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| **Curriculum Standards** |
| **Component Being Reviewed** | **Explanation of Component** | **Examples of Possible Artifacts** |  |
| **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:* Semester Plan – honors extensions highlighted and attached to the standards that are extended
* Unit Plan – use provided template with honors extensions that go beyond standard curriculum high lighted
* 3 lesson plans from submitted unit
* The specific AP/IB or other source must be attached to the standards that are being extended.
* **The Honors level must be embedded within the standard unit.**
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **INSTRUCTIONAL MATERIALS** | Throughout **the Unit and the lessons submitted** students will be expected to read and/or interact with a wide spectrum of more challenging, thought provoking, relevant instructional materials. | Examples:* Google Scholar, JSTOR,
* Bozeman Science
* POGIL activities
* AP Textbooks
* Inquiry based curriculum extension labs
* Different Text Sets
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments**Click or tap here to enter text. |
| **ACCELERATION PLAN** | An acceleration plan shows how the teacher will meet the needs of students who demonstrate mastery of objectives on a pre-assessment. 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-assessing instruments: (small clip of your assessment)
* compacting forms
* Instructional strategies
* Assignments

*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 should be 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 in Lesson Plans
* assessments (peer)
* assignments
* anecdotal information
* student work
* written formal and/or informal observation
* Socratic seminars, debates, online discussion boards
 | [ ] 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 should be demonstrated through teacher instruction/facilitation that independent study is required or that the research is self-directed, advanced student learning and research is required. | * Assignments
* Portfolios
* Projects
* digital research
* research paper
* other artifacts
 | [ ] 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
* observations of instruction
* Projects
* Research
* Student Assignments

**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 should be reflected through **instructional approaches** that the instructor provides **multiple opportunities** for **real world** and **experiential learning** opportunities. | * problem-solving activities (i.e. solving contaminated drinking water issues)
* decision making activities
* leadership development
* teaming
* Problem Based or Project Based Learning
 | [ ] 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 should be demonstrated through the **lessons** 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. | * Open ended questions
* Essays
* research papers/projects
* Inquiry Based Labs

Should be seen in unit plans and lesson plans  | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text.  |
| **INSTRUCTIONAL DIVERSITY** | There is evidence in the curriculum and should be 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
* assignments
* multicultural resources
* writing (essays/research papers)
* projects
* videos
* articles
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **Assessment/Student Work Standards** |
| **TYPES/FORMS OF ASSESSMENT** | There is evidence in the curriculum **(unit plan, lesson plan) 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.* | * teacher assignments
* samples of student work
* rubrics
* performances or demonstrations for assessment
* sample (small clip of) assessments such as tests
* quizzes
* pre-assessment
* criteria check sheets
* labs/lab reports
 | [ ] 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. | **Samples** of how Assessments are used, pre-assessments **Example**: how you refined/changed teaching based on assessment  | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text.  |
| **STUDENT USE OF ASSESSMENT** | There is evidence in the curriculum and should be reflected throughteacher 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. | * Samples from portfolios
* sample assessments with explanation of use
* reflection of lab reports
* student work (may have relevant teacher comments)
* student reflections on work
* peer edit/peer review
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |