



### Course Numbers

- LA420

# Lit & Comp: Shakespeare 2018-2019

*A 0.5 English credit. In Literature and Composition: Shakespeare begins with a study of the life of William Shakespeare and the culture of Elizabethan England. Students will read a selection of Shakespeare's sonnets and at least three of his plays, including one tragedy and one comedy. An important objective is to understand the plays in the context of his theater and time. Students will also learn to understand Shakespeare's language, to interpret his metaphors, and to recognize famous quotations from his works. 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.

4	▲	In addition to sc and applications
3	■	Students dem A. Craft c O 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 <b>changed</b>
■	Targets on this level can <b>not</b> be changed
⊕	<b>More</b> targets can be added to this level
⊗	<b>No</b> 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	<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 at least half 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 at least half of the Level 2 learning targets and no 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>

## Multiple Opportunities



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.

*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.

### 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>Collaborating in Discussions</b>	<ul style="list-style-type: none"> <li>• Speaking and Listening 1</li> </ul>
<b>Mastering Vocabulary</b>	<ul style="list-style-type: none"> <li>• Reading Informational Text 4</li> <li>• Language 4</li> <li>• Language 6</li> </ul>
<b>Analyzing Complex Language</b>	<ul style="list-style-type: none"> <li>• Reading Literature 4</li> <li>• Reading Literature 6</li> <li>• Language 5</li> </ul>
<b>Analyzing Author’s Craft</b>	<ul style="list-style-type: none"> <li>• Reading Literature 1</li> <li>• Reading Literature 3</li> <li>• Reading Literature 5</li> </ul>
<b>Presenting Speeches</b>	<ul style="list-style-type: none"> <li>• Speaking and Listening 4</li> </ul>
<b>Writing Literary Analyses</b>	<ul style="list-style-type: none"> <li>• Writing 1</li> <li>• Writing 9</li> </ul>

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**

*Pending*



Standard  
Support



Additional  
Resources

Grading Topic: <b>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>  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"> <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 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</li> <li>➤ 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</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Work</b> with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish 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>
<b>1</b> 	<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.



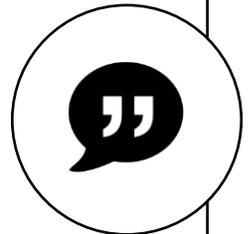
*Click link at right for additional details on this standard.*

**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: <b>Mastering Vocabulary</b>	
<b>4</b> 	<p><i>In addition to meeting the Learning Goal, students demonstrate in-depth inferences and applications:</i></p> <p>A. <b>Make critical decisions</b> from amongst several words with similar denotations but different connotations to best support the purpose of a written piece</p> <p>B. <b>Analyze</b> examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study</p>
<b>3</b>  Learning Goal	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Determine</b> figurative, connotative, and technical meanings of words</p> <p>B. <b>Use</b> context as a clue to the meaning of a word or phrase</p> <p>C. Identify and correctly <b>use</b> patterns of word changes that indicate different meanings or parts of speech</p> <p>D. <b>Analyze</b> the impact of specific word choices on meaning and tone, particularly in regards to words with multiple meanings or language that is stylistically interesting</p>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. <b>Consult</b> reference materials, both print and digital, to find the pronunciation or a word or determine or clarify its precise meaning or its part of speech</p> <p>B. <b>Verify</b> the preliminary determination of the meaning of a word or phrase</p>
<b>1</b> 	<p><i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

**BONUS MATERIALS**

If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking [HERE](#).  
 Note: Grade 12 uses its choice of books and words, not just Book VI

**Academic Vocabulary**

Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form

**Standard Language: CCSS ELA RL.12.4**  
 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful

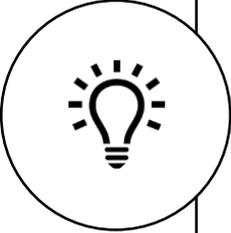
**Standard Language: CCSS ELA RI.12.4**  
*Identical to CCSS ELA RL.12.4 except adds "technical meanings"*

