

**Course Numbers**

* LA151

**Intro. to Spoken Word**

2019-2020

0.5 Elective credit.

Spoken word poetry continues to grow in popularity in the age of social media, social justice education, and art as activism. Over the past six years, Movement 515, the DMPS spoken word writing and performance program within RunDSM, has been incredibly successful in establishing safe and brave spaces for students to positively self-express while simultaneously cultivating contemporary school cultures and climates. As a result, RunDSM believes that even more youth and schools would be positively impacted if access and opportunity to the art form was available during the school day as an elective course for study. The goal of the course is for students to dig deeper into readings and works of others with the objective of enhancing their own writing, performance, and artistic techniques of self-expression.

<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: 1.0

**Standards-Referenced Grading Basics**

**Our purpose in collecting a body of evidence is to:**

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| **Evidence shows the student can...** | **Topic Score** |
| Demonstrate all learning targets from Level 3 and Level 4 | 4.0 |
| Demonstrate all learning targets from Level 3 with partial success at Level 4 | 3.5 |
| Demonstrate all learning targets from Level 3 | 3.0 |
| Demonstrate at least half of the Level 3 learning targets | 2.5 |
| Demonstrate foundational\* knowledge toward level 3 (could include Level 2 learning targets or success criteria) | 2.0 |
| Demonstrate some foundational\* knowledge of Level 2 learning targets | 1.5 |
| Demonstrate fewer than half of the learning targets from Level 2 and none of the Level 3 learning targets | 1.0 |
| Produce no evidence appropriate to the learning targets at any level | 0 |
| “foundational” as defined on p. 6 of the grading handbook = “Targets written below the level of cognitive complexity of the standard and found in level 2” | |

• Allow teachers to determine a defensible and credible topic score based on a representation of student learning over time.

• Clearly communicate where a student’s learning is based on a topic scale to inform instructional decisions and push student growth.

• Show student learning of Level 3 targets through multiple and varying points of data

• Provide opportunities for feedback between student and teacher.

**Scoring**

A collaborative scoring process is encouraged to align expectations of the scale to artifacts collected. Routine use of a collaborative planning and scoring protocol results in calibration and a collective understanding of evidence of mastery. Enough evidence should be collected to accurately represent a progression of student learning as measured by the topic scale. Teachers look at all available evidence to determine a topic score. All topic scores should be defensible and credible through a body of evidence.

**\*\*\*Only scores of 4, 3.5, 3, 2.5, 2, 1.5, 1, and 0 can be entered as Topic Scores**.

Some topics in ELA have clearly outline learning targets (3a, 3b, 3c) while others are listed with bullet points. Due to the nature of certain writing or speaking topics, these bullet points have been determined to act more like success criteria as they cannot be taught or assessed in isolation of the others. All bullet points are vital to the success of the overall standard and in student feedback but do not need to be reported out separately.

**Guiding Practices of**

**Standards-Referenced Grading**

**1.** A consistent 4-point grading scale will be used.

**2.** Student achievement and behavior will be reported separately.

**3.** Scores will be based on a body of evidence.

**4.** Achievement will be organized by learning topic and converted to a grade at semester’s end.

**5.** Students will have multiple opportunities to demonstrate proficiency.

**6.** Accommodations and modifications will be provided for exceptional learners.

**Multiple Opportunities**

Philosophically, there are two forms of multiple opportunities, both of which require backwards design and intentional planning. One form is opportunities planned by the teacher throughout the unit of study and/or throughout the semester. The other form is reassessment of learning which happens after completing assessment of learning at the end of a unit or chunk of learning (see information in [SRG Handbook](http://gradingsecondary.dmschools.org/uploads/1/3/2/2/13224522/2018-19_dmps_srg_handbook_for_printing_forrest_yes_asof_4-9-19.pdf))

Students will be allowed multiple opportunities to demonstrate proficiency. Teachers need reliable pieces of evidence to be confident students have a good grasp of the learning topics before deciding a final topic score. To make standards-referenced grading work, the idea of “multiple opportunities” is emphasized. If after these opportunities students still have not mastered Level 3, they may then be afforded the chance to reassess.

**Course Map**

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| **Grading Topic** | **Content Standards** |
| **Analyzing Language** | * Reading Literature 4 * Language 5 |
| **Composing Poetry** | * Writing 3 * Writing 5 |
| **Collaborating in Discussions** | * Speaking and Listening 1 * Speaking and Listening 3 |
| **Analyzing Interpretations** | * Reading Literature 1 * Reading Literature 7 |
| **Analyzing Point of View** | * Reading Literature 6 * Reading Informational Text 6 |

**Request for Texts & Transfer of Materials: Novels or Textbooks**

*To streamline our transfer procedures and provide better accountability for the location of texts, please review these updates to our textbook policy.*

Current grade-level adopted textbooks are expected to be housed in buildings and accounted for yearly through the inventory process. A minimum of a class set for each instructor should be available in the building and checked out to teachers by name. Outdated adoptions are not supported by the district and no additional materials are available. Increased or decreased need can be initiated with the curriculum coordinator during yearly inventory.

Classroom sets of novels are available through Central Stores. Please complete a Novel Requisition Request form and the Curriculum Coordinator will initiate a Transfer of Materials Form. Books should be scanned into your building by your textbook manager or librarian prior to distribution to students. Classroom sets should arrive in quantities of 40, or 15 for literature circle sets. Any loss of books at the end of usage must be indicated prior to return back to Central Stores for accurate records and replacement.

Please DO NOT alter books in any way, including writing your name, numbering the spine, even using blue painters’ tape. This damages the resale value of the book and diminishes our investments. Classroom sets are intended to remain in the classroom. If a student needs to remove the book from the classroom, that book should be checked out to the student using the guidance **Textbook Inventory Handbook.**

Teachers should not initiate a transfer request without the express permission of the building textbook manager or the curriculum coordinator.

\*\*\*Link for Novel Requisition Request

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| **Analyzing Language** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   * **Analyze** the cumulative impact of specific word choices on meaning and tone in a text * **Analyze** the role of figures of speech (for example: euphemism, oxymoron) in a text * **Analyze** nuances in the connotations/meanings of words with similar denotations/definitions in a text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**   * *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*   **Possible Level 2 Guidance:**   * Identify specific words that impact meaning and tone in a text * Interpret figures of speech in context in a text * Determine meanings of words and phrases as they are used in a text, including figurative and connotative meanings |
| **Standard Language: CCSS ELA RL.9-10.4**  Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).  **Standard Language: CCSS ELA L.9-10.5**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Euphemism, Oxymoron, Connotation, Denotation | **Additional Resources** |

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| **Composing Poetry** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to***   1. **Craft** substantial spoken word pieces to develop real or imagined experiences or events using effective techniques and well-chosen details that attend to the following criteria as appropriate to the genre of the composition:    * Engage the reader by setting out a problem, situation, or observation and its significance    * Orient the reader by establishing one or multiple points of view    * Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters    * Use a variety of techniques to create a smooth sequence of events that build on one another to create a coherent whole and build toward a particular tone and outcome    * Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters    * Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the piece 2. **Strengthen** writing by revising for clarity, organization, tone, and to vary syntax for effect | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Construct a thesis * Establish a claim and provide relevant evidence for the claim * Write analyses using a template or graphic organizer |
| **Standard Language: CCSS ELA W.11-12.3** | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Coherent, Organize, Reflection, Sensory Detail | **Additional Resources** |

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| **Collaborating in Discussions** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Initiate**and**engage**effectively in a range of collaborative discussions with diverse partners on topics and texts, building on others’ ideas and expressing their own clearly and persuasively:    * Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic to stimulate a thoughtful, well-reasoned exchange of ideas    * Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; clarify, verify, or challenge ideas and conclusions    * Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented 2. **Evaluate** a speaker’s point of view, reasoning, and use of evidence and reasoning, identifying any fallacious reasoning or exaggerated or distorted evidence. | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Work with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed * Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner * Prepare for participation in a discussion * Identify a speaker’s point of view, reasoning, and use of evidence and reasoning |
| **Standard Language: CCSS ELA SL.9-10.1**  Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.  **Standard Language: CCSS ELA SL.9-10.3**  Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. | | |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**  Posing, Clarify, Verify, Challenge, Collegial, Prepare | **Additional Resources** |

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| **Analyzing Interpretations** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. 2. **Cite** textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Describe the relationship between interpretations of a story, drama, or poem and the source text * Compare and contrast interpretations of a story, drama, or poem to the source text * Describe what a text says explicitly and draw logical inferences |
| **Standard Language: CCSS ELA RL.9-10.1**  Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  **Standard Language: CCSS ELA RL.9-10.7**  Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus). | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  This topic allows for very broad ideas of what constitutes ‘interpretation,’ but keep in mind the DMPS guidance on full-length films (in short: avoid them) |
| **Academic Vocabulary**  Interpretation, Source | **Additional Resources** |

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| **Analyzing Point of View** | | |
| **LEVEL 4: (ET)**  A level four task should include the following: prior learning; cognitive complexity; integrated skills; real world relevance; authentic application beyond the classroom. | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Analyze** a particular point of view or cultural experience reflected in a text 2. **Analyze** how an author uses rhetoric to advance their point of view or purpose in a text | **Level 2: (PT)**  *Level 2 knowledge should be clarified by the building level PLC as they collaborate to unpack the Level 3 targets.*  **Guiding Question for the PLC to complete this process:**  *What are the essential pieces of knowledge students need to have to show partial (****but still acceptable****) levels of understanding of the grade level standard/expectation (level 3)?*  **Possib**l**e Level 2 Guidance:**   * Understand how differences in the behavior of individuals arise from the interaction of heredity and experience and how these differences lead to reform movements |
| **Standard Language: CCSS ELA RI.9-10.6**  Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.  **Standard Language: CCSS ELA RL.9-10.6**  Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. | | |

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| **Multiple Opportunities** | **Teacher Clarifications**  This topic encourages study of both fiction and non-fiction text. |
| **Academic Vocabulary**  Cultural Experience, Rhetoric, Purpose,  Point of View | **Additional Resources** |