



Teacher: Jonathan Justice

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Office: 102

Department Chair: Lisa Dinon, ldinon@naperville203.org

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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 | To enable students to communicate effectively in the target language, to understand the cultures that support the language, to see connections between language study and other disciplines, and to appreciate what it means to be college-, career-, and world-ready. |
| Course Description | Cooperative learning groups and learner-centered strategies continue to enable active participation of all students. In German 3, students deepen their knowledge of the German language and cultures of the German-speaking world. Students develop and expand their writing skills through crafting longer essays, completing research projects and reading authentic materials not written for German learners. A variety of authentic supplemental materials is used along with the third level of the Klasse! textbook and workbook. German is used almost exclusively in the classroom, and students further develop their oral proficiency skills through interactive lessons and performance assessments. |
| Course Textbook & Resources | Klasse! B1 (digital textbook and digital workbook) |
| Course Standards & Weights | <p>Interpersonal Communicative Mode: Listening, Speaking, Reading, Writing</p> <ul style="list-style-type: none"> ▶ Interact in German in a variety of personal, social, and cultural contexts. ▶ Respond in German in a variety of personal, social, and cultural contexts. ▶ Examples include: conversations, interviews, questions and responses, email, texting, social media <p>2. Interpretive Communicative Mode: Listening, Reading, Viewing</p> <ul style="list-style-type: none"> ▶ Interpret and/or comprehend spoken German in a variety of contexts. ▶ Interpret and/or comprehend written German in a variety of contexts. ▶ Examples include: reading texts and passages (fiction and nonfiction), reading infographics and graphs, advertisements, signs, and social media from the German-speaking world. <p>3. Presentational Communicative Mode: Speaking, Writing, Showing</p> <p>Using German:</p> <ul style="list-style-type: none"> ▶ Present information, concepts and ideas for a variety of purposes to different audiences. ▶ Examples include: writing passages, essays, and research papers; giving presentations; telling someone else something |
| AAPPL Proficiency Exam | As part of this course, students will take a language proficiency exam called AAPPL (ACTFL Assessment of Performance toward Proficiency in Languages). This exam will be given during the second semester and will provide valuable information on students' overall progress in German. In German 3, students will take the writing and speaking portions of Form A of the exam. |
| Grade Calculation Definitions | <p>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:</p> <ul style="list-style-type: none"> ● 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: vocabulary quizzes; graded homework; reading, |



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listening, writing, and speaking assessments.

- **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: in-class participation, random checks of homework and task completion

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 = 90% (Evidence of Learning = 90%, Practice= 10%)
- Final Exam = 10% *Final Exam Format:* performance and interpretive tasks

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 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.

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



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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.

The use of translating devices and/or direct translation from a native speaker or tutor is strictly forbidden. You must do your own work. Remember: There is a significant difference between getting help and having something or someone else do your work for you. There are consequences both academic and non-academic for students who do not adhere to this policy. All District and school academic integrity policies apply to this course. Violations will be tracked and added during your time at NNHS.

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:

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| <input type="checkbox"/> 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. | <input type="checkbox"/> There was timely and consistent completion of practice work and formative assessments. <input type="checkbox"/> A one-time performance on an assessment does not reflect the student's level of proficiency leading up to the assessment. <input type="checkbox"/> 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%.

Student Communication

- You are encouraged to speak directly with your teacher regarding questions.
- Teachers make every effort to respond to emails within 24 hours during the workweek.



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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.
- Teachers make every effort to respond to parent emails and phone calls within 24 hours during the work week.
- 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.