

# **TRUMBULL PUBLIC SCHOOLS**

## **Trumbull, Connecticut**

### **Adolescent Experience**

### **Grade 12**

**2021**

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# **Adolescent Experience**

## **Grade 12**

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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull High School community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Adolescent Experience is a semester-long senior elective in the English Department that provides interested students with the opportunity to explore fiction and non-fiction that allows them to navigate the path of adolescence. Students will read works both about and by adolescents and to delve into their own thoughts, attitudes and values as well as those of their peers. They will explore the evolution of adolescence and the trappings of this social migration from child to adult. As students explore the characters, conflicts and themes of the literature, they will ultimately further their consciousness of their own identity and place in the world.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions and shared inquiry discussions, with major and minor assignments, including: in-class writing, homework writing, small group assessments, essays, shared inquiry discussions, and a final semester project. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated.

A Final Project will be a culmination to the course and will demonstrate what the student does throughout the entire course of study.

## COURSE GOALS

The following course goals derive from the 2010 Connecticut Core Standards.

CCSS.ELA-LITERACY.RI.1-12.1	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.
CCSS.ELA-LITERACY.RI.11-12.2	Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
CCSS.ELA-LITERACY.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
CCSS.ELA-LITERACY.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
CCSS.ELA-LITERACY.W.11-12.1.B	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
CCSS.ELA-LITERACY.W.11-12.1.D	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
CCSS.ELA-LITERACY.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the top
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
CCSS.ELA-LITERACY.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
CCSS.ELA-LITERACY.SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
CCSS.ELA-LITERACY.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.11-12.6	Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
CCSS.ELA-LITERACY.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.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that...

- Technology enhances their exploration, creation, and presentation of texts, ideas, themes, and points of view.
- In order to develop a comprehensive analysis/synthesis of a text or texts, one must complete analysis through a variety of perspectives and lenses.
- Inquiry and extension of thought is necessary when reading and responding in individual, literal, critical, and evaluative ways to literary, informational, and persuasive texts.
- A single text may elicit a variety of responses, and as members of a learning community, one needs to contribute independently and value the contributions of others by listening and responding in discussion.

## **COURSE ESSENTIAL QUESTIONS**

- How do authors use language to express how personal experiences shape our view of ourselves and our view of others?
- How do authors use narrative and literary elements to illustrate the influence the environment has on self-identity?
- How are narratives influenced by perspective?
- How does conflict shape characters and their choices?
- How do audience, purpose, and situation influence public speaking situations?
- How do writers use audience analysis to incorporate word choice, tone, and organization in speeches?

## **COURSE KNOWLEDGE & SKILLS**

- Students will know . . .
  - Foundational terminology needed for speech writing.
  - Various critical lenses and their applications to both fiction and nonfiction.
  - How to write a synthesis essay.
- Students will be able to . . .
  - Participate meaningfully in shared inquiry discussion.
  - Read with a critical lens.
  - Analyze texts for purpose, meaning, and audience.
  - Write a synthesis essay.
  - Apply foundational terminology to speech writing.
  - Research and build knowledge of teen issues.

## **COURSE SYLLABUS**

### **Course Name**

Adolescent Experience

### **Level**

Advanced College Prep

### **Prerequisites**

Successful completion of grades 9, 10, and 11 English

### **General Description of the Course**

Adolescent Experience is a semester-long senior elective in the English Department that provides interested students with the opportunity to explore fiction and non-fiction that allows them to navigate the path of adolescence. Students will read works both about and by adolescents and to delve into their own thoughts, attitudes and values as well as those of their peers. They will explore the evolution of adolescence and the trappings of this social migration from child to adult. As students explore the characters, conflicts and themes of the literature, they will ultimately further their consciousness of their own identity and place in the world.

Student work will be evaluated using a variety of techniques in order to accommodate and recognize different learning styles. Students will primarily be evaluated by their written expressions and shared inquiry discussions, with major and minor assignments, including: in-class writing, homework writing, small group assessments, essays, shared inquiry discussions, and a final semester project. Additionally, class participation will be an important part of the course. The expectation is that students complete all work required for the course and come to class prepared and motivated.

A Final Project will be a culmination to the course and will demonstrate what the student does throughout the entire course of study.