**Standard Language: CCSS ELA L.12.4**  
 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 12 reading and content*, choosing flexibly from a range of strategies.  
*Click link at right for additional details on this standard.*



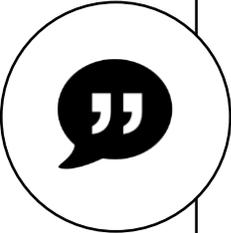
**Teacher Clarifications**

Instructional materials and word lists can be found at the link to the right, which connects to the A STUDY OF WORD FAMILIES materials assigned to this grade level. When using these materials, Exercises I-IV are best viewed as practice. These materials are **OPTIONAL** but could be a powerful routine homework assignment for your class. In such a case, consider assigning one unit per week and connecting students to materials either through print-outs or an online platform such as Canvas.



**Multiple Opportunities**

Students being taught and assessed using the A STUDY OF WORD FAMILIES materials can be assessed multiple times throughout the semester (particularly using Exercise V (for 3C) and VI (for 3B) in each unit). To account for the ongoing nature of this process, grades can be determined using the three most recent assessments—this sort of Process-Based grading is a way to pull a grade at any given time while also requiring students to continuously work to keep up with vocabulary acquisition.



Grading Topic: <b>Analyzing Complex Language</b>	
<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: Investigation</li> </ul>
<b>3</b>  <b>Learning Goal</b>	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Analyze</b> the impact of specific word choices on meaning and tone in a text, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful</p> <p>B. <b>Analyze</b> the role of figures of speech (for example, hyperbole, paradox) in a text</p> <p>C. <b>Analyze</b> nuances in the connotations/meanings of words with similar denotations/definitions in a text</p> <p>D. <b>Analyze</b> 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>
<b>2</b> 	<i>Students demonstrate they have the ability to:</i> <p>A. <b>Identify</b> specific words that impact meaning and tone in a text</p> <p>B. <b>Interpret</b> figures of speech in context in a text</p> <p>C. <b>Determine</b> meanings of words and phrases as they are used in a text, including figurative and connotative meanings</p> <p>D. <b>Recognize</b> or <b>recall</b> examples of satire, sarcasm, irony, and understatement in a text</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Standard Language: CCSS ELA RL.11-12.4**  
**Standard Language: CCSS ELA RL.11-12.6**  
**Standard Language: CCSS ELA L.11-12.5**

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



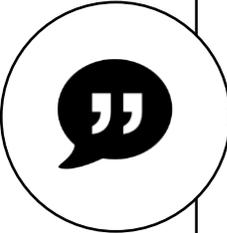
**Teacher Clarifications**

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

**Academic Vocabulary**  
 Satire, Sarcasm, Irony, Understatement

**Multiple Opportunities**

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



Grading Topic: <b>Analyzing Author's Craft</b>	
<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>  <b>Learning Goal</b>	<b>Students demonstrate they have the ability to:</b> <p>A. <b>Analyze</b> 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, how the action is ordered, how the characters are introduced and developed)</p> <p>B. <b>Analyze</b> how an author's choices concerning how to structure specific parts of a text (for example, the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact</p> <p>C. <b>Cite</b> 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>
<b>2</b> 	<b>Students demonstrate they have the ability to:</b> <p>A. <b>Describe</b> the elements and author's choices in a text</p> <p>B. <b>Describe</b> the structure of a text</p> <p>C. <b>Describe</b> the author's structural choices in a text</p> <p>D. <b>Describe</b> what a text says explicitly and draw logical inferences</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Standard Language: CCSS ELA RL.11-12.1**  
**Standard Language: CCSS ELA RL.11-12.3**  
**Standard Language: CCSS ELA RL.11-12.5**

