



Department Chair: Helena Hitzeman (hhitzeman@naperville203.org)

D203 Profile of A Learner	Profile of a Learner guides our efforts in creating educational experiences that are relevant, engaging, and impactful and outlines the key competencies and descriptors our community has identified as essential for our students: Adaptability, Communication, Critical Thinking, Learner’s Mindset, Global Citizen.
Course Description	This full-year Honors course is designed to expose 11th-grade students to composition and literature with emphasis on understanding a variety of challenging texts, including fiction and non-fiction, with exceptional depth and rigor. There is an expected value placed on interaction, Socratic seminar, analytical discussion, and breaking down texts of various styles. Students will be assessed according to mastery of the Common Core State Standards in Reading, Writing, Speaking, and Listening.
Course Standards & Weights	● RL/RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL/RI.3 Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama. ● W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ● W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Units of Study:	Embracing the Journey: Unit 1: Who Am I? Taking a look at how others and self identify their role in their setting. Unit 2: What Do I Want? Exploring what students and characters in stories are seeking at the end of their life routes. Unit 3: How Do I Overcome Barriers? When presented with an obstacle, how do I identify it and what are my abilities I will need to move past. Unit 4: How Do I Improve the World? Making the scope of influence to move beyond the desk, room, and walls of school and move out into the community.
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: novel assessments, end of semester memoirs, and 30 second speeches. ● 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: daily writing pieces, directions for multipurpose projects, and rough draft essay portions.
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:



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