

**Course Numbers**

* LA141

**Modern Expression**

2019-2020

0.5 Elective credit.

Modern Expression will focus on issues and topics relevant to modern life. Students will be asked to question the way they experience the world around them through text, film, art, and so forth. Various activities surrounding such works will lead to direct, personal connections with the issues covered. Through personal, analytical, and argumentative discussion and writing, students will increase their ability to think and write critically about the world around them.

<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** |
| **Collaborating in Discussions** | * Speaking and Listening 1
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| **Writing Arguments** | * Writing 1
 |
| **Evaluating Speakers** | * Speaking and Listening 2
* Speaking and Listening 3
 |
| **Analyzing Social Issues** | * Sociology 13
* Sociology 14
* Sociology 15
* Sociology 16
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**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 in Infinite Campus without the express permission of the building textbook manager or the curriculum coordinator.

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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 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 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
 | **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:*** **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
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| **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. |

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| **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.  | **Teacher Clarifications**Consider this in 3 parts: Preparation, Presentation, Response. The clarifiers in the targets allow you to determine the nature of the conversation and which skills to focus on for the day’s assessment. |
| **Academic Vocabulary**Posing, Probe, Clarify, Verify, Challenge, Collegial, Prepare, Synthesize | **Additional Resources** |

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| **Writing Arguments** |
| **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 write multi-page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:**** Draw evidence from literature to support analysis and reflection
* Introduce precise claims about literature
* Address a variety of literary devices (allegory, imagery, motif, symbol, tone, etc.) in analysis of literature
* Develop claims fully, supplying evidence for each point while pointing out the strengths and limitations of both
* Use words, phrases, and clauses to create cohesion and clarify the relationships among claims, evidence, and explanations
* Establish and maintain a formal style and objective tone while attending to the norms and conventions of a literary analysis
* Provide a conclusion that follows from and reflects upon the analysis presented
 | **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.9-10.1**Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**Standard Language: CCSS ELA W.9-10.9**Draw evidence from literary or informational texts to support analysis, reflection, and research. |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**Clarify, Counterclaim, Credible, Refute | **Additional Resources** |

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| **Evaluating Speakers** |
| **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. **Integrate** information from and **evaluate** the credibility and accuracy of multiple sources of information presented in diverse media or formats (for example, visually, quantitatively, orally)
2. **Evaluate** a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence
3. **Analyze** connotation (in the context of satire, work of expression, etc.)
 | **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:*** Identify the characteristics of credible and accurate sources of information
* Identify evidence used by a speaker to support his or her message
* Identify a speaker’s point of view, reasoning, and use of evidence and rhetoric
* Identify specific words that impact meaning and tone in a text or work of expression
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| **Standard Language: CCSS ELA RL.9-10.3**Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **Standard Language: CCSS ELA RL.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. |

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| **Multiple Opportunities** | **Teacher Clarifications**  |
| **Academic Vocabulary**Credibility, Accuracy, Point of View, Reasoning, Evidence, Rhetoric, Fallacious Reasoning, Connotation | **Additional Resources** |

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| **Analyzing Social Issues** |
| **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. **Explain** the formation of groups and the creation and development of societal norms and values
2. **Identify** characteristics of groups, and the influences that groups and individuals have on each other.
3. **Distinguish** patterns and causes of social stratification that lead to social inequalities, and their impact on both individuals and groups.
4. **Examine** and **evaluate** reactions to social inequalities, including conflict, and propose alternative responses.
 | **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
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| **Standard Language: CCSS SS-SOC.9-12.13.****Standard Language: CCSS SS-SOC.9-12.14.****Standard Language: CCSS SS-SOC.9-12.15.****Standard Language: CCSS SS-SOC.9-12.16.** |

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| **Multiple Opportunities** | **Teacher Clarifications** |
| **Academic Vocabulary**Cultural, Religious, Social, Reform, Values, Persistent, Stratification | **Additional Resources** |