences) and evaluate what messages and media are likely to result in stakeholder support or opposition. **Perspectives** SS.9-12.H.5. Analyze the factors and historical context, including overarching movements, that influenced the perspectives of people during different historical eras SS.9-12.H.7. Identify and analyze the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality, and justice. SS.9-12.H.8. Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

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	Causation and Argument SS.9-12.H.13. Analyze multiple and complex causes and effects of events in the past
Course Units of Study	Unit 1: Developing a Compelling Question and Investigating Unit 2: Drawing Conclusions and Identifying Experts Unit 3: Artifact Planning and Revising Unit 4: Semester Artifact Final Drafts
Grade Calculation Definitions	Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. Although varied in content, all courses will include examples of practice and evidence of learning: ● **Evidence of Learning**: Tasks or assessments where feedback is provided to the student and considered evidence of a student's level of proficiency on a given standard or skill. This may include, but is not limited to formative tasks that provide insights on areas for growth as well as summative tests, projects and/or performances. In this course, specific examples include: Unit Checkpoints, weekly source conferences, Research Tutorials, Source Deadlines, Annotated Works Cited pages, and more. <u>Evidence is weighted at: 100%.</u> ● **Practice**: Tasks that are connected to course standards and learning targets that promote the development of skills and/or knowledge that will be assessed, but where feedback is not provided. This may include, but is not limited to daily readings, note taking, practice exercises and tasks essential to the learning process. In this course, specific examples include: brainstorming posts on Padlet, planning documents, and more process-related tasks. <u>Practice is weighted at: 0%.</u>
Grading Disbursement	Semester grades for all classes (prior to the final exam) will be calculated by a weighted average. As part of the calculation for the overall semester grade, final exams/projects will not exceed 15% of the semester grade. A = 100-90%, B = 89-80%, C = 79-70%, D = 69-60%, F = 59-0% Semester Grade: ● Coursework = 85% (Evidence of Learning = 90%, Practice= 10%) ● Final Exam = 15% *Final Exam Format:* Edit by teacher

Grading Practices	Grades communicate each student's progress toward mastery of goals/standards for the course.
	● Infinite Campus Symbols/Comments:
	  ○ 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.
	  ○ Any score may also have a comment indicating the due date, turned in, late, reassessment eligibility including the timeline and/or reassessment final scores.
	  ○ A zero indicates that no attempt was made by the student. If a legitimate attempt is made on an assessment and practice work has been completed in a consistent and timely manner (*completing 85% of practice listed in Infinite Campus.*), a score of 50% will be the lowest possible grade.
	● Late Work:
	  ○ Evidence of Learning work submitted after the original due date cannot be penalized more than a total of 10% and can be submitted for credit up to 5 days after the original due date.
	  ○ Practice Work is not accepted for credit after the due date.
	● Other:
	  ○ No extra credit will be issued.

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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.
Academic Integrity Code	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, using a writing service and/or AI in place of original work unless specifically authorized by staff, 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.
Technology Expectations	• **Cell phones**: Students will be expected to store their cell phones in a phone holder or designated classroom location throughout each class period as communicated by each teacher. Cell phones should not be seen or heard in the classroom setting. Appropriate use of cell phones is allowed during passing periods, during study halls, at lunch, before and after school. Please note that cell phone use is strictly prohibited in locker rooms and restrooms at all times. • **Ear buds and headphones**: The use of ear buds and headphones is strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. For safety reasons, students should also be able to hear announcements, alerts, etc. at all times and, therefore, students are permitted to use one ear bud or headphone during passing periods, at lunch, before and after school. • **District issued Chromebooks**: Students are required to use their District issued Chromebook and will not be permitted to use personal laptops or devices in the classroom setting. Student personal devices are not protected by district systems and put student safety and the safety of our network at risk. Additionally, student personal devices are not enabled with applications and programs necessary for administration of state and AP assessments.
Reassessment Policy	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:

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☐ 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.	☐ There was timely and consistent completion of practice work and formative assessments. ☐ A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. ☐ Summative assessment score is below 85%.
Not eligible for reassessment	Eligible for reassessment if all three statements above are true.

Reassessment Parameters:
- The reassessment opportunity will require designated learning experiences that demonstrate readiness 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 IC comment.
- The final reassessment score will be capped at 85%.

Student Communication
- You are encouraged to communicate with their teacher regarding questions.
- Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
- 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.

Additional Resources for Support
- You can make an appointment with your teacher should you need additional instruction or support in learning material.
- You can attend peer tutoring in the Lit Center during lunch periods to receive extra support or to work on assignments.
- You can drop in to work with a peer tutor during lunch periods or before school in the Literacy Center.

Parents or 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:
- Actively check Infinite Campus for their student's grades.
  - 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.

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Field Trips	Course 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