



Course Numbers

- LA141

Modern Expression

2017-2018

A 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: 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.

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 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



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.

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.

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
Writing Arguments	<ul style="list-style-type: none">• Writing 1
Evaluating Speakers	<ul style="list-style-type: none">• Speaking and Listening 2• Speaking and Listening 3
Analyzing Social Issues	<ul style="list-style-type: none">• Behavioral Science 4• Behavioral Science 5

Testing Information
NONE

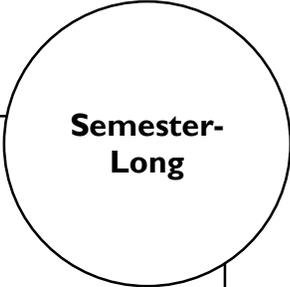
Textbooks

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

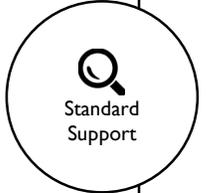


Organizing Principles

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.

Text Selections

Pending



Grading Topic: Writing Arguments	
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><i>Students demonstrate they have the ability to write multi-paragraph arguments to support claims in an analysis of substantive topics or works of expression, using valid reasoning and relevant and sufficient evidence that:</i></p> <ul style="list-style-type: none"> ➤ Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence ➤ Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns ➤ Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships among claims, counterclaims, reasons, and evidence ➤ Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing ➤ Provide a concluding statement of section that follows from and supports the argument presented
2 	<p><i>Students demonstrate they have the ability to:</i></p> <ul style="list-style-type: none"> A. Generate a claim on a topic and relevant reasons/examples to support that claim B. Generate relevant counterclaims C. Generate a concluding statement D. Write a paragraph with a clear claim and supporting evidence E. Write a paragraph that presents and refutes a counterclaim
1 	<i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i>

Academic Vocabulary
Clarify, Counterclaim, Credible, Refute

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.

Click link at right for additional details on this standard.

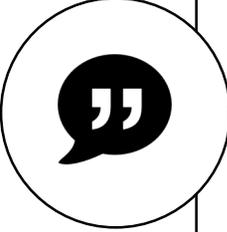


Teacher Clarifications

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

Multiple Opportunities

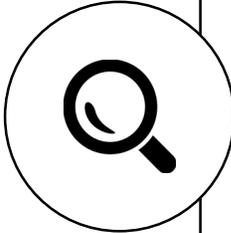
Have a suggestion for multiple opportunities? Submit it to jeremiah.schwennen@dmschools.org



Grading Topic: Evaluating Speakers	
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"> Possible Target: Decision-Making
3  Learning Goal	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. 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)</p> <p>B. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence</p> <p>C. Analyze connotation (in the context of satire, work of expression, etc.)</p>
2 	<p><i>Students demonstrate they have the ability to:</i></p> <p>A. Identify the characteristics of credible and accurate sources of information</p> <p>B. Identify evidence used by a speaker to support his or her message</p> <p>C. Identify a speaker’s point of view, reasoning, and use of evidence and rhetoric</p> <p>D. Identify specific words that impact meaning and tone in a text or work of expression</p>
1 	<p><i>Student’s performance reflects insufficient progress towards foundational skills and knowledge.</i></p>

Standard Language: CCSS ELA SL.9-10.2
 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

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.



Teacher Clarifications

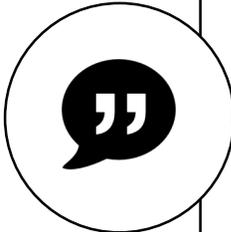
Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

Academic Vocabulary

Credibility, Accuracy, Point of View, Reasoning, Evidence, Rhetoric, Fallacious Reasoning, Connotation

Multiple Opportunities

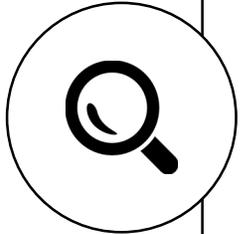
Have a suggestion for multiple opportunities? Submit it to jeremiah.schwennen@dmschools.org



Grading Topic: Analyzing Social Issues	
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: Investigation
3  Learning Goal	<i>Students demonstrate they have the ability to:</i> <p>A. Critique or defend past and current cultural, religious, and social reform movements.</p> <p>B. Deconstruct the personal values that influence the types of conclusions people make.</p> <p>C. Apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems</p>
2 	<i>Students demonstrate they have the ability to:</i> <p>A. Understand how differences in the behavior of individuals arise from the interaction of heredity and experience and how these differences lead to reform movements</p>
1 	<i>Student's performance reflects insufficient progress towards foundational skills and knowledge.</i>

Standard Language: Iowa Core Social Studies Behavioral Science 4 and 5

This course was built using the previous Iowa Core Social Studies Behavioral Science standards. As the new standards roll into implementation, this scale will be amended to better align with these new standards.

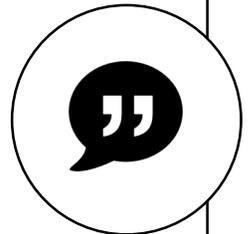


Teacher Clarifications

Have a request for clarification? Submit it to jeremiah.schwennen@dmschools.org

Multiple Opportunities

Have a suggestion for multiple opportunities? Submit it to jeremiah.schwennen@dmschools.org



Academic Vocabulary

Cultural, Religious, Social, Reform, Values, Persistent