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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. |