### **Assured Assessments**

Formative Assessments:

- o Teens Issues Research and Informal Presentation
- o 6-Word Memoir
- o Written Responses/Journal Writings

Summative Assessments:

- o Shared Inquiry Discussions
- o Synthesis Essay
- o Digital Memoir
- o Final Project

### **Core Texts**

*Infinite Country* by Patricia Engel  
*Navigate Your Stars* by Jesmyn Ward  
*Speak* by Laurie Halse Anderson  
*The Film Club* by David Gilmour  
*Tweak* by Nic Sheff

### **Supplemental Texts**

*Beautiful Boy* by David Sheff  
*Ordinary People* by Judith Guest  
*Shout* by Laurie Halse Anderson  
Commencement Speeches

## UNIT 1

### Identity/Coming of Age

#### Unit Goals

At the completion of this unit, students will:

<b>CCSS.ELA-LITERACY.RI.11-12.1</b>	<b>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.</b>
<b>CCSS.ELA-LITERACY.W.11-12.2.B</b>	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<b>CCSS.ELA-LITERACY.W.11-12.4</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
<b>CCSS.ELA-LITERACY.W.11-12.8</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<b>CCSS.ELA-LITERACY.W.11-12.10</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
<b>CCSS.ELA-LITERACY.SL.11-12.1</b>	<b>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.</b>

#### Unit 1 Essential Questions:

- How do authors use language to express how personal experiences shape our view of ourselves and our view of others?
- How do authors use narrative and literary elements to illustrate the influence the environment has on self-identity?

#### Unit Scope and Sequence

- Teen issues research and class presentation
- Teen/parent interview essay



- Focus on teen/parent perspective in selected core text(s)
- Analyze character development and theme
- Quote analysis
- Analysis of applicable figurative language
- Favorite Trumbull High School (THS) location written response
- *Speak* Music Assignment (if applicable)
- Free Writes on poems in *Shout*
- Shared Inquiry Discussion (Example: on *Speak* and *Shout*)
- Synthesis Essay (Example: on *Speak* and *Shout*)

## Unit Assured Assessments

### Formative Assessments:

Teen Issues: Students will research adolescent issues or challenges through the use of credible news or pop culture sources. Students will present their findings to the class.

Interview of a parent's high school experience or someone of another generation:

Using their own student-generated questions, students will interview a parent or another relative about their high school experience. Students will examine and evaluate the similarities and differences of the teen experience across generations. This writing assignment will be presented to the class.

Journal/Written Response: Favorite THS Location

Melinda, the main character in *Speak*, describes in detail where she feels most comfortable at her high school. Students select a place at THS where they feel most comfortable or where they have the warmest memories. They describe in detail the physical setting and the social and emotional feeling that the place/location evokes within them. Some suggestions may be a teacher's classroom, a school counselor's office, the Commons, the Senior Lounge, the Band Room, a sports field, etc. Ask the students to think back over the last four years as they make their selection.

### Summative Assessments:

Shared Inquiry Discussion: *Select a core and supplemental text*

Students will participate in a small group shared inquiry discussion synthesizing thematic elements in *Speak* and *Shout*. Students will be assigned a thematic element at the beginning of the unit and will be responsible for annotating, gathering textual evidence, and writing Level 2 interpretive questions as preparation for the graded discussion.

Synthesis Essay: *Select a core text*

Students will analyze Maya Angelou's "Caged Bird" poem and write a synthesis essay using one of the core texts in their response. The response should discuss how one of the main characters is like the caged bird in the poem and how the main character is like the image of the free bird using evidence from the pieces to support the response.

## **Resources**

### Core (Choose one)

- *Infinite Country* by Patricia Engel
- *Speak* by Laurie Halse Anderson

### Supplemental

- *Ordinary People* by Judith Guest
- *Shout* by Laurie Halse Anderson

## **Time Allotment**

- Approximately 6-8 Weeks

## **UNIT 2**

### **Negotiating Conflicts/Overcoming Adversity**

### **Memoir/NonFiction Unit**

#### **Unit Goals**

At the completion of this unit, students will:

<b>CCSS.ELA-LITERACY.RI.11-12.1</b>	<b>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.</b>
<b>CCSS.ELA-LITERACY.W.11-12.4</b>	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>
<b>CCSS.ELA-LITERACY.W.11-12.10</b>	<b>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>
<b>CCSS.ELA-LITERACY.SL.11-12.2</b>	<b>Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</b>
<b>CCSS.ELA-LITERACY.SL.11-12.1</b>	<b>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.</b>

#### **Unit Essential Questions**

- How are narratives influenced by perspective?
- How does conflict shape characters and their choices?

