

## **Differences Among Honors, A, and B Levels**

This document does not list all the learning outcomes of a freshman or sophomore class at the H, A, or B level. Rather, it highlights some basic differences among the levels.

**The hallmark of an Honors level, advanced class is the depth of abstract, critical, and original thinking required, as well as the amount of independent work. This course is designed to serve those students whose ability and effort require additional challenge.**

**The hallmark of an A level, accelerated and enriched college preparatory class is that it challenges a student's ability to exert purposeful effort in order to develop as a critical thinker.**

**The hallmark of a B level, college preparatory course is the support provided to students to develop as learners who exert purposeful effort.**

## **The Honors level student will:**

- Demonstrate the habits of a self-directed learner
- Engage independently in the highest levels of critical thinking
- Read more challenging and abstract texts with insight
- Focus on skills of inference, analysis, and evaluation, **assuming** mastery of close reading, comprehension, and personal connections.
- Create sophisticated products (e.g. essays, creative pieces, oral presentations, multi-media projects) that make visible an understanding of the relationship between form and content
- Interpret ambiguity with sophistication
- Lead discussions, contributing insightful ideas, asking thought-provoking questions and synthesizing various ideas
- Demonstrate technical polish in writing based on an in-depth understanding of grammatical concepts
- Write with attention to the author's craft, demonstrating style, grace, and a distinctive personal voice
- Consistently demonstrate the highest level of inventive and original thinking

## **The A level student will:**

- Strengthen the habits of a self-directed learner
- Engage in critical thinking
- Read college prep level texts with insight
- Master skills of close reading, comprehension, personal connections before focusing on skills of inference, analysis, and evaluation
- Create effective products (e.g. essays, creative pieces, oral presentations, multi-media presentations) that communicate clearly and persuasively
- Recognize ambiguity and work with a variety of interpretations, basing evidence upon the text
- Participate in discussions, contributing insightful ideas, asking questions, and listening closely to others
- Demonstrate proficiency in grammar and mechanics
- Write with attention to the authors' craft, developing a variety of sentence structures, appropriate word choices, and personal voice
- Often demonstrate original thinking

## **The B level student will:**

- Develop the habits of a self-directed learner
- Develop critical thinking skills
- Demonstrate understanding of a variety of texts, moving from simple to more complex
- Review and develop the skills of close reading comprehension and personal connections before moving on to analysis and inference
- Create effective products (e.g. essays, creative pieces, oral presentations, multi-media presentations) that communicate clearly and persuasively
- Base evidence for interpretations on the text rather than personal opinion
- Develop skills for effective class participation, such as listening to others, contributing ideas, and asking questions
- Develop skills in grammar and mechanics during the writing process
- Write with increased confidence and attention to the author's craft, demonstrating a variety of sentence structures
- Demonstrate original thinking

# Ninth Grade Parallel Course Skills Connections 2008-09

- Critical Reading
  - A. The three step reading process
  - B. Annotating the text
  
- Critical Writing
  - A. Development of thesis
  - B. Use of evidence
  - C. Use of writing process
  
- Critical Thinking
  - A. Three levels of questions
  - B. Self-reflection as embedded in the reading and writing frameworks
  - C. Periodic self-reflection, especially at end of quarters

# Learning Strategies for Critical Reading

Pre-Reading <i>Get Ready</i>	<i>Self-Monitor</i>	Post-Reading <i>Big Ideas</i>
<p>What is my purpose in reading?</p> <p>Who wrote this and when was it written?</p> <p>What type of text or genre is this? What do we typically expect from this type of text or genre?</p> <p>What do I notice when I look at pictures, length, subheads, charts, etc?</p> <p>What do I already know about this subject?</p> <p>What questions (Level I, II, III) do I have before I start reading?</p> <p>What predictions can I make?</p> <p>How long do I anticipate it will take to read this?</p>	<p>What strategies should I use to read this?</p> <p>How am I marking this text? <i>(double-entry notes, graphic organizers, underlining, drawing, highlighting, post-its)</i></p> <p>Am I paying attention or is my mind wandering? How can I refocus? Should I re-read?</p> <p>Am I summarizing in my own words as I read?</p> <p>Which of my questions are being answered and how? What new questions do I have? Are my questions moving to the next level?</p> <p>What points in the text confuse or puzzle me? What should I re-read?</p> <p>Are my predictions accurate? What new predictions do I have?</p> <p>What are the main ideas?</p> <p>What are the key supporting details?</p> <p>What connections am I making to other texts or life?</p>	<p>What big ideas have I learned from this text?</p> <p>What Level III questions can I ask about this text?</p> <p>How can I compare and contrast this text to other texts and life?</p> <p>How do I evaluate the big ideas of this text?</p> <p>How do I evaluate the effectiveness of this text?</p> <p>What questions do I still have?</p> <p>Did I achieve my purpose in reading?</p> <p>Which reading strategies worked best for me?</p> <p>What helped me to stay focused as I read?</p> <p>If I read this type of text again, what reading strategies will I use?</p>

