Naperville North High School
Course: Blended Literary Themes

Mission	To educate students to be self-directed learners, collaborative workers, complex thinkers, quality producers, and community contributors.
Course Description	This one-semester course allows seniors to design, with the advice and consent of the instructor, their individual course of literature study. The instructor evaluates students' reading, writing, literary analysis, and research skills in a variety of assessments, both written and oral. Students who take this course should be prepared to work independently in a self-directed manner.This blended learning course integrates traditional face-to-face learning and online independent learning components.
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.11-12.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. - RI.11-12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. - SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. - SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. - W.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) - W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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, research checkpoints,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. • 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 (0%) / EVIDENCE OF LEARNING (100%)

Reading: 35%	Writing: 35%	Speaking/Listening: 30%
Reading assessments/quizzes Process papers/essays (done over an extended period of time)	Timed Writings Process Papers/Essays (done over an extended period of time)	Academic Conversations Formal Presentations Discussion Boards

Semester Grade = Coursework (95%) / Final Exam (5%)
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.
• The final reassessment score will be capped at 85%.

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.

Plagiarism

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 (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.
Cell Phone Policy	- Phones are NOT allowed and should be put away (not on desk or in pocket) during class. - Earbuds NOT allowed unless specific permission given by the teacher. - Bathroom = leave phone on desk or teacher desk. - Failure to adhere to these policies will result in a behavioral referral.