#### **Unit Scope and Sequence**

- Overcoming Obstacles Journal
- Create Six Word Memoirs
- Perspective in text
- Quote Analysis
- Freewrites
- Digital Memoir for *The Film Club* or other selected memoir

- Research Nic and David Sheff (*Tweak/Beautiful Boy*)
- Thematic elements and perspective in *Tweak* and *Beautiful Boy*
- Short writing pieces on *Tweak*
- Quote selection and analysis in *Tweak*
- Shared Inquiry Discussion on *Tweak/Beautiful Boy*

## Unit Assured Assessments

### Formative Assessments:

Written Response/Journal:

Students will discuss an obstacle or challenge that they had to overcome. Students will incorporate one of the Unit Essential Questions in their response.

Six Word Memoir:

Students will create their own Six Word Memoir with vivid word choice on a Google Slide. The background image will further enhance the meaning of their Six Word Memoir. Students will present their Six Word Memoirs to the class and explain the significance of the words and the image that is selected.

### Summative Assessments:

*The Film Club* Digital Memoir:

Students will view and analyze one of the movies that the characters in *The Film Club* watched and analyzed and discuss the impact of the film on them. Students will use an image to enhance their analysis on a Google slide. Additionally, students will choose two other films that they have viewed and discuss how the films have shaped their lives. Students will present the digital project to the class. Students will show a brief clip from each of the films.

Shared Inquiry Discussion on Thematic Elements and Perspective: (*Tweak/Beautiful Boy*)

Students will be assigned to groups for this assessment. Each group will be responsible for analysis and evidence on one of the following four course thematic elements: family relationships, friend/peer relationships, overcoming obstacles, and moving forward/crossing thresholds. Both the son and the father's perspectives must be incorporated into the discussion. Focused, interpretive questions will drive the discussion forward.

## Resources

### Core

- *The Film Club* by David Gilmour
- *Tweak* by Nic Sheff

### Supplemental

- *Beautiful Boy* by David Sheff

## Time Allotment

- Approximately 8-10 Weeks

## UNIT 3

### Moving Forward/Crossing Thresholds Speech Unit

#### Unit Goals

At the completion of this unit, students will:

CCSS.ELA-LITERACY.RI.1 1-12.1	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.
CCSS.ELA-LITERACY.RI.11-12.2	<b>Determine two or more 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 provide a complex analysis; provide an objective summary of the text.</b>
CCSS.ELA-LITERACY.L.11-12.3	<b>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>
CCSS.ELA-LITERACY.RI.11-12.6	<b>Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</b>
CCSS.ELA-LITERACY.W.11-12.4	<b>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</b>
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

#### Unit Essential Questions

- How do audience, purpose, and situation influence public speaking situations?
- How do writers use audience analysis to incorporate word choice, tone, and organization in speeches?

#### Unit Scope and Sequence

- Inspiration Journal
- Review speech terminology
- Read and evaluate *Navigate Your Stars*

- Analyze *Navigate Your Stars* for meaning
- Analyze selected commencement addresses (Examples: Michelle Obama and Sonia Sotomayor's, Will Ferrell and John Krasinski's, Jon Bon Jovi and Chadwick Boseman's Commencement Addresses)
- Student generated speech
- Practice speech with a peer
- Final Project
- Present Final Project

## Unit Assured Assessments

### Formative Assessments:

Written Assignment/Journal:

Students discuss a time when they were deeply inspired and explain how it motivated them to achieve their goals.

Writing Assignment:

As students listen to and read various commencement addresses, they annotate key words and phrases that help them determine the speaker's message. They will select two of the speeches (one of the speeches must be Jesmyn Ward's speech in *Navigate Your Stars*) and write a response that expresses the message and what speech writing elements the speaker/writer uses to convey his or her message.

### Summative Assessments:

Final Project:

Students will write their own speech using inspiration they derive from the core text, *Navigate Your Stars*, and from the other commencement addresses. Students will record their speeches and present their speeches to the class. Students will focus on message, style, and diction. Students will also write a metacognitive reflection. Using the model speeches as guides, they will explain why they made their writing choices.

