Central academy
DES MOINES PUBLIC SCHOOLS

Studies in World Literature

2016-2017

http://secondaryliteracy.dmschools.org
http://grading.dmschools.org

Version: Alpha

Course Description

Studies in World Literature includes a survey of world literature studied in a thematic approach to critically evaluate information based on relevancy, objectivity, and reliability. Students will write several compositions using expository and argumentative techniques, including a research project. This project will include an articulated research question or thesis statement, and incorporate findings while adhering to a consistent format for documentation.

Read the full language of the Core Standards here.

Standards-Referenced Grading Basics

The teacher designs instructional activities and assessments that grow and measure a student's skills in the elements identified on our topic scales. Each scale features many such skills and knowledges, also called learning targets. These are noted on the scale below with letters (A, B, C) and occur at Levels 2 and 3 of the scale. In the grade book, a specific learning activity could be marked as being 3A, meaning that the task measured the A item at Level 3.

The common core state **standard** code is located on each scale.

The **Learning Goal** is the complete Level 3 of the scale.

Each lettered bullet point represents one **Learning Target**.

Scale Level Symbols	
⬠	The targets on this level can be **changed**
🔒	Targets on this level can **not** be changed
➕	**More** targets can be added to this level
✖	**No** targets are written at this level

The structure and design of the scale is common across SRG courses, even when specific design decisions, like unit-based courses vs. process-based courses, are in play. The scales are a critical part of the instructional routine in an SRG classroom.

The Body of Evidence in a Process-Based Course
Process-Based SRG *is defined as an SRG course design where the same scale recurs throughout the course, but the level of complexity of text and intricacy of task increase over time.*

This course does not have a traditional unit-based design. Instead, students cycle through the same basic topics repeatedly as they progress through the course, with the complexity of the text, analysis, and writing expectations increasing steadily throughout. To account for this, process-based courses like this have their evidence considered in a "Sliding Window" approach. When determining the topic score for any given grading topic, *the most recent evidence* determines the topic score. Teacher discretion remains a vital part of this determination, but it is hard to overlook evidence from the most recent (and therefore most rigorous) assessments.

Course Map

Grading Topic	Core Standards
Writing Construction	• Writing 2, 4, 5, 9, 10 • Language 1, 2, 3
Theme Analysis	• Reading Literature 1, 2, 3, 9 • Reading Informational Text 1, 2
Analysis	• Reading Literature 1, 3, 4, 5 • Reading Informational Text 1, 3, 4, 5, 9
Vocabulary Acquisition	• Language 4, 5, 6
Speaking and Listening	• Speaking & Listening 1, 3, 4, 6

Course Texts

Studies in World Literature uses a literature textbook that mirrors that of our English II course.
Studies in World Literature does not have a currently adopted writing/grammar text resource.

• Student Literature: Holt McDougal Literature Grade 10 © 2012

Topic Scales

CCSS W9.2, W9.4, W9.5, W9.9, W9.10, L9.1, L9.2, L9.3	Grading Topic: **Writing Construction**
4 △	In addition to score 3.0 performance, the student demonstrates a command of voice and style that rises above formulaic writing.
3 🔒 **Learning Goal**	*Students demonstrate they have the ability to construct writing which examines and conveys complex ideas, concepts, and information clearly and accurately to an intended audience:* A. **Organization:** Develop topic with relevant, well-chosen, sufficient evidence to support analysis that breaks apart text and demonstrates the connections between the text and the supporting evidence B. **Organization:** Organize ideas by using appropriate and varied transitions, creating cohesion, and clarifying the relationships among ideas and concepts C. **Style:** Use precise and content specific language, varied sentence patterns, while maintaining a formal style and tone D. **Conventions:** Demonstrate command of the conventions of standard English E. **Writing Process:** Develop and strengthen writing as needed through the writing process
2 ➕	*Students demonstrate they have developed the ability to:* A. **Organization:** Plan ideas before writing B. **Organization:** Identify transitions or a need for transitions in a text C. **Writing Process:** Brainstorm writing ideas D. **Writing Process:** Create rough drafts of introductions, body paragraphs, and conclusions E. **Writing Process:** Take part in the writing process by having rough drafts ready, peer editing, rewriting F. **Writing Process:** Collect evidence for support
1 ✖	Student's performance reflects insufficient progress towards foundational skills and knowledge. No Tiered Assessment

Topic Guidance	
Possible Texts...	**Advice for Teachers...**

Topic Scales, Continued

CCSS RL9.1, RL9.2, RL9.3, RL9.9, RI9.1, RI9.2	Grading Topic: **Theme Analysis**
4 ▲	In addition to score 3.0 performance, the student demonstrates a nuanced approach to or understanding of the text.
3 🔒 **Learning Goal**	*Students demonstrate they have developed the ability to:* A. Describe how the theme or central idea develops over the course of a text or a series of texts B. Analyze how theme is shaped by elements of the text (character, setting, plot, motif, etc.) C. Support inferences with several examples of strong textual evidence that span the entire text and require interpretation and critical thinking
2 ➕	*Students demonstrate they have developed the ability to:* A. Recognize, recall, and apply specific vocabulary such as: *theme/central idea* B. Identify the theme or central idea of a text C. Support analysis with inferences including several examples of textual evidence
1 ✖	Student's performance reflects insufficient progress towards foundational skills and knowledge. No Tiered Assessment