# Critical Thinking: Levels of Questioning

	Category	Definition	Trigger Words/Phrases
<b>LEVEL 3</b>	Evaluation	Make a judgment of good/bad, right/wrong, effective/ineffective and support that judgment	Judge, evaluate, support position, decide, prioritize, compare and contrast in order to choose, critique
	Synthesis	Solve a problem that requires original, perceptive, or creative thinking	Compose, design, invent, create, construct, predict, imagine, write/produce an original...
<b>LEVEL 2</b>	Analysis	Solve a problem using knowledge of how the parts relate to the whole	Classify, compare, contrast, debate, draw conclusions, infer, deduce, investigate
	Application	Transfer information learned from one situation to another	Demonstrate, make, use map or chart to..., build, draw, discuss
<b>LEVEL 1</b>	Comprehension	Paraphrase or summarize	Restate, give examples, explain, describe, trace, interpret, translate, edit, measure
	Knowledge	Recall or recognize information	Recite, tell, list, memorize, define, identify, locate, select the correct..., match

# Learning Strategies for Critical Writing

Pre-Writing <i>Get Ready</i>	Writing <i>First Draft</i>	Revising <i>Second Draft</i>	Editing <i>Third Draft</i>
<p>What is my purpose? (<i>persuade, analyze, inform, entertain, etc.</i>)</p> <p>Who is my audience? (<i>CAPT, expert in field, general public, students, etc.</i>)</p> <p>What is the topic?</p> <p>What is the required format?</p> <p>How do I generate ideas? (<i>brainstorm, make notes, use graphic organizer, free write</i>)</p> <p>Where do I get my information?</p> <p>How will I keep track of sources (<i>MLA</i>)?</p> <p>Have I studied a rubric/model?</p> <p>Do I understand the assignment and the rubric/model?</p> <p>Do I need to set up a conference?</p>	<p>What are my main ideas?</p> <p>What is my working thesis? Is it meaningful?</p> <p>How will I support my thesis? (<i>evidence, analysis, quotations, details, etc.</i>)</p> <p>How will I organize my ideas?</p> <p>Does my intro lead smoothly into my thesis?</p> <p>Do I have topic sentences for each paragraph? Do my topic sentences relate to my thesis?</p> <p>Have I “set up” my evidence correctly?</p> <p>How will I make transitions?</p> <p>Do I have a conclusion that reinforces my thesis?</p> <p>Do I need to set up a conference?</p>	<p>Do I need to change my thesis?</p> <p>Do I need to go back to pre-writing?</p> <p>Does the evidence support my thesis?</p> <p>Do I have enough evidence?</p> <p>Have I explained my evidence adequately?</p> <p>Have I made sure my ideas do not read like a list?</p> <p>Do my ideas flow logically?</p> <p>Is there a better plan of organization?</p> <p>Have I varied my sentence structure and word choice?</p> <p>Is my tone appropriate for my purpose and audience?</p> <p>Does my conclusion still work?</p> <p>Have I addressed teacher or peer comments?</p> <p>Do I need to set up a conference?</p>	<p>What should I cut? (<i>unnecessary evidence, clichés, plot summary, repetition, etc.</i>)</p> <p>Have I checked mechanics? (<i>spelling, capitalization,, punctuation, etc.</i>)</p> <p>Have I used appropriate writing conventions for the audience and purpose? (<i>person, tense, set up of quotes, contractions, etc.</i>)</p> <p>Do I need to use MLA format?</p> <p>Have I rechecked the rubric/model?</p> <p>Have I addressed teacher or peer comments?</p> <p>Do I need to set up a conference?</p>

# Ninth Grade Parallel Course

## Essential Questions

### 2008-09

- Social Studies: How does the role of the individual develop and change through time?
- English: What is the journey of the hero?

## Ninth Grade Parallel Course Texts for 2008-09

### 9A and 9B

- First Q core: Of Mice and Men, short stories, myths, poems (NO Odyssey first Q)
- Second Q core: Girl in Hyacinth Blue or Girl With Pearl Earring, Midsummer or Macbeth
- Third Q core: The Odyssey. *Possible Fahrenheit or Frankenstein at end of third Q moving into Fourth Q.*
- Fourth Q core: Animal Farm. *Possibly Maus.*

## 9H

- First Q core: Of Mice and Men, The Odyssey
- Second Q core: love poems, sonnets, Chaucer tale, Sense and Sensibility, one of the “girl” books as outside reading
- Third Q core: Great Expectations, Frankenstein
- Fourth Q core: Macbeth, Animal Farm

### **Content Matches with Social Studies**

- Odyssey in third Q will revisit study of ancient Greece in SS in first Q
- “girl” books in second Q will match with SS art unit and 9<sup>th</sup> grade field trip
- Frankenstein in third Q will match with Scientific Revolution in SS
- Animal Farm will match with totalitarian unit in SS fourth Q

# Hallmarks of English 9-12

- Writing Conferences
- Critical Thinking and Deep Understanding
- Speaking and Listening
- Analysis of Literature
- Communication Between Home and School

# Looking ahead ...

Sophomore Courses: H, H Collab, A, B

Multiple Modes of Writing

*Catcher in the Rye, Romeo and  
Juliet, Great Expectations*

Reader Response, CAPT

# 10 Honors Collab

- Thematic connections between English and history
- Emphasis on technology
- Emphasis on collaborative work
- Emphasis on self reflection

**Junior Year: Research Paper**

**Full-Year Courses: AP, English 3, Effective Writing**

**Semester electives: Research and Literature +  
one elective**

**Senior Year: Full-Year Course: AP, English 4**

**Rich Elective Program**

**Shakespeare, Irish Literature, Myth and Bible,  
Contemporary American Lit.**