

## **Inquiry Based English: (Unleveled 9, 10, 11)**

- Is taught as an Honors class, with scaffolding in place to challenge and support students at various skill levels.

This includes both scaffolding kids *up* to Honors level work *and* giving extra challenge - beyond the grade level Honor's curriculum - to kids who are ready.

- Allows for both continuity and differentiation.

### **Reading**

Continuity - as all lessons are centered on the same essential questions.

Differentiation - in the texts used in examining those questions.

All literature studied as a whole class will be Honors level in complexity. Scaffolding will be provided for students for whom these texts prove overly difficult.

In order to consistently challenge student readers and insure reading growth, students are required to read at least 100 pages per week for homework. This reading is in the book(s) of their choosing, with Honors students choosing at least 3 books per year from the AP Book List.

### **Writing**

Continuity- Rigorous, copious writing is required of all students.

Differentiation- assessment specifics and editing requirements are differentiated

example: All students must write a 2 page response to "the eradication of the individual" in their dystopian novel.

Child A may be a grammar and mechanics whiz. She/he is asked to mimic the writing style of a studied dystopian author (e.g. Orwell, Huxley).

Child B may need subject / verb agreement work.

Both are attending to the same assignment, but with differentiated areas of focus.

### **Students receiving Honors credit must also:**

- Read three books from the AP book list throughout the year.
- Opt for the more rigorous of the in-class "choice" texts
- Complete a year-long Honors Project.

**\* Students in Unleveled 10 will be ready for AP English in the 11th grade, should they choose this college credit option.**

