

GENERATIONAL COMPARISON
Language Arts/English

Grades: 9-12

PAGE 1

Acceleration Approach

Standards for grade level 9-12 have been compressed for acceleration by varying the difficulty level of the primary and secondary sources.

1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM	PASS

Organizing Overarching Concept (e.g., systems, patterns of change, models, scales)

Patterns of Change

Organizing Higher Order Skills (e.g., Bloom’s, Paul’s Model of Reasoning)

Bloom’s Taxonomy

Differentiation Features - Students

- Use multiple higher-level skills
- Have additional variables to study
- Use multiple resources
- Study a concept in multiple applications
- Conduct original research
- Develop a product
- Use advanced resources
- Use sophisticated content stimuli
- Provided alternatives for tasks, products, and assessments

COMMON CURRICULUM GOAL

English/Language Arts—Reading

Demonstrate a critical stance when reading literature.

Develop an interpretation when reading informational text.

English/Language Arts—Writing

Use a variety of modes in appropriate context.

Use a variety of written forms to express ideas appropriate to audience and purpose.

English/Language Arts—Communication

Listen critically and respond appropriately to oral communication.

CAM-Personal Management

Exhibit appropriate work ethic and behaviors in school, community and workplace.

PASS—English

Write for varied purposes.

GENERATIONAL COMPARISON

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PAGE 2

Archetypal Model

Read a cultural classic, world-class piece of literature.

Find secondary sources, critical reviews, and personal interviews that account for the classic being popular.

Write a persuasive paper that clearly accounts for the classic's popularity in one or more periods of time based upon the reviews and interviews.

TASK DEMAND

Sample Task Activity

- Read *Catcher in Rye*.
- Read article in the *New Yorker*, Oct. 2001
- Interview people who were teenagers in the 50's and classmates as to why *Catcher in the Rye* speaks to them personally.
- Write a persuasive paper that clearly accounts for the classic's popularity in one or more periods of time (Growing up in New York in the 1950s) based upon your analysis of reviews and interviews.

Additional Interdisciplinary Sample Task Activities

- Interdisciplinary Product –
 - Social Science – Historical Event: The student researches a historical period to find events related to literature. The student uses outside resources to draw conclusions about the historical setting of the work.
 - Marketing – Consumer Report, magazine, Internet
 - Science – Rachel Carson – *Silent Spring*

Questions

- How do we come by opinions?
- How does one persuasively support an opinion?
- How do our opinions evolve?
- Is it possible in reading good literature to make new discoveries or take new perspectives?

Implementation Time

- 3 – 9 weeks possibly longer. To be determined by teacher.

CONTENT STANDARDS

CAM-Personal Management

Exhibit appropriate work ethic and behaviors in school, community and workplace.

BENCHMARKS

English/Language Arts-Reading

- 10th Grade – Use text features and elements to support inferences and generalizations about information (e.g., vocabulary, structure, evidence, expository structure, format, use of language, arguments used.)
- 10th Grade – Extend ideas presented in primary or secondary sources through analysis and elaboration.

English/Language Arts-Writing

- 10th Grade – Write responses to literature/informational text: Demonstrate an understanding of the significant ideas of literary works. Support important ideas and view points through accurate and detailed references to the text making connections to other works.

English/Language Arts-Communication

- 10th Grade – Formulate judgments about ideas under discussion and support those judgments with convincing evidence.

GENERATIONAL COMPARISON
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Grades: 9-12

PAGE 3

Resources

- International Baccalaureate (IB) Reading List
- Advanced placement (AP) Reading List
- College Approved Reading List
- Pubic Library
- College Libraries

Books

Salinger, J.D. (1951). *Catcher in the rye*. Little, Brown and Company.

Carson, R. (1962). *Silent spring*. Houghton Mifflin.

Internet

SparkNotes Literature Study Guides <http://www.sparknotes.com/guides/>

Catcher in the Rye <http://www.sparknotes.com/lit/catcher/>

CAM – PERSONAL MANAGEMENT

Take initiative to complete work in a responsible manner.

