

**Course Numbers**

* LA417
* LA417F

**Lit & Comp: Multicultural**

2020-2021

0.5 English credit.

In Literature and Composition: Multicultural Literature, students will examine literary texts by authors from a variety of cultures and identities.  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.

<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** |
| **Utilizing Text Evidence** | * Reading Information 1 * Reading Literature 1 |
| **Applying Grammar and Mechanics** | * Language 1 * Language 2 |
| **Mastering Vocabulary** | * Reading Information 4 * Language 4a & 4d * Language 6 |
| **Collaborating in Discussions** | * Speaking and Listening 1 |
| **Analyzing Themes** | * Reading Literature 2 * Reading Literature 9 |
| **Evaluating Literary Interpretations** | * Reading Literature 7 |
| **Analyzing Author’s Craft** | * Reading Literature 3 * Reading Literature 6 |
| **Writing Literary Analyses** | * Writing 1 * Writing 9 |

**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.

**Complex Texts: Grade-level Materials for All**  
Text complexity is a measure of multiple intersections of Lexile, language features, themes, and knowledge demands. Every text used for whole group instruction should be carefully considered for how it will serve grade-level access to standards based instruction. Supplemental texts can be used to support individual students build content vocabulary but all students should have access to grade-level materials every day. Please consider the following rubrics when discussing text complexity with your PLC.   
11th-12th Graders should be exceeding 1200-1300L by the end of the year to be on track for proficiency.

* [**​Rubric for Assessing Fiction**](http://weebly-file/1/3/4/0/13404511/scass_text_complexity_qualitative_measures_lit_rubric_2.8.pdf)
* [**Rubric for Assessing Non-Fiction**](http://weebly-file/1/3/4/0/13404511/scass_info_text_complexity_qualitative_measures_info_rubric_2.8.pdf)
* [**Lexile Finder**(look up a book)](https://fab.lexile.com/)
* [**Lexile Analyzer**](https://la-tools.lexile.com/free-analyze/) (check passages from texts to determine current Lexile)

**Suggested Texts:** Texts should cover a range of perspectives including race, ethnicity, gender, sexual orientation, ability, and age. The suggestions below are a sampling of possible texts.

**Commonly taught/Popular:**

Khaled Hosseini, *The Kite Runner*

Chimamanda Ngozi Adichie, *Americanah*

Arundhati Roy, *The God of Small Things*

Jeffry Eugenides, *Middlesex*

Salman Rushdie, *Midnight’s Children*

Ta-Nehisi Coates, *Between the World and Me*

Maya Angelou, *I Know Why the Caged Bird Sings*

Amy Tan, *The Joy Luck Club*

**Black Female Authors:**

Sonia Sanchez, Morning Haiku  
Sherley Anne Williams, Dessa Rose  
Toni Cade Bambara, The Salt Eaters  
Gayl Jones, Eva’s Man  
Gloria Naylor, Linden Hills  
Octavia Butler, Kindred  
Nisi Shawl, Everfair: A Novel

**Latina/o:**

Cristina Garcia, Dreaming in Cuban  
Maria Irene Fornes, Fefu and Her Friends  
Yuri Herrera, Signs Preceding the End of the World (trans. Lisa Dillman)  
Dolores Dorantes, Style (trans. Jen Hofer)  
Cristina Henríquez, The Book of Unknown Americans  
Junot Díaz, The Brief Wondrous Life of Oscar Wao  
Luis Alberto Urrea, The Water Museum  
Giannina Braschi, United States of Banana  
Justin Torres, We the Animals

**Border Literature: (centering on the US-Mexico border)**

Gloria Anzaldúa, Borderlands / La Frontera  
Sandra Cisneros, Woman Hollering Creek  
Cormac McCarthy, The Crossing  
Carlos Fuentes, The Crystal Frontier  
Juan Felipe Herrera, 187 Reasons Mexicanos Can’t Cross the Border  
Carmen Boullosa, Texas

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| **Utilizing Text Evidence** | |
| **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 utilize textual evidence to support analysis in both written and verbal communication.***   * **Distinguish** between relevant and irrelevant evidence in a text * **Support** analysis with inferences and evidence paraphrased from text with appropriate credit given to the source * **Support** analysis with inferences and evidence cited directly from text |
| **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 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. | |

