

Two-Legged Design for Sophomore English

Interweaving Academic and Developmental Learning

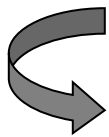
September

June

Academic Leg: Entry Assessments--
Reading /Writing Diagnostics



Exit Assessments—
Diagnostics/Sophomore Portfolio



Literary Analysis

Essay Development

Language Study

Weaving Academic and Developmental Learning Through the Year

Tracing Big Questions

Thought Log

Two-Legged Writings

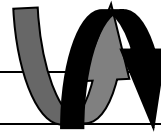
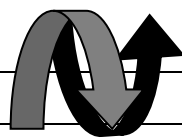


Developmental Leg: Entry Orientation--
Wisdom Project



Exit Culmination—
Personal Creed Project

Envisioning ...



... a Life

This visual represents how I design a separate but intertwined "leg" of my courses, perhaps better described as an "arc" of learning experiences. The arc is intended to challenge students in ways that nourish their developmental needs. The elements of the developmental leg are three: **an entry orientation** to launch students' journeys of self-discovery for the year; **an exit or culminating experience** to consolidate and celebrate students' growth and development through the year; and **a series of ongoing activities** that assist in students' development through the year.

As you see in this visual, the World Wisdom Project (see "Resource" on Assignment page) serves as the entry experience, the Personal Creed Project as the culminating experience, and the Thought Log and others as the ongoing activities of the developmental leg. Please ask, and I'll share those activities.

While the Academic leg above appears separate from the Developmental leg, in practice the two legs weave together. In fact, the projects and activities of the Developmental leg address Common Core Standards just as do those on the academic leg. The Creed Project, for example, addresses six of ten anchor standards in writing, and six of six in speaking and listening.

As you design an arc of self-discovery for your students, you can use this visual to whatever extent it seems to help. You may wish to start by examining your existing curriculum to determine whether you already have entry, exit, or ongoing experiences that serve your students' developmental needs well.