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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. | * Multiple texts
* primary sources
* multimedia,
* AP released free response questions
 | [ ] 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
* compacting forms
* instructional strategies
* reading lists

*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. | * video of classroom instruction
* assessments (formative)
* assignments
* anecdotal information
* student work
* written formal and/or informal observation
* gallery walk
* Jigsaws
* chalk-talk
* debates
* mock trials
* Socratic seminars
* group competitions
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text.  |
| **INDEPENDENT STUDY and/or RESEARCH** | There is evidence through 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
* readings form
* student-teacher contracts
* portfolios
* Projects
* digital research
* teacher explanation
 | [ ] 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

**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
* decision making activities
* leadership development
* teaming
* PBL
* presentations
 | [ ] 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. | * teacher’s instructional notes
* assignments
* Essential questions
* Projects
* product or performance development

 **Example:** *AP free responses demonstrating Historical Thinking Skills like “continuity & change”, “comparison”, “periodization”, synthesis, or historical comparison and interpretation.*  | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text.  |
| **INSTRUCTIONAL DIVERSITY** | Evidence in the curriculum and should be **demonstrated through lesson plans** that the teacher addresses instructional diversity such as interests, cultures, learning styles (visual, logical, aural, physical, verbal, social, solitary), multiple intelligences (visual-spatial, bodily-kinesthetic, musical, interpersonal, intrapersonal, linguistic, logical-mathematical) and readiness. Teachers are addressing the diversity of the students in the classroom. | * teacher explanation,
* assignments
* multicultural resources
* Voice & Choice

 **Example**: *Use of biased texts/writing to demonstrate differing historical opinions and comparison of issues.* Use of academic differentiation.  | [ ] 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. | * teacher assignments
* samples of student work or products
* interviews to assess
* video of seminar(s)
* rubrics
* performances
* debates, or demonstrations for assessment
* peer edits/review
* student and/or teacher reflections
* **sample** assessments such as tests quizzes
* pre-assessments
* criteria check sheets
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |
| **TEACHER USE OF ASSESSMENT**  | Assessments 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 assessment is used, pre-assessment sample, Socratic seminars, testing data **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** | Evidence in the curriculum and should be reflected through teacher assignments and assessments that some assessment is only used for **student self-evaluation** and opportunities are provided forstudents, without penalty, to use the assessment **to adjust or improve** final assessments or products**.** | * Samples from portfolios,
* sample assessments with explanation of use
* teacher assignments
* student work (may have relevant teacher comments)
* student reflections on work
* Peer edits of essays and responses
* Self-reflection
* peer review
* Socratic seminars
* Constructive feedback from the teacher before final submission.
 | [ ] No evidence [ ] Some Evidence[ ]  Satisfies Requirements**Comments:** Click or tap here to enter text. |