Topic Guidance	
Possible Texts…	**Advice for Teachers…**
	• Theme/Central Idea: The central message of a text; it is expressed as a sentence or general statement about life or human nature

Topic Scales, Continued

CCSS **RL9.1, RL9.3, RL9.4, RL9.5, RI9.1, RI9.3, RI9.4, RI9.5, RI9.9**	Grading Topic: **Analysis**
4 △	In addition to score 3.0 performance, the student demonstrates a nuanced approach to or understanding of the text.
3 🔒 **Learning Goal**	*Students demonstrate they have developed the ability to:* A. Analyze cumulative impact of author's language on meaning and tone B. Articulate the development of complex characters over the course of the text using relevant evidence C. Analyze author's structural and organizational choices D. Support analysis with several examples of strong textual evidence that span the entire text and require interpretation and critical thinking E. Determine a writer's intention, aim, or purpose in creating the text
2 ➕	*Students demonstrate they have developed the ability to:* A. Recognize, recall, and apply specific vocabulary such as: *diction, rhetorical devices, motif, literary devices, claim, reason/warrant, evidence, purpose* B. Identify important characters in a text and describe how they change in the story C. Find examples of characterization in the text D. Find examples of devices
1 ✖	Student's performance reflects insufficient progress towards foundational skills and knowledge. No Tiered Assessment

Topic Guidance	
Possible Texts...	**Advice for Teachers...**
	• Claim: the author's position on an issue • Reason/Warrant: a general statement that supports/justifies a claim. Why does the author have this opinion? • Evidence: Facts, statistics, examples, personal experience, and/or expert testimony supporting the reason(s). • Purpose: Answers the question, "why is the author writing this?"

Topic Scales, Continued

CCSS L9.4, L9.5, L9.6	Grading Topic: **Vocabulary Acquisition**
4 🔒	*Students demonstrate they have developed the ability to:* A. Uses knowledge of Greek and Latin stems (roots, prefixes, suffixes) and cognate words in different languages to determine the meaning of words. Recognizes that knowledge of the origins and history of word meanings enhances understanding of a word's meaning B. Uses context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words, detect nuances, infer connotations, and differentiate among multiple possible meanings of words C. Knows when, why, and how to use reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage in order to enhance the understanding of a word's meaning D. Uses vocabulary in sophisticated and deliberate expression (oral or written) in order to elevate their communication E. Consistently recognize Greek and Latin stems at 90% or better on Word within the Word assessments
3 🔒 **Learning Goal**	*Students demonstrate they have developed the ability to:* A. Uses knowledge of Greek and Latin stems (roots, prefixes, suffixes) and cognate words in different languages to determine the meaning of words B. Uses context of sentence and larger sections of text to clarify the meaning of unknown or ambiguous words and differentiate among multiple possible meanings of words C. Indicate different meanings by identifying patterns of word changes (e.g. conceive, conception, conceivable) D. Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage E. Consistently recognize Greek and Latin stems at 85% or better on *Word Within the Word* assessments
2 🔒	*Students demonstrate they have developed the ability to:* A. Recognize, recall, and apply specific vocabulary such as: *stem* B. Verify the predicted meaning of a word or phrase by checking in a dictionary C. Students will demonstrate at 60% or better on *Word Within the Word* assessments
1 ❌	Student's performance reflects insufficient progress towards foundational skills and knowledge. Assessed through *Word Within the Word* assessments

Topic Guidance	
Possible Texts…	**Advice for Teachers…**
	• Stem: Commonly used roots, prefixes, or suffixes

Topic Scales, Continued

CCSS S9.1, S9.3, S9.4, S9.6	Grading Topic: **Speaking and Listening**
4 △	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond the learning goal.
3 🔒 **Learning Goal**	*Students demonstrate they have developed the ability to:* A. **Discussions:** Explicitly draw on preparation for discussion by referring to evidence from the reading and research to probe or reflect on ideas under discussion B. **Discussions:** Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion C. **Presentations:** Apply an effective organizational structure appropriate for the situation, audience, and task that guides the audience through the presentation or discussion D. **Presentations:** Demonstrate consistent and effective pacing, volume, fluency, tone, and enunciation E. **Presentations:** Demonstrate consistent and effective eye contact, gestures, stance, and movement F. **Presentations:** Apply a variety of effective reinforcement techniques to defend, clarify, and enhance speech claims. G. **Presentations:** Apply effective diction to engage the audience: words are chosen for clarity and power
2 ➕	*Students demonstrate they have developed the ability to:* A. Recognize, recall, and apply specific vocabulary such as: *enunciation, pacing, fluency, tone, diction* B. Actively engage in speaking opportunities C. Identify characteristics of an effective presentation
1 ✖	Student's performance reflects insufficient progress towards foundational skills and knowledge. No Tiered Assessment

Topic Guidance	
Possible Texts...	**Advice for Teachers...**
	• Diction: Word choice