## Resources

### Core

- *Navigate Your Stars* by Jesmyn Ward

### Supplemental

Commencement Speeches:

Michelle Obama: Oberlin College Commencement Address-2015

<https://www.oberlin.edu/news/transcript-first-lady-michelle-obamas-commencement-address>

Will Ferrell: University of Southern California Commencement Address-2017

<https://youtu.be/mfjGmBVAL-o>

Jon Bon Jovi: Rutgers University Commencement Address-2015

<https://time.com/collection-post/3892791/bon-jovi-graduation-speech-rutgers-camden/>

John Krasinski: Brown University Commencement Address-2019

<https://speakola.com/grad/john-krasinski-brown-university-lean-in-2019>

Chadwick Boseman: Howard University Commencement Address-2018

<https://www.cnn.com/2020/08/29/us/howard-university-commencement-speech-chadwick-boseman-trnd/index.html>

Supreme Court Justice Sonia Sotomayor: Manhattan College Commencement Address-2019

<https://speakola.com/grad/justice-sonia-sotomayor-manhattan-college-2019>

**Time Allotment**

- Approximately 3 Weeks

### **CREDIT**

One-half credit in English  
One class period daily for a half year

### **PREREQUISITES**

Successful completion of grades 9, 10, and 11 English

### **CURRENT REFERENCES**

#### Short Stories:

- "Life After High School" by Joyce Carol Oates
- "Reunion" by John Cheever
- "Where are You Going? Where Have You Been?" by Joyce Carol Oates
- "Fish Cheeks" by Amy Tan

#### Films:

- *The Breakfast Club*
- *Stand By Me*

#### Collections/ Anthologies:

- *Chicken Soup for the Teenage Soul*
- *Reviving Ophelia*
- *Ophelia Speaks*

#### Poems:

- "Barbie Doll" by Marge Piercy

#### Songs:

- "Baba O'Reilly" by The Who
- "Jeremy" by Pearl Jam

### **ASSURED STUDENT PERFORMANCE RUBRICS**

- Trumbull High School School-Wide Reading Rubric
- Trumbull High School School-Wide Writing Rubric
- Trumbull High School School-Wide Independent Learning and Thinking Rubric
- Shared Inquiry Discussion Rubric
- Final Project Grading Criteria

### **OTHER RESOURCES**

- Written Responses/Journal Writing
- Parent/Teen Interview-Essay
- Teen Issues Research and Informal Presentation
- Six Word Memoir
- Shared Inquiry Discussion for *Speak* and *Shout*
- Synthesis Essay for *Speak*, *Shout*, and "Caged Bird"
- Shared Inquiry Discussion for *Tweak* and *Beautiful Boy*
- Digital Memoir for *The Film Club*
- Final Project



## Trumbull High School School-Wide Reading Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Respond  X_____	Demonstrates exceptional understanding of text by: <ul style="list-style-type: none"> <li>Clearly identifying the purpose of the text</li> <li>Providing initial reaction richly supported by text</li> <li>Providing a perceptive interpretation</li> </ul>	Demonstrates understanding of text by: <ul style="list-style-type: none"> <li>Identifying the fundamental purpose of the text</li> <li>Providing initial reaction supported by text</li> <li>Providing a clear/straight forward interpretation of the text</li> </ul>	Demonstrates general understanding of text by: <ul style="list-style-type: none"> <li>Partially identifying the purpose of the text</li> <li>Providing initial reaction somewhat supported by text</li> <li>Providing a superficial interpretation of the text</li> </ul>	Demonstrates limited or no understanding of text by: <ul style="list-style-type: none"> <li>Not identifying the purpose of the text</li> <li>Providing initial reaction not supported by text</li> <li>Providing an interpretation not supported by the text</li> </ul>
Interpret  X_____	Student is able to exceptionally interpret text by : <ul style="list-style-type: none"> <li>Extensively reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Constructing insightful and perceptive ideas about the text.</li> <li>Actively raising critical questions and exploring multiple interpretations of the text</li> </ul>	Student is able to interpret text by : <ul style="list-style-type: none"> <li>Reshaping, reflecting, revising, and/or deepening initial understanding</li> <li>Summarizing main ideas of text</li> <li>Actively interpreting text by raising questions and looking for answers in text</li> </ul>	Student is able to interpret text by : <ul style="list-style-type: none"> <li>Guided reflection and/or revision of initial understanding</li> <li>Summarizing some main ideas of text</li> <li>Guided interpretation of text by answering questions locating answers in text</li> </ul>	Student demonstrates limited ability to interpret text as evidenced by : <ul style="list-style-type: none"> <li>Struggle to implement guided reflection and/or revision of initial understanding</li> <li>Struggle to summarize any main ideas of text</li> <li>Struggle to answer questions by locating responses in text</li> </ul>
Connect  X_____	Demonstrates perceptive connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>	Demonstrates specific connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>	Demonstrates general connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>	Struggles to make connections <ul style="list-style-type: none"> <li>text to text</li> <li>text to self</li> <li>text to world</li> </ul>
Evaluate  X_____	Insightfully evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> <li>Critical analysis to create a conclusion supported by the text</li> <li>Perceptive judgments about the quality of the text <ul style="list-style-type: none"> <li>Synthesis of text</li> <li>Express a personal opinion.</li> </ul> </li> </ul>	Evaluates the text by one or more of the following elements: <ul style="list-style-type: none"> <li>critical analysis to form a conclusion from the text</li> <li>thoughtful judgments about the quality of the text</li> <li>Evaluation of text to express personal opinion(s)</li> </ul>	A general evaluation of the text by one or more of the following elements: <ul style="list-style-type: none"> <li>Forms a superficial conclusion from the text</li> <li>Assesses the quality of the text</li> <li>Uses text to express personal opinion(s)</li> </ul>	Struggles to evaluate the text by any of the following elements: <ul style="list-style-type: none"> <li>Forming a conclusion from the text</li> <li>Assessing the quality of the text</li> <li>Using text to express personal opinion(s)</li> </ul>

