



The goal of this Study Guide is to facilitate for students of teenage years a better understanding of issues such as, Addiction, LGBTQ Community , First Nation Issues, Mental Illness such as anxiety, depression, self-harm, and suicide. The Unit is comprised of 13 short videos depicting a reenactment of real life experiences intended to help reduce stigma surrounding these topics and continue to promote an environment of greater understanding, support and acceptance in our society today.



FINAL ASSESSMENT – TEENS 101 (OPTIONAL)

After the study guide has been completed, the teacher has the option of assigning an assessment piece for Teens 101. The following possible assignments should be individually completed by each student.

1. Informative essay.

Using the guidelines for an informative essay, the student may choose one of the thirteen topics discussed in Teens 101 and write an informative essay (See rubric attached).

2. Presentation

The student will create a presentation based on one of the thirteen topics discussed in Teens 101. The student can use any information previously discussed in class but must provide further detail on the chosen topic (See rubric attached).

3. Speech

Following the outline for a speech, the student will create a 10 minute speech on one of the thirteen topics found in Teens 101 (See rubric attached).

4. Letter to the Editor

Following the guidelines for a letter to an editor, the student will create an informative letter to the editor based on one of the thirteen topics discussed in Teens 101. (See rubric attached)



PRESENTATION RUBRIC

NAME: _____ DATE: _____

Knowledge and Understanding

Level 1

- Student does not have grasp of information; student cannot answer questions about subject
- Audience cannot understand presentation because there isn't any sequence of information
- Purpose is unclear
- Includes limited information and ideas

Level 2

- Student is uncomfortable with information and is able to answer only rudimentary questions
- Audience has difficulty following presentation because presentation lacks unity and coherence
- Purpose is questionable
- Includes some ideas and or ideas but not sufficient

Level 3

- Student presents information in logical sequence for audience to follow
- Student is at ease with expected questions but fails to elaborate
- Purpose is clear
- Includes sufficient information and or ideas

Level 4

- Student presents information in logical and interesting sequence for audience to follow
- Student demonstrates full knowledge by answering all class question while elaborating and explaining
- Purpose is perfectly clear
- Includes thorough information and or ideas

Thinking and Inquiry

Level 1

- Ideas are derivative or unoriginal
- Student uses superfluous graphics/ images
- Props add little to the overall effect

Level 2

- Ideas show some original thinking
- Student rarely uses graphics that support text and presentation
- Props are effective to some extent

Level 3

- Ideas are creative and original
- Student's graphics relate to text and presentation
- Props are effective and add to overall effect

Level 4

- Ideas are creative, original and sophisticated
- Student's graphics explain and reinforce screen text and presentation
- Props are used skillfully and creatively to add to the overall effect



Communication

Level 1

- Opening lacks clarity
- Ideas are presented with significant lapses
- Word choice and level of language reflects a limited sense of the intended purpose or audience

Level 2

- Opening introduces topic
- Ideas are presented with some lapses in logic
- Word choice and level of language attempts to suit the purpose and audience

Level 3

- Opening is engaging and clearly introduces topic
- Ideas are presented in a logical sequence
- Word choice and level of language is appropriate to the purpose and audience

Level 4

- Opening is engaging, original and clearly introduces topic
- Ideas are presented logically and in an original way
- Word choice and level of language is skillfully suited to the purpose and audience

Application

Level 1

- Use of language conventions is limited

Level 2

- Use of language conventions involves some errors, though not serious enough to interfere with the overall effectiveness.

