



Course Numbers

- LA416
- LA416C

Lit & Comp: Sports Lit 2018-2019

A 0.5 English credit. In Literature and Composition: Sports Lit, students will examine both classic and contemporary sports writing. Classes include guest speakers, group projects, discussion, writing sports-related blogs, documentaries, interviews, creative writing, and research-based assignments. Student will be required to focus not just on sports but issues that surround sports as well – these topics include race, politics, class, and current issues. Success in this course will require significant time devoted to reading and writing.

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



Version: Beta+

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.

Level	Symbol	Description
4	▲	In addition to...
3	Ⓜ	Students dem... A. Craft c... B. Mainti... C. Initiat...
2	⊕	Students dem... A. Identif... B. Ono...
1	⊗	Student's perfor... knowledge.

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

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

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.

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 all learning targets from Level 2 but none of the learning targets from Level 3	2.0
Demonstrate at least half of the Level 2 learning targets and no Level 3 learning targets	1.5
Demonstrate none of the learning targets from Level 2 or Level 3	1.0
Produce no evidence appropriate to the learning targets at any level	0

Multiple Opportunities

It's not about going back to do a retake, or back to redo something; it's about going forward, continually scaffolding student learning through multiple opportunities, and noting that improved learning. Our curriculum builds on itself. "Multiple opportunities" are about taking an assessment and connecting it to past topics. They're about allowing students to demonstrate their learning multiple times in units after their current unit or when learning is scaffolded into future units.

Multiple Opportunities suggestions will be noted in the guide to the right of the scales. Here you will see initial thinking of connections to other topics. This is also a place where teachers can add connections developed through their PLCs.



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.

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
Collaborating in Discussions	<ul style="list-style-type: none"> • Speaking and Listening 1
Analyzing Themes	<ul style="list-style-type: none"> • Reading Literature 1 • Reading Literature 2 • Reading Literature 9
Evaluating Literary Interpretations	<ul style="list-style-type: none"> • Reading Literature 1 • Reading Literature 7
Constructing Writing	<ul style="list-style-type: none"> • Writing 4 • Writing 5 • Writing 6
Analyzing Central Idea	<ul style="list-style-type: none"> • Reading Informational Text 1 • Reading Informational Text 2
Analyzing Point of View	<ul style="list-style-type: none"> • Reading Informational Text 6 • Reading Literature 6

Testing Information
NONE

Textbooks
No adopted text at this time

Credit Policy
Students should take no more than 2 Lit & Comp courses for English credit as part of a well-balanced approach to the DMPS English graduation requirements.

Extended Topics

Semester-
Long

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.

Text Selections





Sacred Acre: The Ed Thomas Story
Friday Night Lights



Standard
Support



Additional
Resources

Grading Topic: Collaborating in Discussions	
4 	<i>In addition to the Learning Goal, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.</i>
3  Learning Goal	<p><i>Students 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:</i></p> <ul style="list-style-type: none"> ➤ 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 probe reasoning and evidence; ensure a hearing for a full range of positions on a topic; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives ➤ Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; determine what additional information or research is required to deepen the investigation or complete the task
2 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed</p> <p>B. Participate actively in one-on-one, small-group, or class discussions in a thoughtful and appropriate manner</p> <p>C. Prepare for participation in a discussion</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary
Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize

Standard Language: CCSS ELA SL.11-12.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.



Click link at right for additional details on this standard.





Teacher Clarifications

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Multiple Opportunities

The subject matter of these collaborative discussions should be drawn from the skills students need to demonstrate in the reading standards. Observation of discussions should then be able to serve as evidence of both this topic *and* the associated reading topic.



Grading Topic: Analyzing Themes	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Construct a theme statement that includes analysis of how the theme is developed over the course of a text Analyze two or more works of literature by comparing and contrasting how they develop similar themes or topics Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain
2 	<i>Students demonstrate they have the ability to:</i> <ol style="list-style-type: none"> Identify one or more themes in a text Describe similar themes or topics in works of literature Describe what a text says explicitly and draw logical inferences
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA RL.11-12.1

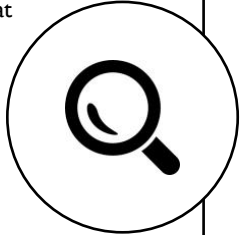
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standard Language: CCSS ELA RL.11-12.2

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Standard Language: CCSS ELA RL.11-12.9

Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.



Teacher Clarifications

Pay special attention to the idea of a theme statement rather than a simple one-word theme. One-word themes have been off the table for students throughout high school (contrary to popular belief). Note that most substantial texts at this level have multiple themes to analyze.

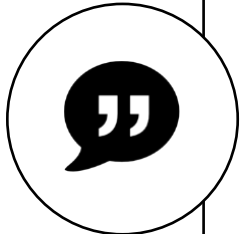
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.





Academic Vocabulary

Theme, Compare, Contrast, Developed

Multiple Opportunities

There can (and should) be many ways to connect to the **Constructing Writing** and the **Collaborating in Discussions** topics.