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| **Multiple Opportunities:**  This topic establishes the baseline for the way that claims can and will be supported with evidence (and commentary/explanation) in any topic, and it may be wise to emphasize this early on to set the proper tone for students. | **Teacher Clarifications**  If requiring students to use a format other than MLA, be certain those procedures have been explicitly taught. This topic is not simply to note whether a student can cite evidence, but how well they use evidence in support of their claim. The variety of applications used to assess this topic can range from full length essays, to how a student utilizes evidence from a source in discussion. |
| **Academic Vocabulary**  Cite, Explicit, Inference, Textual Evidence, Paraphrase, Relevant, Irrelevant | **Additional Resources**  The Bedford Handbook  Easybib.com |

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| **Applying Grammar and Mechanics** | | | | | | |
| **4** | |  | **3** |  | **2** |  |
| **LEARNING GOAL** | |
| **Semester 1** | ***Students:***   1. Use a colon to introduce an example or an elaboration | | ***Students:***   1. Use apostrophes to form possessives, including irregular plural nouns 2. Use a semicolon to join related independent clauses | | ***Students:***   1. Use punctuation to set off complex parenthetical elements 2. Use apostrophes to form simple possessive nouns | |
| **Semester 2** | ***Students:***   1. Use idiomatically and contextually appropriate prepositions in combination with verbs in situations involving sophisticated language or complex concepts | | ***Students:***   1. Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun) 2. Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* | | ***Students:***   1. Ensure pronoun-antecedent agreement when the pronoun and antecedent occur in separate clauses or sentences 2. Recognize and correct vague and ambiguous pronouns | |

*These standards are derived from both the Core (CCSS ELA L 1 and CCSS ELA L 2) and the ACT College and Career Readiness Standards for English.*

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| **Ideal Student Experience:**  Students should be able to demonstrate mastery of a skill in their own writing. Isolated practice and assessment of grammar skills is acceptable if students are also provided authentic opportunities to apply these skills. No Red Ink or other grammar tools should be used in conjunction with quality teacher led instruction and authentic assessment. | **Teacher Clarifications**  The design of this scale is to demonstrate vertical articulation. The level 2’s indicate the skills required to meet proficiency at the grade below. The level 4’s indicate the skills required to meet proficiency in the grade following.  **Follow the learning targets for whatever semester the section is being taught. Whether students are enrolled in English IV or a combination of Lit & Comp courses, grammar and vocabulary instruction should remain consistent.** |
| **Academic Vocabulary** | **Additional Resources**  No Red Ink Pro: Writing Coach  Chompchomp.com  Writing With Power textbook |

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| **Mastering Vocabulary** | |
| **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.  **Possible Level 4 Guidance:**   1. Investigate the evolution of form and meaning of an unusual word in a text 2. Analyze examples of words and phrases that exemplify domain-specific vocabulary to effectively define the vocabulary term under study | **LEVEL 3 LEARNING GOAL: (AT)**  ***Students demonstrate they have the ability to:***   1. **Use** context as a clue to the meaning of a word or phrase  * Use words in the same or surrounding sentences (also: synonyms, definitions within the sentence or comparison of ideas) to determine the meaning of a specific word. * Verify meaning of specific word using a dictionary.  1. **Identify** and correctly **use** patterns of word changes that indicate different meanings or parts of speech  * Identify the meanings of certain common affixes. * Identify how the affixes change the meaning of the root word. |
| **Standard Language: CCSS ELA RL.11-12.4**  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.11-12.4**  Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  **Standard Language: CCSS ELA L.11-12.4**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 11 reading and content*, choosing flexibly from a range of strategies. | |

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| **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. | **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. |
| **Academic Vocabulary**  Technical, Context, Meaning, Tone, Figurative, Connotative, Reference, Preliminary, Evolution, Form | **Additional Resources**  If using A STUDY OF WORD FAMILIES, some Quizlet materials have been prepared by the publisher. Access them by clicking [HERE](https://www.prestwickhouse.com/quizlet/vocabulary-from-latin-and-greek-roots).  *Note: Grade 11 uses Book VI (the Quizlet page labels that book as Grade 12)* |