## Trumbull High School School-Wide Writing Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
	<b>Student work:</b>	<b>Student work:</b>	<b>Student work:</b>	<b>Student work:</b>
Purpose X_____	<ul style="list-style-type: none"> <li>Establishes and maintains a clear purpose</li> <li>Demonstrates an insightful understanding of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes and maintains a purpose</li> <li>Demonstrates an accurate awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Establishes a purpose</li> <li>Demonstrates an awareness of audience and task</li> </ul>	<ul style="list-style-type: none"> <li>Does not establish a clear purpose</li> <li>Demonstrates limited/no awareness of audience and task</li> </ul>
Organization X_____	<ul style="list-style-type: none"> <li>Reflects sophisticated organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a clear focus</li> <li>Utilizes effective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects organization throughout</li> <li>Demonstrates logical progression of ideas</li> <li>Maintains a focus</li> <li>Utilizes transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects some organization throughout</li> <li>Demonstrates logical progression of ideas at times</li> <li>Maintains a vague focus</li> <li>May utilize some ineffective transitions</li> </ul>	<ul style="list-style-type: none"> <li>Reflects little/no organization</li> <li>Lacks logical progression of ideas</li> <li>Maintains little/no focus</li> <li>Utilizes ineffective or no transitions</li> </ul>
Content X_____	<ul style="list-style-type: none"> <li>Is accurate, explicit, and vivid</li> <li>Exhibits ideas that are highly developed and enhanced by specific details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is accurate and relevant</li> <li>Exhibits ideas that are developed and supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>May contain some inaccuracies</li> <li>Exhibits ideas that are partially supported by details and examples</li> </ul>	<ul style="list-style-type: none"> <li>Is inaccurate and unclear</li> <li>Exhibits limited/no ideas supported by specific details and examples</li> </ul>
Use of Language X_____	<ul style="list-style-type: none"> <li>Demonstrates excellent use of language</li> <li>Demonstrates a highly effective use of standard writing that enhances communication</li> <li>Contains few or no errors. Errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates competent use of language</li> <li>Demonstrates effective use of standard writing conventions</li> <li>Contains few errors. Most errors do not detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates use of language</li> <li>Demonstrates use of standard writing conventions</li> <li>Contains errors that detract from meaning</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates limited competency in use of language</li> <li>Demonstrates limited use of standard writing conventions</li> <li>Contains errors that make it difficult to determine meaning</li> </ul>

