Course Numbers

LA417

Lit & Comp C: Multicultural Literature

2016-2017

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

Version: Pre-Alpha
SRG Year 0

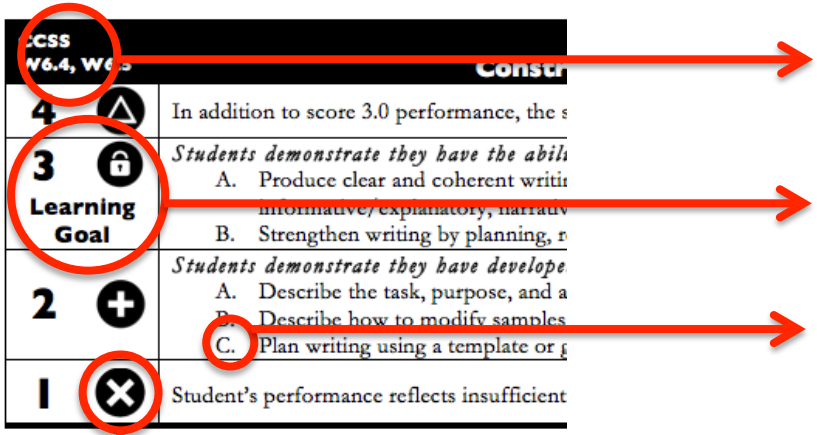
Course Description

In Literature and Composition: Multi-Cultural Literature, students will examine literary texts by authors from a variety of cultures. The literature represents many different time periods and a broad spectrum of worldviews. Classes include rich text, discussion, film, and current issues with a bearing on the greater understanding of culture in our world. Major student assessments will include literary analyses and argumentative writing. Success in this course will require significant time devoted to reading and writing.

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

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 2, Level 3, and Level 4	4.0
Demonstrate all learning targets from Level 2 and Level 3 with partial success at Level 4	3.5
Demonstrate all learning targets from Level 2 and Level 3	3.0
Demonstrate all Level 2 learning targets and some 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 some of the Level 2 learning targets and none of the 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
**Students who demonstrate success at Level 3 learning targets but not Level 2 learning targets are the students for whom additional investigation and multiple opportunities are most vital.*	

Course Map

Grading Topics (Semester-Long)	Standards Alignment
Collaborating in Discussions	• Speaking & Listening 1
Analyzing Themes	• Reading Literature 1 • Reading Literature 2 • Reading Literature 9
Evaluating Literary Interpretations	• Reading Literature 7
Analyzing Author's Craft	• Reading Literature 1 • Reading Literature 3 • Reading Literature 6
Writing Arguments	• Writing 1
Writing Literary Analyses	• Writing 9

Course Texts

Multicultural Literature does not currently have an adopted textbook.
New literature and grammar/writing texts are scheduled for adoption in 2017-2018.

- Pending

Semester-Long Topic Scales

CCSS: SL12.1	Grading Topic: Collaborating in Discussions	
4	In addition to score 3.0 performance, the student demonstrates a command of collaboration and discussion that reflects leadership and insightfulness.	
3 Learning Goal	***Students initiate and engage effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively:*** A. 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 or issue to stimulate a thoughtful, well-reasoned exchange of ideas B. 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 or issue; clarify, verify, or challenge ideas and conclusions; promote divergent and creative perspectives C. 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 investigation or complete the task	
2	***Students demonstrate they have developed the ability to:*** A. Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed B. Participate actively in discussions in a thoughtful and appropriate manner C. Prepare for participation in a discussion	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	No District Tiered Assessments

