Naperville North High School

Nicholas P. Janssen, Chair of Fine Arts

Adapted Art Leaders [A57011, A57012]

NAPERVILLE NORTH FINE ARTS

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DISTRICT MISSION	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
DEPARTMENT MiSSION	The Fine Arts Department at Naperville North High School is founded on the conviction that academics and the arts are equally important to student development and achievement. North's comprehensive Fine Arts offerings are integrated throughout the academic curriculum and various student activity organizations – motivating students with a variety of learning styles to succeed in high school and pursue higher education. The plethora of Fine Arts opportunities at North maintain our commitment to providing a rigorous arts education for all students while providing quality art for the Naperville Community. Visual Art offerings are designed to develop in all students: visual sensitivity; creative talents; cultural appreciations; and, lifelong skills that can enhance career and personal potentials.
COURSE DESCRIPTION(s)	**Adapted Art -Leaders** [A95011-A950012]: Adapted Art and Design is designed for students interested in working with the special needs community. Students will be paired to form a learning team that will work together to explore the elements and principles of design through a variety of artistic media. Projects and lessons will cover sensory and social, as well as art topics. Student leaders will be responsible for a final project at the end of the semester. This course is most suitable for students planning to pursue careers in the field of education or healthcare. Students who wish to be a leader will be required to submit an application. -One semester of Visual Art and Department Placement Required *This course qualifies for the Illinois Global Scholar Certificate.*
COURSE TEXTBOOKS & RESOURCES	N/A
COURSE STANDARDS	*CREATING* ● **Anchor Standard 1:** Generate and conceptualize artistic ideas and work. ● **Anchor Standard 2:** Organize and develop artistic ideas and work. ● **Anchor Standard 3:** Revise, refine, and complete artistic work. *PRESENTING* ● **Anchor Standard 4:** Select, analyze, and interpret artistic work for presentation. ● **Anchor Standard 5:** Develop and refine artistic techniques and work for presentation.

- **Anchor Standard 6:** Convey meaning through the presentation of artistic work.

RESPONDING
- **Anchor Standard 7:** Perceive and analyze artistic work.
- **Anchor Standard 8:** Construct meaningful interpretations of artistic work.
- **Anchor Standard 9:** Apply criteria to evaluate artistic work.

CONNECTING
- **Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art.
- **Anchor Standard 11:** Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

UNITS OF STUDY

COURSE CALENDAR

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: take home essays, quizzes, and research projects.
- **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: entry questions, practice essays, practice questions, research check-ins.

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 80% 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.

COURSEWORK GRADING CATEGORIES

Evidence Weights
- **30% Planning:** Brainstorming | Sketching | Skill-Development
- **50% Creating:** Making | Refining Art based on Critique
- **20% Critique and Reflection:** Mid-process Critique | Final Critique | Final Reflection

Practice Weights
- **0%: No grade assigned.** Assessed by the teacher but the student is not awarded points for completion.

GRADING DISBURSEMENT & WEIGHT

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

Semester Grade:
- **Coursework:** 85%
  - 90%: Evidence | 10%: Practice
- **Final Exam:** 15%
  - Final exam format: **A series of small prompts which will test the students knowledge of the course curriculum.**

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; 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.

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 with a score below 80% is eligible for reassessment if students have:
    - Demonstrated readiness through timely and consistent completion of practice work. This means completing 80% of practice listed in Infinite Campus.
    - Completed designated learning experiences as assigned by the teacher. In this course, specific examples include:
- Timeline: Reassessments must be completed 5 school days after the student receives feedback (unless otherwise determined by the instructor).
- Project-Based Assessments that include multiple opportunities for feedback and improvement in the assessment process will represent multiple attempts and be considered a reassessment.

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. Teachers are available before school each day.
- You can attend After School Tutoring in the Learning Commons Monday, Wednesday, and Thursday from 3:15-4:15 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.

PARENT OR GUARDIAN 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 grade.
    - Infinite Campus is a tool to monitor student work until 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 their student's missing assignments, reiterate due dates, help organize their student's folders, materials and assignment notebooks, and review upcoming projects and assessments.