



Naperville North High School

Course: English 2

Mission	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
Course Description	This full-year course is designed for sophomores to continue developing skills for more advanced composition and literature with emphasis on understanding a variety of texts, including fiction and nonfiction. Students will be assessed according to mastery of the Common Core State Standards in Reading, Writing, Speaking, and Listening.
Student & Teacher Communication	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (Same for non-fiction).● W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.● W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.● SL.9-10.4: 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.● L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Grading Definitions	<p><u>PRACTICE</u> 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.</p> <p><u>EVIDENCE OF LEARNING</u> 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.</p>

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, a score of 50% will be the lowest possible grade.
- Violations of the academic integrity policy will be consequence by the administration in collaboration with the department chair/teacher.
- Posted grades represent the grade that students would receive if they transferred out of a class today.
- 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 OF LEARNING Assessments (100%)

Semester 1	Semester 2
<p>Reading (40%) Assessments/quizzes Process papers/essays (done over an extended period of time)</p> <p>Writing (45%) Timed Writings Process Papers/Essays (done over an extended period of time)</p> <p>Speaking/Listening (15%) Academic Conversations Formal Presentations Discussion Boards</p>	<p>Reading (40%) Assessments/quizzes Process papers/essays (done over an extended period of time)</p> <p>Writing (40%) Timed Writings Process Papers/Essays (done over an extended period of time)</p> <p>Speaking/Listening (20%) Academic Conversations Formal Presentations Discussion Boards</p>

Semester Grade = Coursework (90%) / Final Exam (10%)

A=100-90%, B=89-80%, C= 79-70%, D=69-60%, F=59-0%

Reassessment Policies

Students will be provided with multiple and varied opportunities to demonstrate mastery of learning standards. The purpose of reassessment is to allow students to demonstrate mastery of course standards in which they remain deficient. Project-based assessments and process writing assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment.

Students who have demonstrated sufficient learning of the essential standards, but scored below 80%, will be allowed reassessment opportunities on evidence of learning assessments. To be eligible for reassessment, students must:

1. Original assessment submitted on time.
2. All original practice work must be completed on time in order to be eligible for reassessment.

3. Only students scoring below 80% can reassess.
4. Students should determine within two days of receiving their score if they would like to engage in opportunities for reassessment.
5. Students must meet with the teacher outside of class to determine the reassessment plan and task.
6. Reassessments MUST be completed within 5 days of students receiving feedback unless otherwise determined by the instructor.
7. Students must meet with the teacher, a Lit Center tutor, or afterschool tutoring to revise the assessment before the revised due date.
8. The higher of the two scores (no higher than 80%) will be entered in Infinite Campus.
9. There will be no reassessment opportunities for certain performance-based assessments as they evaluate skills in progress and are intended to provide students with feedback on their growth.

Feedback

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

Students can always make appointments with teachers, visit the Literacy Center to work with peer tutors, or attend After School Tutoring.

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.