Topic Guidance	
Text Suggestions…	**Advice for Teachers…**

Semester-Long Topic Scales, Continued

CCSS RL12.1, RL12.2, RL12.9	Grading Topic: Analyzing Themes	
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 the ability to:*** A. Analyze how two or more works of literature from different regions and eras treat similar, universal themes B. Analyze the development of two or more themes over the course of a text, including how they interact and build on one another C. 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	***Students demonstrate they have developed the ability to:*** A. Recognize or recall specific vocabulary such as: *analyze, theme, development, interact, universal, explicit* B. Recognize or recall accurate statements about similar themes found in literature from different regions and eras C. Determine two or more themes of a text D. Describe what a text says explicitly and draw logical inferences	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Tiered Assessment: ELA4-AT

Topic Guidance	
Text Suggestions…	**Advice for Teachers…**

Semester-Long Topic Scales, Continued

CCSS: RL12.7	Grading Topic: Evaluating Literary Interpretations	
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 the ability to:*** A. Analyze multiple interpretations of a story, drama, or poem evaluating how each version interprets the source text	
2	***Students demonstrate they have developed the ability to:*** A. Recognize or recall specific vocabulary such as: *interpretation* B. Compare and contrast interpretations of a story, drama, or poem to the source text	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Tiered Assessment: ELAM-ELI

Topic Guidance	
Text Suggestions…	**Advice for Teachers…**
	• (Example, recorded or live production of a play or recorded novel or poetry)

Semester-Long Topic Scales, Continued

CCSS: RL12.1, RL12.3, RL12.6	Grading Topic: Analyzing Author's Craft
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 the ability to:* A. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (for example, where a story is set or how the characters are introduced and developed) B. 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) C. 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	*Students demonstrate they have developed the ability to:* A. Recognize or recall specific vocabulary such as: *satire, sarcasm, irony, understatement* B. Describe the elements and author's choices in a text C. Recognize or recall examples of satire, sarcasm, irony, and understatement in a text D. Describe what a text says explicitly and draw logical inferences
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.

Tiered Assessment: ELA4-ATS

Topic Guidance	
Text Suggestions…	**Advice for Teachers…**

Semester-Long Topic Scales, Continued

CCSS: W12.1	Grading Topic: Writing Arguments	
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 write multi-page arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence:*** A. Introduce precise, knowledgeable claims B. Establish the significance of the claims C. Distinguish the claims from alternate or opposing claims D. Create an organization that logically sequences claims, counterclaims, and evidence E. Develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both F. Address the audience's knowledge level, values, and possible biases in the development of the argument G. Use varied syntax to link the major sections of the text, create cohesion, and clarify the relationships among claims, evidence, commentary, and counterclaims H. Establish and maintain a formal style and objective tone while attending to the norms and conventions as appropriate to academic writing I. Provide a conclusion that follows from and supports the argument	
2	***Students demonstrate they have developed the ability to:*** A. Recognize or recall specific vocabulary such as: *claim, audience, counterclaim, evidence, style, objective, cohesion* B. Identify claims and counterclaims in example arguments C. Articulate specified patterns of logical sequence for argumentation D. Establish a claim and provide relevant evidence for the claim E. Write short-form arguments that demonstrate elements of the learning goal	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Tiered Assessment: ELA3-WA

Topic Guidance	
Text Suggestions…	**Advice for Teachers…**

Semester-Long Topic Scales, Concluded

CCSS: W12.9	Grading Topic: Writing Literary Analyses	
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 write multi-page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:*** A. Draw evidence from literature to support analysis and reflection B. Introduce precise claims about literature C. Address a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature D. Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both E. Use varied syntax to create cohesion and clarify the relationships among claims, evidence, and commentary F. Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis G. Provide a conclusion that follows from and reflects upon the analysis	
2	***Students demonstrate they have developed the ability to:*** A. Recognize or recall specific vocabulary such as: *literary analysis, literary devices, syntax* B. Construct a thesis C. Establish a claim and provide relevant evidence for the claim D. Write short-form analyses that demonstrate elements of the learning goal	
1	Student's performance reflects insufficient progress towards foundational skills and knowledge.	Tiered Assessment: ELA3-WLA

Topic Guidance	
Text Suggestions…	**Advice for Teachers…**