Grading Topic: Evaluating Literary Interpretations	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Analyze multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text</p> <p>B. Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including where the text leaves matters uncertain</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Describe the relationship between interpretations of a story, drama, or poem and the source text</p> <p>B. Compare and contrast interpretations of a story, drama, or poem to the source text</p> <p>C. Describe what a text says explicitly and draw logical inferences</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary
Interpretation, Source

Standard Language: CCSS ELA RL.11-12.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standard Language: CCSS ELA RL.11-12.7

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)



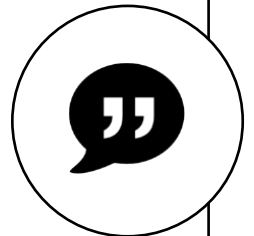
Teacher Clarifications





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)

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Multiple Opportunities


Analysis papers regarding interpretive choices might be ideal evidence for the **Constructing Writing** topic, and this topic readily sparks **Collaborating in Discussions** events when asking students to choose the best of several versions/presentations of the same story.



Grading Topic: Constructing Writing	
4 	<i>In addition to meeting the Learning Goal, the student demonstrates a command of voice and style that rises above formulaic writing.</i>
3  Learning Goal	<p>Students demonstrate they have the ability to:</p> <p>A. Produce clear and coherent writing in which the development, organization, and style are appropriate the task, purpose, and audience</p> <p>B. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or logically sequencing claims and incorporating varied sources as appropriate</p> <p>C. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>
2 	<p>Students demonstrate they have the ability to:</p> <p>A. Describe the task, purpose, and audience for a given writing task</p> <p>B. Describe how to modify samples of writing for a specific task, purpose, and audience</p> <p>C. Plan writing using a template or graphic organizer</p> <p>D. Demonstrate the features of various technologies for producing and publishing writing</p> <p>E. Describe the ethical use of various writing technologies</p> <p>F. Write and edit work so that it conforms to the guidelines of the MLA Handbook</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA L.11-12.3
Standard Language: CCSS ELA W.11-12.4
Standard Language: CCSS ELA W.11-12.5
Standard Language: CCSS ELA W.11-12.6

Click link at right for additional details on these standards.




Teacher Clarifications

Development: Is able to support thesis, theme(s), or claim(s) with connections to the real world, other texts, and allusions.

Organization: Is able to deftly arrange ideas and details throughout the piece to create a strong flow that does not depend on standard models or scaffolds.

Style: Is able to make effective word choices suited to the situation while also varying syntax for effect. Uses mentor texts to determine how to break traditional structure models.








Academic Vocabulary

Development, Organization, Style, Task, Purpose, Audience

Multiple Opportunities

Keep in mind that to fairly measure Learning Target 3A, the task, purpose, and audience for the writing should be clearly articulated in the prompt or directions.




Grading Topic: Analyzing Central Idea	
4 	<p>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</p> <ul style="list-style-type: none"> Possible Target: Investigation
3  Learning Goal	<p>Students demonstrate they have the ability to:</p> <p>A. Analyze the development of two or more central ideas over the course of a text, including how they interact and build on one another</p> <p>B. Cite textual evidence to support analysis of what a text says explicitly as well as to support inferences drawn from the text, including determining where the text leaves matters uncertain</p>
2 	<p>Students demonstrate they have the ability to:</p> <p>A. Determine two or more central ideas of a text</p> <p>B. Provide an objective summary of a text</p> <p>C. Describe a complex set of ideas or sequence of events in a text</p> <p>D. Describe what a text says explicitly and draw logical inferences</p>
1 	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Academic Vocabulary
Central Idea, Objective Summary, Sequence of Events, Complex Set of Ideas

Standard Language: CCSS ELA RI.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

Standard Language: CCSS ELA RI.11-12.2
Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.








Teacher Clarifications

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Multiple Opportunities


Have a suggestion for multiple opportunities? Submit it to the Secondary Literacy Curriculum Coordinator.



Grading Topic: Analyzing Point of View	
4 	<i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i> <ul style="list-style-type: none"> Possible Target: Decision-Making
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Analyze the point of view in a text where distinguishing what is directly stated from what is really meant is required (satire, sarcasm, irony, or understatement)</p> <p>B. Analyze how the style and content of a text in which the rhetoric is particularly effective contribute to the power, persuasiveness, or beauty of the text</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Recognize or recall examples of satire, sarcasm, irony, and understatement in a text</p> <p>B. Determine an author’s point of view or purpose in a text</p>
1 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: CCSS ELA RI.11-12.6
 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Standard Language: CCSS ELA RL.11-12.6
 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).



Teacher Clarifications

Remember that point of view relates to more than just first, second, and third person—it also encompasses the beliefs and values that shape a character’s perspective.

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

Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.

Academic Vocabulary

Satire, Sarcasm, Irony, Understatement, Rhetoric, Purpose, Point of View

Multiple Opportunities

As students dig into text, this scale should naturally recur throughout the semester, allowing students to practice these skills when **Collaborating in Discussions** and write analysis pieces that serve the **Constructing Writing** topic.