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



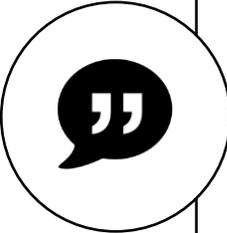
**Teacher Clarifications**

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**Academic Vocabulary**  
 Structure, Story Elements

**Multiple Opportunities**

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



Grading Topic: <b>Presenting Speeches</b>	
<b>4</b> 	<i>In addition to meeting the Learning Goal, students fluently and confidently deliver a highly engaging speech.</i>
<b>3</b>  <b>Learning Goal</b>	<p><b>Students demonstrate they have the ability to engage an audience by preparing and delivering verbal arguments that:</b></p> <ul style="list-style-type: none"> <li>➤ Present information, findings, and supporting evidence, conveying clear and distinct perspectives, such that listeners can follow the line of reasoning</li> <li>➤ Apply techniques, substance, and style appropriate to audience and task</li> <li>➤ Effectively use organization to develop claims and address alternate or opposing perspectives</li> </ul>
<b>2</b> 	<p><b>Students demonstrate they have the ability to:</b></p> <p>A. <b>Prepare</b> outlines or speaking notes for presentation</p> <p>B. <b>Identify</b> techniques appropriate to a given audience or speaking task</p>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

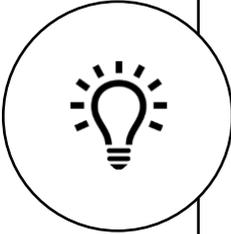
**Standard Language: CCSS ELA SL.11-12.4**  
 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.



**Teacher Clarifications**

This scale demands speaking in front of peer audiences, but not necessarily formal speeches; students can engage in Socratic circles or seminars, presentations to small groups, etc. as long as they have the floor for a notable portion of uninterrupted time.

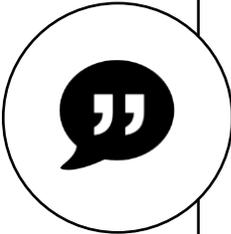
Have a request for clarification? Submit it to the Secondary Literacy Curriculum Coordinator.



**Academic Vocabulary**  
 Opposing, Perspective

**Multiple Opportunities**

Avoid connecting to **Collaborating in Discussions** here in order to reduce ambiguity between the two topics. An easy connection to make for students is for the presentation to be linked to their **Writing Literary Analyses** task(s). Additionally, students could use this topic to aid in sharing the results of Level 4 learning from any of the scales in this course.



Grading Topic: <b>Writing Literary Analyses</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><i>Students demonstrate they have the ability to write 4+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:</i></p> <ul style="list-style-type: none"> <li>➤ Draw evidence from literature to support analysis and reflection</li> <li>➤ Introduce precise claims about literature that relate explicitly to theme</li> <li>➤ Address a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature</li> <li>➤ Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both</li> <li>➤ Use varied syntax to create cohesion and clarify the relationships among claims, evidence, and commentary</li> <li>➤ Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis</li> <li>➤ Provide a conclusion that follows from and reflects upon the analysis</li> </ul>
<b>2</b> 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> <li>A. <b>Construct</b> a thesis</li> <li>B. <b>Establish</b> a claim and provide relevant evidence for the claim</li> <li>C. <b>Write</b> short-form analyses that demonstrate elements of the learning goal</li> </ul>
<b>1</b> 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

**Academic Vocabulary**  
Literary Analysis, Literary Devices, Syntax

**Standard Language: CCSS ELA W.11-12.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Click the link at the right for additional details about this standard and its tight connection to standard CCSS ELA W.11-12.1.*



**Teacher Clarifications**

Note that the literary devices indicated in this scale include a wide variety of concepts—these devices can be taught as needed (no specific number of them are required by the scale).

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

**Multiple Opportunities**

This topic should include additional opportunities for students to demonstrate **Analyzing Author's Craft** or **Analyzing Complex Language** topics.

The Revision Assistant software can support this standard in numerous ways. No prompts are specially reserved for this course.