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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 |
| **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. | |

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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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| **Analyzing Author’s Craft** | |
| **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. **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)  * Determine whether the text is told in chronological order or another structure. * Analyze how the author uses specific parts of the text to create an effect in a text. * Justify how the author’s choice regarding structure affects the meaning of the text. (e.g. whether the author chooses to use chronological or disjointed order, what is the nature of the ending of the story)  1. **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)  * Identify specific examples of complex perspectives * Analyze how examples from the text relate to a certain perspective and shape the meaning of a text * Determine the meaning conveyed by the perspective |
| **Standard Language: CCSS ELA RL.11-12.3**  Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).  **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). | |

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| **Multiple Opportunities**  As students dig into literature, this scale should naturally recur throughout the semester, especially in **Writing Literary Analyses** tasks. Additionally, students can practice these skills when **Collaborating in Discussions** and can write shorter analysis pieces that serve the **Constructing Writing** topic. | **Teacher Clarifications**  Author’s choices refer to story elements such as plot, characterization, and setting. |
| **Academic Vocabulary**  Satire, Sarcasm, Irony, Understatement | **Additional Resources** |

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| **Evaluating Literary Interpretations** | |
| **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. **Analyze** multiple interpretations of a story, drama, or poem, evaluating how each version interprets the source text  * Describe the relationship between interpretations of a story, drama, or poem and the source text * Compare and contrast interpretations of a story, drama, or poem to the source text |
| **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.) | |

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| **Multiple Opportunities**  Analysis papers regarding interpretive choices might be ideal evidence for the **Writing Literary Analyses** and **Constructing Writing** topics, and this topic readily sparks **Collaborating in Discussions** events when asking students to choose the best of several versions/presentations of the same story. | **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) |
| **Academic Vocabulary**  Interpretation, Source | **Additional Resources** |

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| **Analyzing Themes** | |
| **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. **Analyze** how two or more works of literature from different regions and eras treat similar, universal themes  * Identify a common theme in multiple texts * Analyze the unique features of a theme from different regions or eras  1. **Analyze** the development of two or more themes over the course of a text,  * Identify two themes in a text. * Identify how each theme is introduced and created over the course of the text.  1. **Analyze** how themes interact and build on one another  * Describe how one theme impacts another throughout the story (multiple impacts). * Describe how one theme adds to or enhances another theme. |
| **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. | |

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| **Multiple Opportunities**  There can (and should) be many ways to connect to the **Constructing Writing**, **Applying Grammar and Mechanics**, and especially the **Collaborating in Discussions** topics. Of course, the primary connection in this unit is between this topic and its ultimate expression: **Writing Literary Analyses** | **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. |
| **Academic Vocabulary**  Theme, Compare, Contrast, Developed | **Additional Resources** |

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| **Writing Literary Analyses** | |
| **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 5+ page literary analyses of substantive topics in texts, using valid reasoning and relevant and sufficient evidence:***   * Draw evidence from literature or informational texts to support analysis and reflection * Introduce precise claims about literature or informational text that relate explicitly to theme/argument * Address a variety of literary devices (analogy, allegory, allusion, foil, imagery, motif, symbol, tone, etc.) in analysis of literature or informational text * Presents a knowledgeable analysis, interpretation, commentary, and /or conclusion about a substantive text or topic * Develop claims fully, supplying evidence and relevant commentary/explanation in order to support the analysis. * Develops through logical sequence of quotations, references, or citations that are thoughtfully selected and coherently integrated |
| **Standard Language: CCSS ELA L.11-12.5**  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | |

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| **Multiple Opportunities**  This topic should include additional opportunities for students to demonstrate **Analyzing Author’s Craft**, **Evaluating Literary Interpretations**, and **Analyzing Themes**. Revision of this paper (multiple drafts count as multiple pieces of evidence) also supports **Constructing Writing**.  No Red Ink Writing Coach can support this standard in numerous ways. | **Teacher Clarifications**  Note that the literary devices indicated in this scale include more than just those figurative language components discussed in Unit 3—these additional devices can be taught as needed (no specific number of them are required by the scale). |
| **Academic Vocabulary**  Literary Analysis, Literary Devices, Syntax | **Additional Resources**  No Red Ink Writing Coach |