



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	Mathematics is a universal language that allows us to make sense of fundamental principles, thoughts, ideas, patterns, problems, and phenomena surrounding us and to communicate our understanding and resolutions of these concepts to others. As a result, the mission of the mathematics department is to provide students the opportunity to experience and engage in the utility, power and beauty of mathematics as they become proficient in using and applying fundamental mathematical concepts and skills including: computation, critical thinking, reasoning, communication, and resourceful problem solving.
Course Description	This course introduces students to the full cycle of data science, combining statistical reasoning, computational thinking, and ethical decision-making to analyze and interpret data. Through eight project-based units, students will learn to collect, clean, model, and communicate data effectively. Topics include data storytelling, statistical analysis, probability modeling, categorical data, ranking models, and introductory machine learning. Key assignments feature personalized visualizations, regression and probability analyses, media studies, and recommender systems.
Units of Study:	Fall Semester: 1. Data Tells a Story 2. The Data of Our Community – Learning from Data 3. Water in Your Life – Bivariate Data and Causality vs. Spurious Correlation 4. Shuffling Songs – Probabilistic Modeling Spring Semester: 5. Skin Tones and Representation – Categorical Data and Introduction to Linear Algebra 6. What's the Best Place for Me? – Modeling with Data and Understanding Bias 7. Predicting My Preferences – Introduction to Machine Learning 8. Being a Data Science
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. ● 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.



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%
- Final Exam = 15%

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.

Math Support

Math Support is a Tier 2 intervention that takes place during the first half of each lunch period. Students who have engaged in Tier 1 (classroom) learning and support but who still do not demonstrate mastery of the essential learning standards on the test at the end of a unit of study will be assigned to Math Support. Students will work with two math support teachers to address any misconceptions of the essential learning standards. Once they demonstrate mastery of the essential standard, they will be exited from this support with a reassessment score of 70%. If this support is necessary, the classroom teacher will initiate this mandatory schedule change. Parents and students will receive notification of the schedule change from the Math Department Chair.

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



Academic Integrity Code

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.

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:

☐ 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	☐ 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.
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	feedback for improvement before the summative assessment. Not eligible for reassessment	☐ Summative assessment score is below 85%. 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.	