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| **Curriculum Standards** |
| **Component** | **Explanation of Component** | **Examples of Possible Artifacts** | **Reviewer Input** |
| **CURRICULUM** | There is evidence that the honors course curriculum builds upon and extends to a *deeper level* than what is listed in the Standard Course of Study.**Must include:****-Semester Plan****-Unit Plan****-3 Lesson Plans from the unit**\* If this component does not satisfy the requirement the unit CANNOT be reviewed. | **Required artifacts:*** SDD/course pacing guide with honors extensions embedded and highlighted (show all course extensions, not just those connected to the unit being submitted)
* Unit plan using the template provided with honors extensions embedded and highlighted.
* 3 lesson plans from the submitted unit
* Extensions must be related to higher level courses and/or AP/IB standards
* The specific AP/IB or other source must be attached to the standards that are being extended.
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **INSTRUCTIONAL MATERIALS** | Throughout **the unit and the lessons** submittedstudents will be expected to read and/or interact with a wide spectrum of more challenging, thought provoking, relevant instructional materials. | * Multimedia sources
* Presentations
* Articles
* Example problems
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **ACCELERATION PLAN** | There is evidence that an acceleration plan is in place and **that pre-assessment data is used appropriately**. Depth of knowledge is increased for these students; it is NOT intended to increase the amount of work. | * Pre-assessment (with student data)
* Instructional strategies
* Student project assignments
* Student research
* Independent study
* Student work samples-If used

*If a pre-assessment is not submitted, the component will be scored as “no evidence”* | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **Instructional Delivery Standards – Teaching Strategies** |
| **INTERCHANGE** | There is evidence throughout the curriculum, and it is demonstrated through teacher instruction, that maximum interchange of ideas **among students** is required with an emphasis on activities such as panels, debates, reaction groups, scholarly dialogue, group investigation, seminars, etc. | * Teacher notes showing small group and/or whole class discourse
* Video of classroom instruction
* Group/partner assessments
* Collaborative assignments
* Student work samples
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **INDEPENDENT STUDY and/or RESEARCH** | There is evidence throughout the curriculum, and it is demonstrated through teacher instruction/facilitation that independent study is required or that the research is self-directed, advanced student learning and research is required. | * Research/independent study assignments
* Readings forms
* Student-teacher contracts
* Portfolios
* Projects
* Digital research
* Student work samples
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **INTEGRATION OF LEARNING** | There is evidence of integration of learning in the **unit plan** and **lessons plan.**Students are required to utilize understandings from multiple content areas such as technology, math, science, social studies, ELA, CTE and so forth, to master course objectives. | * Essential questions
* Projects
* Research
* Articles
* Presentations
* Example problems
* Student assignments
* Student work samples

Example Content Area: Integrating technology within the honors course curriculum that students are required to utilize to support learning. | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **REAL WORLD AND EXPERIENTIAL LEARNING** | There is evidence throughout the curriculum, and it is reflected through instructional approaches that the instructor provides multiple opportunities for real world and experiential learning opportunities. | * Problem-solving activities
* Decision making activities
* Leadership development
* Projects
* Assignments
* Student work samples
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **HIGHER LEVEL THINKING SKILLS** | There is evidence throughout the curriculum, and it is **demonstrated through the** **lesson plans** that higher level critical and creative thinking skills such as interpretation, analysis, constructive criticism and knowledge utilization (decision making, problem solving, investigation, logical thought) and knowledge creation are required. | * Teacher instructional notes
* Assignments
* Projects
* Research
* Portfolios
* Student presentations
* Investigative tasks
* Student work samples
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **INSTRUCTIONAL DIVERSITY** | There is evidence throughout the curriculum, and it **is demonstrated through** **lesson plans** that the teacher addresses instructional diversity such as interests, cultures, learning styles, multiple intelligences and readiness. Teachers are addressing the diversity of the students in the classroom. | * Teacher explanation
* Unit plan showing diversity of assignments
* Multicultural resources
* Student choice in instructional delivery/assessment products
* Projects
* Student presentations
* Assignments
* Example problems
* Student work samples
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **Assessment/Student Work Standards** |
| **TYPES/FORMS OF ASSESSMENT** | There should be evidence throughout the curriculum (**the unit plan and lesson plans)** and **student work** that there are numerous opportunities for students to demonstrate goals, objectives and concepts through performances, presentations,demonstrations, applications, processes or products with rubrics for each in evidence.*There is evidence that multiple types of assessments are used, and that assessment is on-going.* | * Student assignments
* Projects
* Demonstrations for assessment
* Student reflections
* Formative assessments
* Summative assessments
* Criteria check sheets
* Student work samples

*All assessments should include a solutions guide and/or rubric.*  | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **TEACHER USE OF ASSESSMENT** | Assessment should reflect an album rather than a snapshot of a student’s work and achievement.Demonstrate multiple uses of assessment data rather than students always having to strive for a summative grade on every assignment or assessment. | * Explanation of how assessment data is used by the teacher to refine/change instruction
* Explanation should include information about the assessments provided for the previous component
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **STUDENT USE OF ASSESSMENT** | There is evidence throughout the curriculum and it is reflected through teacher assignments and assessments that some assessment is only used for **student self-evaluation** and opportunities are provided for students, without penalty, to use the assessment to **adjust or improve** final assessments or products.  | * Explanation of how assessment data is used by students
* Student reflections on work
* Peer review
 | [ ]  No Evidence [ ]  Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |