



**Course Numbers**

- LA151

# Intro to Spoken Word

## 2017-2018

A 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.



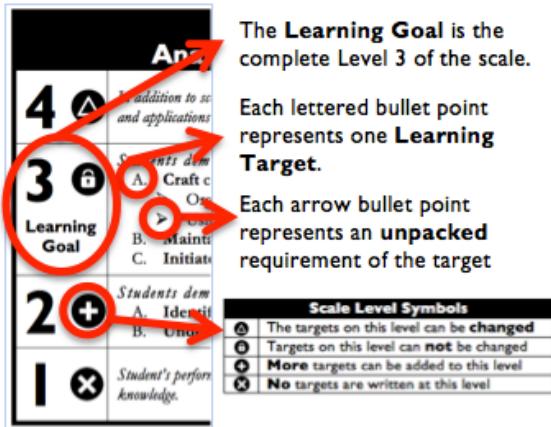
<http://secondaryliteracy.dmschools.org/>

<http://grading.dmschools.org>

Version: Alpha

## Standards-Referenced Grading Basics

The teacher designs instructional activities 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 **Learning Goal** is the complete Level 3 of the scale.

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

Each arrow bullet point represents an **unpacked requirement** of the target.

When identifying a Topic Score, the teacher looks at all evidence for the topic. The table to the **right** shows which Topic Score is entered based on what the Body of Evidence shows.

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



Some scales, particularly **Writing** and **Speaking & Listening** Topics, use an arrow for bullets instead of letters. While letters indicate **Learning Targets**, arrows indicate **Success Criteria** – think of them as the descriptors of what a student's total product or performance must show to score a 3 on that scale.

## Process-Based SRG

**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 consider evidence using a “Sliding Window” approach. When determining the topic score for a 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.

Evidence shows the student can...	Topic Score
Demonstrate all learning targets from Level 3 and Level 4	<b>4.0</b>
Demonstrate all learning targets from Level 3 with partial success at Level 4	<b>3.5</b>
Demonstrate all learning targets from Level 3	<b>3.0</b>
Demonstrate some of the Level 3 learning targets	<b>2.5</b>
Demonstrate all learning targets from Level 2 but none of the learning targets from Level 3	<b>2.0</b>
Demonstrate some of the Level 2 learning targets and none of the Level 3 learning targets	<b>1.5</b>
Demonstrate none of the learning targets from Level 2 or Level 3	<b>1.0</b>
Produce no evidence appropriate to the learning targets at any level	<b>0</b>

### 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.

**Course Map**

Grading Topic	Content Standards
<b>Analyzing Language</b>	<ul style="list-style-type: none"> <li>• Reading Literature 4</li> <li>• Language 5</li> </ul>
<b>Composing Poetry</b>	<ul style="list-style-type: none"> <li>• Writing 3</li> <li>• Writing 5</li> </ul>
<b>Collaborating in Discussions</b>	<ul style="list-style-type: none"> <li>• Speaking and Listening 1</li> <li>• Speaking and Listening 3</li> </ul>
<b>Analyzing Interpretations</b>	<ul style="list-style-type: none"> <li>• Reading Literature 1</li> <li>• Reading Literature 7</li> </ul>
<b>Analyzing Point of View</b>	<ul style="list-style-type: none"> <li>• Reading Literature 6</li> <li>• Reading Informational Text 6</li> </ul>

Testing Information  
**NONE**

**Textbooks**

*No adopted text at this time*

**Credit Policy**  
This course, as an elective, does not count towards the 4.0 required English credits for graduation.

## **Extended Topics**

### **Organizing Principles**

The skills developed and demonstrated through this course persist throughout the course instead of being limited to a specific unit. These topics can be clustered and broken down into units by individual instructors, but the general course design is left open so that different approaches can easily be taken by teachers based on students, texts, and context.

**Semester-  
Long**

## **Text Selections**

*Pending*



**Standard  
Support**

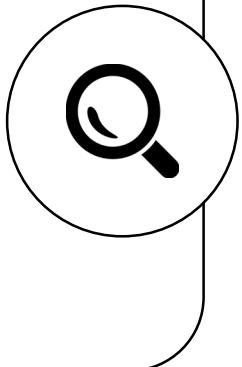


**Additional  
Resources**

Grading Topic: Analyzing Language	
Learning Goal	In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
4	<p><i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i></p> <ul style="list-style-type: none"> <li>Possible Target: Investigation</li> </ul>
3	<p><i>Students demonstrate they have the ability to:</i></p> <ol style="list-style-type: none"> <li>Analyze the cumulative impact of specific word choices on meaning and tone in a text</li> <li>Analyze the role of figures of speech (for example: euphemism, oxymoron) in a text</li> <li>Analyze nuances in the connotations/meanings of words with similar denotations/definitions in a text</li> </ol>
2	<p><i>Students demonstrate they have the ability to:</i></p> <ol style="list-style-type: none"> <li>Identify specific words that impact meaning and tone in a text</li> <li>Interpret figures of speech in context in a text</li> <li>Determine meanings of words and phrases as they are used in a text, including figurative and connotative meanings</li> </ol>
1	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

### 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).



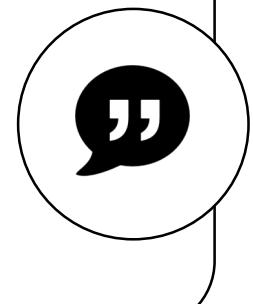
### Standard Language: CCSS ELA L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

*Click link at right for additional details on these standards.*

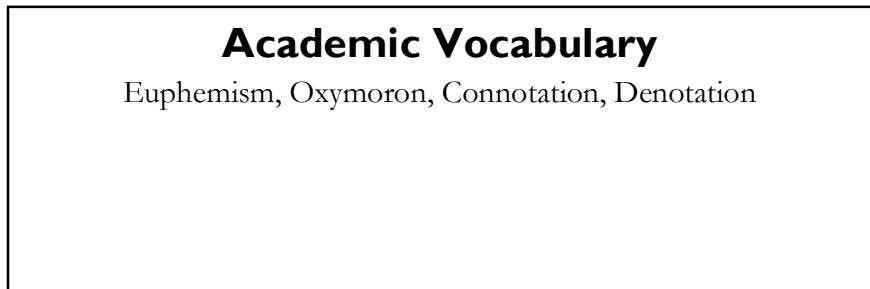
### Teacher Clarifications

Have a request for clarification? Submit it to  
[jeremiah.schwennen@dmschools.org](mailto:jeremiah.schwennen@dmschools.org)



### Multiple Opportunities

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### Academic Vocabulary

Euphemism, Oxymoron, Connotation, Denotation

<b>Grading Topic: Composing Poetry</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students demonstrate a command of voice and style that rises above formulaic writing</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Craft</b> 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:</p> <ul style="list-style-type: none"> <li>➢ Engage the reader by setting out a problem, situation, or observation and its significance</li> <li>➢ Orient the reader by establishing one or multiple points of view</li> <li>➢ Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters</li> <li>➢ 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</li> <li>➢ Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters</li> <li>➢ Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the piece</li> </ul> <p>B. <b>Strengthen</b> writing by revising for clarity, organization, tone, and to vary syntax for effect</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Plan</b> and organize a spoken word piece</p> <p>B. <b>Identify</b> targeted characteristics in a sample spoken word piece</p> <p>C. <b>Write</b> a brief spoken word piece of limited scope</p> <p>D. <b>Revise</b> and <b>edit</b> to incorporate general peer feedback</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

## Academic Vocabulary

Coherent, Organize, Reflection, Sensory Detail

### Standard Language: CCSS ELA W.11-12.3

*Click link at right for additional details on this standard.*



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<b>Grading Topic: Collaborating in Discussions</b>	
<b>4</b> 	<i>In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Initiate</b> and <b>engage</b> 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:</p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ 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</li> <li>➤ 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</li> </ul> <p>B. <b>Evaluate</b> a speaker's point of view, reasoning, and use of evidence and reasoning, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Work</b> with peers to set rules for collegial discussions and decision-making, clear goals and deadlines, and individual roles as needed</p> <p>B. <b>Participate</b> actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner</p> <p>C. <b>Prepare</b> for participation in a discussion</p> <p>D. <b>Identify</b> a speaker's point of view, reasoning, and use of evidence and reasoning</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

## Academic Vocabulary

Posing, Clarify, Verify, Challenge, Collegial, Prepare

### 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

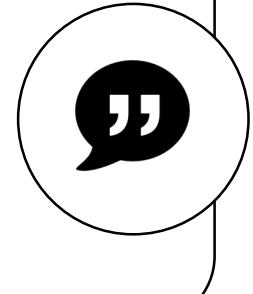
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

*Click link at right for additional details on these standards.*



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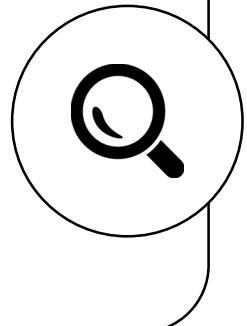
Grading Topic: Analyzing Interpretations	
Learning Goal	In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:
4	<p><i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i></p> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
3	<p><i>Students demonstrate they have the ability to:</i></p> <ol style="list-style-type: none"> <li>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> <li>Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text</li> </ol>
2	<p><i>Students demonstrate they have the ability to:</i></p> <ol style="list-style-type: none"> <li>Describe the relationship between interpretations of a story, drama, or poem and the source text</li> <li>Compare and contrast interpretations of a story, drama, or poem to the source text</li> <li>Describe what a text says explicitly and draw logical inferences</li> </ol>
1	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

### 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

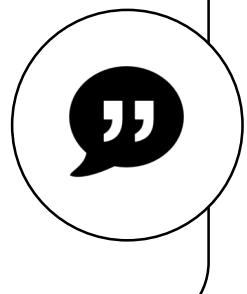
Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).



### 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)

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### Academic Vocabulary

Interpretation, Source

Grading Topic: Analyzing Point of View	
<b>4</b>	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> <li>Possible Target: Decision-Making</li> </ul>
<b>3</b>	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li>Analyze a particular point of view or cultural experience reflected in a text</li> <li>Analyze how an author uses rhetoric to advance their point of view or purpose in a text</li> </ol>
<b>2</b>	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> <li>Identify details that support a point of view or cultural experience in a text</li> <li>Determine an author's point of view or purpose in a text</li> </ol>
<b>1</b>	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

## Academic Vocabulary

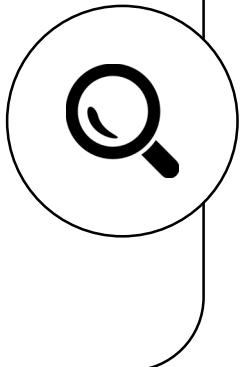
Cultural Experience, Rhetoric, Purpose,  
Point of View

### 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

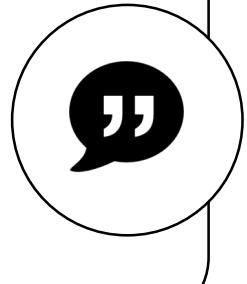
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.



### Teacher Clarifications

This topic encourages study of both fiction and non-fiction text.

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