Plan, organize, and complete projects and assigned tasks on time, meeting agreed upon standards of quality.

Maintain regular attendance and be on time.

Identify tasks that need to be done and initiate action to complete the tasks.

PASS – ENGLISH

Quality of Thinking (Ideas and Content): Develop, support, and convey clear, focused and substantive ideas in ways appropriate to topic, context, audience, and purpose.

Organization and Coherence (Organization): Organize writing in clear, coherent sequences, making connections and transitions among ideas, paragraphs, and sentences.

Style and Technique (Sentence fluency and word choice): Use and vary sentence structures, word choices, and writing voice to achieve clear and fluent writing.

Conventions and Format (Conventions and Citing Sources): Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction, formatting, and, when appropriate, citations.

Purposes, Modes, and Forms: Write for varied purposes in a variety of modes and forms.

Writing Process: Use effective processes to generate, compose, organize, revise, and present writing.

GENERATIONAL COMPARISON
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PAGE 4

Scoring Guide READING/LITERATURE (See Reading Scoring Guide in Standards and Assessments Section VII) Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Demonstrate extending understanding						
Demonstrate reading critically – text analysis						
Demonstrate reading critically – content analysis						
Scoring Guide WRITING (See Reading Scoring Guide in Standards and Assessments Section VII) Students will be able to:	6 Exemplary	5 Proficient	4 Strong	3 Developing	2 Emerging	1 Beginning
Persuasive: Establish a focused thesis that conveys a clear perspective on a subject.						
Use descriptive language that clarifies and enhances ideas (e.g., establish a tone and mood, uses figurative languages, uses sensory images and comparisons).						
Use the writing process (e.g., prewriting, drafting, revising, editing successive versions).						
Use precise and descriptive language, action verbs, sensory details, and appropriate modifiers.						

GENERATIONAL COMPARISON
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PAGE 5

TAG NEEDS ADDRESSED

INTELLECTUALLY GIFTED	ACADEMICALLY TALENTED ENG/LA	CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery	TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING
<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Reasoning <input type="checkbox"/> Scholarly Interaction <input checked="" type="checkbox"/> Continuous Progress for Level and Rate* <input checked="" type="checkbox"/> Challenging Resources <input type="checkbox"/> Effecting Change <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Regular Interaction with Intellectual Peers <input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies <input type="checkbox"/> Advanced Academic Planning <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Creative Problem Solving with Real Problems/ Audience <input type="checkbox"/> Pursuit of Advanced Level Research <input checked="" type="checkbox"/> Advanced Vocabulary Development 	<ul style="list-style-type: none"> <input type="checkbox"/> Advanced Critical Thinking in LA <input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in LA <input checked="" type="checkbox"/> Challenging LA Resources <input type="checkbox"/> Creative Problem Solving Strategies in LA <input checked="" type="checkbox"/> Advanced Vocabulary Development <input type="checkbox"/> Leadership Training/Career <input type="checkbox"/> Decision Making; Ethical Use of Influence <input type="checkbox"/> Regular Interaction with Talented LA Peer <input type="checkbox"/> Realistic Goal Setting <input type="checkbox"/> Opportunity for Competition/Failures/Successes <input type="checkbox"/> Advanced Academic Planning in LA 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Personal Management <input type="checkbox"/> Problem Solving <input checked="" type="checkbox"/> Communication <input type="checkbox"/> Teamwork <input type="checkbox"/> Employment Foundations <input type="checkbox"/> Career Development 	<p style="text-align: center;">English/LA:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> CIM <input type="checkbox"/> CAM
<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div> <p>Student _____ Grade _____</p> <p>Teacher _____ School _____</p> <p>Date Initiated _____ Date Completed _____</p> <p>Check TAG Identification category:</p> <p style="text-align: center;"> <input type="checkbox"/> Intellectual <input type="checkbox"/> Academic Math <input type="checkbox"/> Academic LA </p>			