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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.
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	This American Sign Language course is designed for high school students with a goal of deepening learning of American Sign Language (ASL). Students will learn the elements of ASL, including the advanced applications of manual alphabet, vocabulary, and essential grammar structures. This course highlights the history, culture, and community of Deaf individuals, fostering a deeper appreciation and respect for the Deaf community. The course emphasizes both expressive and receptive skills, cultural learning experiences, and enabling students to engage in conversations and understand signed messages in the target language.
Course Textbook & Resources	Curriculum based on Signing Naturally Units 7-12 Variety of online ASL resources
Course Standards	1. Communication: Communicate in American Sign Language Standard 1.1 Students use American Sign Language to engage in conversations and provide information, express feelings and emotions, and exchange opinions Standard 1.2 Students comprehend and interpret live and recorded American Sign Language on a variety of topics Standard 1.3 Students present information, concepts, and ideas to an audience of viewers in American Sign Language 2. Cultures: Gain knowledge and understanding of American Deaf Culture Standard 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of American deaf culture Standard 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of American deaf culture 3. Connections: Use American Sign Language to connect with other disciplines and acquire information Standard 3.1 Students reinforce and further their knowledge of other disciplines through American Sign Language Standard 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through American Sign Language and Deaf culture 4. Comparisons: Develop insight into the nature of language and culture Standard 4.1 Students demonstrate understanding of the nature of language through comparisons of American Sign Language and their own languages Standard 4.2 Students demonstrate understanding of the nature of language through comparisons of American Deaf culture and their own culture 5. Communities: Use American Sign Language to participate in communities at home and around the world. Standard 5.1 Students use American Sign Language within and beyond the school setting Standard 5.2 Students show evidence of becoming life-long learners by using American Sign Language for personal enjoyment and enrichment.



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Proficiency Assessment	As part of this course, students will take a language proficiency assessment 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 ASL. In ASL 2, students will take the Form A: Receptive Comprehension portion of the AAPPL for ASL assessment.
Units of Study:	Unit 9: Community, Jobs, and Animals Unit 10: Travel and Geography Unit 11: School Unit 12: Sports and Activities Unit 13: Describing People Unit 14: Culture and Identity Unit 15: Ear and Hearing Unit 16: Money, Clothes, and Shopping
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: Quizzes, Unit Exams (Receptive, Presentational, and Interpersonal portions)/Unit Projects such as a signed Newscast. ● 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 in-class activities/games that reinforce new vocabulary, Culture assignments, and Bellwork
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 = 85% ○ Evidence of Learning = 90% ○ Practice (will not exceed 10%) = 10% ● Final Exam = 15% ○ <i>Final Exam Format:</i> Online Formative Assessments (Receptive- Multiple Choice)/Expressive Component (class presentation)
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 within 5 school 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 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.

Please refer to the NNHS Handbook for more information.

Technology Expectations

- **Cell phones:** Students will be expected to store their cell phones in a phone holder or designated classroom location throughout each class period as communicated by each teacher. Cell phones should not be seen or heard in the classroom setting. Appropriate use of cell phones is allowed during passing periods, during study halls, at lunch, before and after school. Please note that cell phone use is strictly prohibited in locker rooms and restrooms at all times.
- **Ear buds and headphones:** The use of ear buds and headphones is strictly prohibited in the classroom unless permission has been granted by the teacher. Ear buds and headphones should not be seen or heard in the classroom setting. For safety reasons, students should also be able to hear announcements, alerts, etc. at all times and, therefore, students are permitted to use one ear bud or headphone during passing periods, at lunch, before and after school.
- **District issued Chromebooks:** Students are required to use their District issued Chromebook and will not be permitted to use personal laptops or devices in the classroom setting. Student personal devices are not protected by district systems and put student safety and the safety of our network at risk. Additionally, student personal devices are not enabled with applications and programs necessary for

administration of state and AP assessments.

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:

☐ 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%.

Student Communication

- Students are encouraged to communicate with teachers 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 utilize WIN or 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.

Naperville North High School ASL 2 Syllabus 2026/2027



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- 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.