## Trumbull High School School-Wide Independent Learning and Thinking Rubric

Category/Weight	Exemplary 4	Goal 3	Working Toward Goal 2	Needs Support 1-0
Proposal x_____	Student demonstrates a strong sense of initiative by generating compelling questions, creating uniquely original projects/work.	Student demonstrates initiative by generating appropriate questions, creating original projects/work.	Student demonstrates some initiative by generating questions, creating appropriate projects/work.	Student demonstrates limited or no initiative by generating few questions and creating projects/work.
Independent Research & Development x_____	Student is analytical, insightful, and works independently to reach a solution.	Student is analytical, and works productively to reach a solution.	Student reaches a solution with direction.	Student is unable to reach a solution without consistent assistance.
Presentation of Finished Product x_____	<p>Presentation shows compelling evidence of an independent learner and thinker.</p> <p>Solution shows deep understanding of the problem and its components.</p> <p>Solution shows extensive and appropriate application of 21<sup>st</sup> Century Skills.</p>	<p>Presentation shows clear evidence of an independent learner and thinker.</p> <p>Solution shows adequate understanding of the problem and its components.</p> <p>Solution shows adequate application of 21<sup>st</sup> Century Skills.</p>	<p>Presentation shows some evidence of an independent learner and thinker.</p> <p>Solution shows some understanding of the problem and its components.</p> <p>Solution shows some application of 21<sup>st</sup> Century Skills.</p>	<p>Presentation shows limited or no evidence of an independent learner and thinker.</p> <p>Solution shows limited or no understanding of the problem.</p> <p>Solution shows limited or no application of 21<sup>st</sup> Century Skills.</p>

### Shared Inquiry Discussion Rubric

Score: \_\_\_\_\_

	4	3	2	1	0-Unscorable
<b>Involvement</b>	Engagement is highly attentive and effective, responding clearly and directly to the thoughts of others. Involvement is passionate, well-balanced, and coherent. Critical questions advance the conversation, build on the ideas of peers, and offer challenging statements without being argumentative. Discourse is courteous, respectful, and genuinely interested; engagement is tempered with appreciation for a balanced discussion.	Engagement is attentive and active. Ideas are presented and correlate to the thoughts of others. Discourse is responsive, open-minded, and respectful without monopolizing.	Engagement is attentive and respectful, marked by attempts to be active in the discussion. Contributions are present but may repeat ideas rather than further the discussion. Ideas are "presented," rather than discussed, or may struggle to build off of the ideas of others. The conversation may need a greater balance of talking and listening to others.	Full engagement in discourse is not evident, doing little to contribute to the conversation or build off of the ideas of the group. The ideas center around initial responses with little evidence of reshaping ideas based on the discourse. Contributions may confound or derail the discussion.	No involvement in the discussion, demonstrated by being disengaged, silent, or responding inappropriately to the ideas of others.
<b>Ideas and Analysis</b>	Original and insightful questions and comments continually reflect sophisticated comprehension and higher-level thinking. Creative and divergent critical thinking is consistently displayed. Ideas are challenged, bringing the class to a higher understanding of the text and the question at hand.	Questions and comments reflect clear comprehension and higher-level thinking. Creative and divergent critical thinking is present. The ideas of others are respectfully challenged during the discussion.	Questions and comments reflect inconsistent higher-level thinking and/or muddled comprehension of the text or question. Ideas may be one-sided or based mainly on superficial observations. Investment of time is in supporting the obvious or rehashing prior class discussions without deepening thought.	Questions and comments may demonstrate only a very literal or misguided comprehension of the text, missing subtleties or nuances that are important. Ideas presented do not assist the group in exploring critical thought or building ideas collaboratively and may, ultimately, hold it back.	Comments, if any, reflect a flawed or incomplete understanding of the text.
<b>Support</b>	Clear and convincing evidence supports each assertion and effectively builds off of the ideas of others. Text evidence deepens analysis and ties directly to a clear and relevant argument. Comments refer to specific pages and/or lines in the text; quotes are read or paraphrased when appropriate, and followed by explanation of thinking. Exemplary facility with the text is demonstrated.	Direct quotes and specific examples to support inferential ideas are introduced. Comments refer to specific pages and/or lines in the text; quotes are read and/or paraphrased when appropriate. Examples are given and stay on topic. Some facility with the text is demonstrated.	Examples from the text are used at times. Text evidence may be vague, inconsistent, repetitive, or nonessential to the argument at hand. Facility with the text is limited to only quotes prepared beforehand.	Little to no concrete evidence from the text is introduced. Examples are not specific enough, and/or demonstrate a misreading or very cursory reading of the text.	No concrete evidence from the text is utilized.

