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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. |