Level 3

- Use of language conventions is correct and effective

Level 4

- Use of language conventions is correct, effective and sophisticated



CREATING A SPEECH Assessment Rubric

Categories/Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding	<p>Accurate analysis of the research.</p> <p>Includes relevant information only.</p> <p>Demonstrates complete understanding of the research.</p>	<p>Accurate analysis of the research.</p> <p>Includes relevant information.</p> <p>Demonstrates some understanding of the research.</p>	<p>Minimally accurate analysis of the research.</p> <p>Includes information.</p> <p>Demonstrates minimal understanding of the research.</p>	<p>Inaccurate analysis of the research.</p> <p>Includes information.</p> <p>Demonstrates little to no understanding of the research.</p>
Thinking and Inquiry	<p>Ideas are creative original and sophisticated</p> <p>Humour (if applicable) Is effective and sophisticated.</p> <p>Props (if applicable) are used skillfully and creatively to add to the overall effect</p> <p>Responses to questions are clear, appropriate and insightful</p>	<p>Ideas are creative and original</p> <p>Humour(if applicable) is effective</p> <p>Props (if applicable) are appropriate and add to the overall effect</p> <p>Responses to questions are clear and appropriate</p>	<p>Ideas show some original thinking</p> <p>Humour (if applicable) somewhat effective</p> <p>Props (if applicable) are effective to some extent</p> <p>Responses to questions are somewhat clear and appropriate most of the time</p>	<p>Ideas are derivative or uninformative</p> <p>Humour(if applicable) is lacking or ineffective</p> <p>Props (if applicable) add little to the overall effect</p> <p>Responses to questions are hesitant or unclear and may lack appropriateness</p>
Communication	<p>Opening is engaging , original and clearly introduces topic</p> <p>Ideas are presented logically and in an original way</p> <p>Conclusion is clear, effective and original</p> <p>Word choice and level of language is skillfully suited to the purpose and audience</p> <p>Speech is fluent, highly expressive and audible</p> <p>Gestures and facial expressions are used skillfully</p>	<p>Opening is engaging and clearly introduces topic</p> <p>Ideas are presented in a logical sequence</p> <p>Conclusion is clear and effective</p> <p>Word choice and level of language is appropriate to the purpose and audience</p> <p>Speech is fluent, expressive and audible</p> <p>Gestures and facial expressions are appropriate</p>	<p>Opening introduces topic</p> <p>Ideas are presented with some lapses in logic</p> <p>Conclusion is partially clear</p> <p>Word choice and level of language attempts to suit the purpose and audience</p> <p>Speech is fluent, expressive and audible some of the time</p> <p>Gestures and facial expressions are effective some of the time</p>	<p>Opening lacks clarity</p> <p>Ideas are presented with some lapses in logic</p> <p>Conclusion lacks clarity</p> <p>Word choice and level of language reflects a limited sense of the intended purpose or audience.</p> <p>Speech lacks fluency, expressiveness and or audibility</p> <p>gestures and facial expressions are of limited effectiveness</p>
Application	<p>Use of language convention is correct, effective and sophisticated</p>	<p>Use of language conventions is correct and effective</p>	<p>Use of language conventions involves some errors, though not serious enough to interfere with the overall effectiveness</p>	<p>Use of language conventions is limited</p>



INFORMATIVE ESSAY

Assessment Rubric

Categories/Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding	<p>Accurate analysis of the research.</p> <p>Includes relevant information only.</p> <p>Demonstrates complete understanding of the research.</p>	<p>Accurate analysis of the research.</p> <p>Includes relevant information.</p> <p>Demonstrates some understanding of the research.</p>	<p>Minimally accurate analysis of the research.</p> <p>Includes information.</p> <p>Demonstrates minimal understanding of the research.</p>	<p>Inaccurate analysis of the research.</p> <p>Includes information.</p> <p>Demonstrates little to no understanding of the research.</p>
Thinking and Inquiry	<p>Informs about an approved legend or phenomenon.</p> <p>Comprehensively develops topic.</p> <p>Uses clear, relevant, and descriptive details.</p> <p>Writes consistently appropriate to task, purpose, and audience.</p>	<p>Informs about an approved legend or phenomenon.</p> <p>Effectively develops the topic.</p> <p>Uses clear and descriptive details.</p> <p>Writes mostly appropriate to task, purpose, and audience.</p>	<p>Informs about an approved legend or phenomenon.</p> <p>Minimally develops the topic.</p> <p>Uses minimally descriptive details.</p> <p>Writes with limited appropriateness to task, purpose, and audience.</p>	<p>Underdeveloped</p> <p>Inappropriate to task, purpose, and/or audience.</p>
Communication	<p>Essay flows well and is clear.</p> <p>Includes a strong introduction (with hook and preview).</p> <p>Includes a strong conclusion (with a synthesis of ideas and new learning).</p> <p>Includes three well-organized body paragraphs (with topic sentence and supporting details for each).</p>	<p>Essay has flow and is mostly clear.</p> <p>Includes an introduction (with hook and preview).</p> <p>Includes a conclusion (with a synthesis of ideas and new learning).</p> <p>Includes three body paragraphs (with topic sentence and supporting details for each).</p>	<p>Essay has limited flow and not very clear.</p> <p>Lacks a five-paragraph structure.</p>	<p>Essay has no flow and is not clear.</p> <p>Lacks a five-paragraph structure.</p>
Application	<p>Maintains formal writing style throughout.</p> <p>Uses descriptive words and phrases throughout.</p> <p>Uses linking and transitional words throughout.</p>	<p>Maintains formal writing style throughout.</p> <p>Uses descriptive words and phrases.</p> <p>Uses linking and transitional words.</p>	<p>Maintains a limited formal writing style.</p> <p>Uses limited descriptive words and phrases.</p> <p>Uses limited linking and transitional words.</p>	<p>Inappropriate style of writing.</p> <p>Does not use descriptive words and phrases.</p> <p>Does not use linking and transitional words.</p>