### Unit 3 - Final Project Rubric

	Exceptional	Skilled	Proficient	Developing
<b>CONTENT</b>				
<u>Title</u> is clear, concise, and attracts the reader's attention.				
<u>Beginning and ending</u> frame the piece, introducing your speech in a clear and interesting way and bringing closure in the last few lines.				
<u>Details</u> are plentiful and precise, creating a well-developed picture for the reader. The speech "shows" rather than "tells."				
The writer's <u>intended message</u> is clear and inspirational.				
<b>WRITING - SPEECH</b>				
<u>Word choice</u> is vivid and diverse, limiting pronouns and using strong vocabulary.				
The <u>organization</u> of ideas (both within paragraphs and over the course of the piece) strengthens the speech and its intended inspirational message.				
The <u>writer's voice</u> is clear and distinct, leaving the audience with a clear impression of who the writer is based on the voice heard.				
Exhibits <u>audience awareness</u> .				
Speech is 2 pgs, typed, double-spaced, Times New Roman, 12 point; Speech presentation is 2-3 minutes				
<b>WRITING - REFLECTION</b>				
Using the model speeches as evidence, explain the writing choices made in your speech.				
Written reflection is 1 pg, typed, double-spaced, Times New Roman, 12 point				
<b>PROOFREADING</b> - Mechanics of English are correct including:				
<u>Punctuation</u>				
<u>Spelling</u>				
<u>Fluency</u> - no fragments (unless intentional) or run-ons				

Adolescent Experience

Teen Issues Research/Informal Presentation

Formative Assessment

**Directions:** You will research a news article on any kind of teen issue you are interested in.. It must be from a reputable news source such as the *New York Times*, *Time*, *Yahoo News*, *CNN*, etc. See me if you are unsure about the source.

You should read the article and take notes on it. Briefly summarize the article and then write a reaction piece on the information that you found. Make sure you explain the relevance of the issue you researched. You should have two quotes (properly cited) in your response.

Minimum length: 1 ½-2 pages typed.

As always, follow MLA format.

You must include a Work Cited page. Use Easybib to help you format it properly.

You must submit your work to turnitin.com

You will be presenting your findings to the class.

Due Date: \_\_\_\_\_

## Adolescent Experience

### Six Word Memoir Assignment

#### **Directions:**

Everyone has a story. It may be a long story or a short story. Your task will be to explain your story in a Six Word Memoir. Your objective is to create, reflect on, and revise a memoir, taking into account your word choice and your message. As you create your Six Word Memoir, remember the power that language has on the reader. Keep this in mind as you select meaningful and vivid words to express your story.

You will view models in class and have a day in class to work on this assignment. You may have to finish it for homework.

#### **Six Word Memoir Rubric:**

Precise word choice clearly expresses message	/40
Your memoir is expressed in six words	/20
Creative and colorful with an image that enhances your message	/30
Presentation	/10
Total	/100

Teacher Comments:

## Adolescent Experience

*Speak*

Journal Writing:

Describe a time when you were deeply inspired. Make sure you include specific details in your response.



## Adolescent Experience

*Tweak*

### Journal Writing

Discuss an obstacle or challenge you faced during your teen years. Describe what the obstacle was and how you overcame it. Make sure you include vivid details in your response.

## Adolescent Experience

### *Speak and Shout*-Shared Inquiry Discussion

#### Summative Assessment

**Directions:** You will partake in a discussion with ½ of your class for a full class period. The directions of the discussion is entirely up to you, however, there are a couple of assigned focus areas on both of the texts to help guide you.

To prepare for the discussion, you will:

1. Take extensive notes and quotes to support your questions and any other pertinent discussion topics.
2. Come in with **TWO GREAT LEVEL TWO** questions that can be used to begin and/or continue a discussion.

**Your notes and questions will be collected by me at the conclusion of the shared inquiry discussion and will count as a homework grade.**

**The Shared Inquiry Discussion counts as a major grade.**

**A typed Reflection will be due the following day and counts as a quiz grade.**

Day 1 : Relationships/Self-Identity	Day 2: Art Therapy/Overcoming Adversity
(Include student names here)	

## Adolescent Experience Interview Assignment

**Directions:** While our course focuses on adolescent experiences, it is important to understand that the adults in your life may have had similar experiences when they were a teenager. Your task is to interview a parent, grandparent, aunt, or an uncle about his or her experiences as a teenager.

You should develop a list of interview questions to guide you during the interview.

Once you have gathered your information, write the responses in essay form (paragraphs). The second half of your essay should explain how their experiences may have influenced you and how their teen experiences connect (or not) to your own experiences.

Step 1: Find a family member to interview. It should be an adult of a different generation than you.

Step 2: Develop a list of interview questions relevant to the interviewee's teen experiences.

Step 3: After you have gathered your interview responses, form your responses into an essay format. The second half of your essay should explain how their experiences may or may not have influenced you and how their experiences connect (or not) to those of your own.

