Naperville North High School
Honors English 2: Journalism

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
Course Description	This full-year sophomore level course is designed to continue the reading, writing, speaking, listening, and viewing strategies begun in English 1. This course is designed to meet the 10th grade Common Core State Standards by exploring content through a journalistic lens. Due to the academic rigor of the course, students should be motivated, independent learners who manipulate language with ease when writing and reading challenging works with interest and insight.
Student & Teacher Communication	- Students should communicate with their teachers regarding questions and concerns. - The most efficient way to communicate with teachers outside of class is through email; however, if you haven't received a response within 48 hours, please resend the email. - Teachers make every effort to respond to emails and phone calls within 24 hours during the workweek.
Course Priority Standards	- RL.3 - Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. (9-10) - RL.4 - Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). - W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. - W.5 - Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. - SL.4 - Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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 of LEARNING 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.
- Academic behaviors can be included in the grade calculation when they are critical to student success in the course and those behaviors are taught and practiced in the classroom.
- 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% and must be submitted no later than one week (5 school days) after the original due date.
- If a legitimate attempt is made on an assessment and the practice work has been completed, a score of 50% will be the lowest possible grade.
- Violations of the academic integrity policy will be consequenced by the administration in collaboration with the department chair/teacher.
- All assessments must be shared in Google format with editing permissions AND submitted to Canvas (unless otherwise directed) or they will not be accepted.

Grading Standards & Weight

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

Reading: 30%	Writing: 50%	Speaking/Listening: 20%
Reading & news assessments/quizzes News stories and essays (done over an extended period of time)	Timed Writings Multimedia stories News stories, essays, and sentence construction	Academic Conversations Interviews Formal Presentations Discussion Boards Multimedia Analysis

Semester Grade = Coursework (90%) / Final Exam (10%)
A=100-90%, B=89-80%, C= 79-70%, D=69-60%, F=59-0%

Reassessment Policies

The purpose of reassessment is to allow students to demonstrate proficiency of course standards in which they remain deficient. Instructors can initiate the reassessment process when a student scores below 85% and one of the following scenarios applies:

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

- 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.

Feedback	• The final reassessment score will be capped at 85%. **Effective and timely feedback and grading practices provide students with opportunities to self-assess progress toward learning standards.** • Meaningful and timely feedback will be communicated and recorded through the Infinite Campus gradebook. Missing assignments (M) should be entered into Infinite Campus on the due date of the assignment. • Feedback will be used as a tool that assists teachers and students in identifying areas of strength and improvement, allowing for effective assessment preparation and implementation of interventions.
Support and Resources	• Make an appointment with teachers if additional instruction or support is needed. • Attend peer tutoring in the Lit Center during lunch periods to receive extra support or to work on assignments. • Drop in to work with a peer tutor during lunch periods or before school in 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.
Academic Integrity	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.
Academic Integrity Violations	**What is it?** The taking of another person's ideas and passing them off as your own. **When am I guilty of plagiarism?** Whenever using someone else's ideas (while speaking, writing, direct quoting, or paraphrasing) and not crediting that person for their ideas/words, whether it was done INTENTIONALLY OR THROUGH CARELESSNESS. **Self-plagiarism:** Submitting identical or substantial portions of similar work for credit more than once, without prior explicit consent from the instructor

What happens when I am caught plagiarizing?

LEVEL ONE: Plagiarizing practice work (daily homework, etc.)

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file

LEVEL TWO: Plagiarizing Evidence of Learning work (essays, exams, etc.)—a level two violation consequence will be issued if you have multiple level one violations.

CONSEQUENCES: Referral, parent contact, detention, letter placed in discipline file, academic consequence, notification to honor societies, class level change, etc.

LEVEL THREE: Theft, sale, or distribution of materials that can be used to gain an unfair advantage or falsify a grade—a level three violation consequence will be issued if you have multiple level two violations.

CONSEQUENCES: All level two consequences apply in addition to suspension or expulsion from school. The consequence will be determined during a meeting with the dean, teacher, parent, and student.

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.

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.