LETTER TO THE EDITOR

Assessment Rubric

Categories/Criteria	Level 4	Level 3	Level 2	Level 1
Knowledge and Understanding	<p>Purpose is perfectly clear e.g. to criticize, question, etc.</p> <p>Includes through information and/or idea</p> <p>Argument is insightful e.g. anticipates counterpoint</p> <p>Stylistic devices are sophisticated e.g. use of rhetorical questions, etc.</p>	<p>Purpose is clear e.g. to criticize, question, etc.</p> <p>Includes sufficient information and/or ideas</p> <p>Argument is convincing e.g. strongest last</p> <p>Stylistic devices are effective e.g. use of rhetorical questions etc.</p>	<p>Purpose is questionable</p> <p>Includes some information and/or ideas but not sufficient</p> <p>Argument is inconsistent</p> <p>Stylistic devices are somewhat effective e.g. use of rhetorical questions ,etc.</p>	<p>Purpose is unclear</p> <p>Includes Limited information or ideas</p> <p>Argument is evident but unconvincing</p> <p>Stylistic devices are lacking or ineffective</p>
Communication	<p>Introduction is highly effective e.g. clearly identifies issue and expresses strong opinion</p> <p>Message is perfectly clear</p> <p>Diction tone and level of language are used artfully to suit the specific purpose and audience i.e. level of formality</p> <p>Writer's voice is consistently evident</p> <p>Conclusion is powerful e.g. call to action summary</p> <p>Organization is highly effective e.g. paragraph structure, transitions</p>	<p>Introduction is effective i.e. identifies issue and expresses opinion</p> <p>Message is clear</p> <p>Diction. Tone and level of language are appropriate to the specific purpose and audience i.e. level of formality</p> <p>Writer's voice is evident</p> <p>Conclusion is effective e.g. call to action. Summary</p> <p>Organization is effective e.g. paragraph structure transitions.</p>	<p>Introduction is somewhat effective i.e. identifies issue or expresses opinion</p> <p>Message is inconsistent</p> <p>Diction, tone and level of language suit the specific purpose and audience to some degree i.e. level of formality</p> <p>Writer's voice is sometimes evident</p> <p>Conclusion is somewhat effective e.g. call to action summary</p> <p>Organization is inconsistent e.g. paragraph structure transitions</p>	<p>Introduction is ineffective e.g. issue and/or opinion are unclear</p> <p>Message lacks clarity</p> <p>Diction, tone and level of language show a limited sense of purpose and audience i.e. lacks formality</p> <p>Writer's voice is lacking</p> <p>Conclusion is ineffective</p> <p>Organization is ineffective e.g. paragraph structure transitions.</p>
Application	<p>Correct Letter format is used e.g. block, semi-block with no errors</p> <p>Use of language conventions is accurate, effective and virtually error-free</p>	<p>Correct letter format is used e.g. block, semi-block with only minor errors</p> <p>Use of language conventions is accurate and effective e.g. spelling and grammar are mostly correct</p>	<p>Correct letter format is used e.g. block, semi-block but with several errors</p> <p>Use of language conventions is inconsistent e.g. some errors in spelling and grammar but not sufficient to interfere with communication</p>	<p>Correct letter format is used e.g. block ,semi-block but with numerous errors</p> <p>Use of language conventions is limited e.g. errors in spelling and grammar interfere with communication</p>