



Teacher: Ms. Debrah Mrozinski

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Office: 252 Study Room **Office Hours:** 7th or 8th hour or by appointment

Department: Jennifer Hervey (jhervey@naperville203.org); Adam Hansen (ahansen@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

To ensure every student has the services and supports necessary to make meaningful progress within the core curriculum and be full participants within the general education classroom and school.

Course Description

This full-year course is designed to introduce students to the fundamental, yet critical, personal traits, knowledge, and skills each student should possess to successfully transition from high school into the workforce and post-secondary education. These skills and knowledge can be applied to any industry. They are 'success' skills and knowledge to be used and further developed throughout one's life.

Course Textbook & Resources

Working (text reference)
Pathfull Explore website: <https://pathful.com/explore>
O*NET OnLine: <https://www.onetonline.org/>
Act it Out: Social Skills For Teens

Course Standards & Weights

- Research and select careers of interest based on my likes, dislikes, strengths, weaknesses, and needs.
- Explore education/training options available to plan for after high school.
- Demonstrate self-advocacy skills and the accommodations you need to be successful in education and the workplace.
- Develop problem-solving skills to use in the workplace.
- Use role-playing, peer feedback, and real-life experiences to reflect on your communication and self-monitoring skills.
- Understand employment laws, company rules, and expectations for finding, obtaining, and keeping a job.

SEL 1B.5b. Evaluate how developing interests and filling useful roles support school and life success.

Units of Study:

Unit 1: Career Exploration
Unit 2: Obtaining Employment
Unit 3: Self-Advocacy on the Jobsite
Unit 4: Workplace Communication Skills
Unit 5: Workplace Relationships and Diversity
Unit 6: Managing Employment Day-to-Day

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:



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- **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: Inventories, Career and Company Research projects, completing a Job Application and Resume, Interviewing, Role Play, Portfolios, etc.
- **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: practice of employability soft skills in the classroom, school tasks, and at volunteer sites.

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:* Project

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.

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



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	<p>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.</p>
Academic Integrity Code	<p>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.</p> <p>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.</p>
Technology Expectations	<ul style="list-style-type: none">● 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	<p>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%.</p> <ul style="list-style-type: none">● 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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| <ul style="list-style-type: none"> ● 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. | <ul style="list-style-type: none"> ● 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. |



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- Discuss missing assignments, reiterate due dates, help organize folders, materials, assignment notebooks, and review upcoming projects and assessments.