Minimum length required: 2 1/2-3 pages typed. As always, follow MLA format.

**Please proofread before submitting your essay as a completed product.**

## Adolescent Experience

*Speak/Shout*/"Caged Bird" by Maya Angelou (poem)

### Synthesis Essay

**Directions:** Annotate and analyze Maya Angelou's acclaimed poem, "Caged Bird." You will be writing a synthesis essay on how the poem connects to Melinda in *Speak* and to Laurie Halse Anderson in *Shout*.

You will be responding to the following prompt:

In what ways is Melinda and Laurie Halse Anderson like the caged bird in the poem? How are they like, or how do they become like, the image of the free bird? What events or moments in the texts support Melinda, Laurie Halse Anderson, and the speaker of the poem as a caged and/or free bird?

You will be allowed to use the texts while you are writing the response. Make sure your thoughts and evidence are clear and well-developed. Your evidence should include lines (quotes) from the poem and from the texts.

Remember how to cite correctly:

Text citation: (Anderson 23).

Poem citation: (line 23).

## Adolescent Experience

### *Tweak* and *Beautiful Boy*

#### Shared Inquiry Discussion (Summative Assessment)

**Directions:** You will partake in a discussion with 1/4<sup>th</sup> of your class for a half class period on *Tweak* and *Beautiful Boy*. The direction of the discussion is entirely up to you, with the exception that each conversation will center on one main idea (see chart below). This is to ensure that each discussion is focused and that the remaining groups do not exhaust all possible ideas for the subsequent group(s).

To prepare for your discussion, you will:

1. Take extensive notes on the thematic element you are assigned.
2. Come in with **TWO GREAT LEVEL 2** questions about your topic that can be used to begin a discussion.

Your notes and questions will be collected by me at the conclusion of the shared inquiry discussion and will be a part of your overall grade for this assessment.

<b>Day 1 First Discussion Topic:</b>  Discuss the thematic element of family relationships in the texts.  Date:	<b>Day 1 Second Discussion Topic:</b>  Discuss the thematic element of friend/peer relationships in the texts.  Date:	<b>Day 2 Third Discussion Topic:</b>  Discuss the thematic element of overcoming obstacles in the texts.  Date:	<b>Day 2 Fourth Discussion Topic:</b>  Discuss the thematic element of moving forward/crossing thresholds in the texts.  Date:
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## Adolescent Experience

### *The Film Club Final Project*

**Directions:** As you know, many of the movies that David shows to Jesse, shape his life. As a major assessment for this memoir, you will be giving an individual presentation on three movies that have shaped your life.

You will need:

1. Three movies of significance
2. A written paragraph (6-7 well-developed sentences) for each movie explaining its impact on you. The writing will be done on the applicable Google Slide that is colorful and creative.
3. A presentation of at least 10 minutes that you deliver to the class explaining the movies and how they have influenced you.

<b>Rubric:</b>	
<b>Content:</b> In your written paragraphs and in your presentation, you have offered a detailed explanation as to how each movie has shaped your life. State precisely how the movie changed your mindset, actions, values, or worldview. You must offer examples both from the movie and from your life to get full credit in this category. Each paragraph is at least 7-8 sentences long.	/100
<b>Visual:</b> You have chosen an appropriate visual on each slide. The visual highlights your explanation and helps to deliver your presentation. Each slide is colorful and creative.	/60
<b>Grammar:</b> Each paragraph has been proofread for grammar errors.	/20
<b>Presentation:</b> You use the appropriate volume, speed, tone, and inflection of voice.	/20
<b>Total:</b>	/200

### Adolescent Experience

## Final Project

**Directions:** In place of a seated final exam, you will be assessed on a final project. For your final project, you will write your own speech using inspiration you derive from *Navigate Your Stars* and from two other commencement addresses. You will record your speech and present it to the class. Your speech should focus on message, style, and diction. You will also write a metacognitive reflection using evidence to support the choices you made in your own speech. Make sure you proofread your work!

### Requirements:

- Your speech is 2-3 minutes in length.
- Your speech is 2 pages in length. Please follow MLA format.
- Your message is clear and inspirational.
- Your word choice is powerful.
- Your voice is empowering.
- You engage the audience.
- Your one page metacognitive reflection explains your thinking. What choices did you make in your speech and why did you make them? Use evidence from the speeches we read/listened to in class in your reflection.