

CURRICULUM STANDARDS

Curriculum Guide	<p>Along with proof of approval from a local administrator, a curriculum guide is developed and in evidence for each honors course. The curriculum guide must clearly and concisely include but is not limited to the following:</p> <ul style="list-style-type: none">➤ A course description (including length of the course)➤ Goals and objectives➤ Concepts (generalizations/essential questions)➤ Issues particular to the course➤ Expectations of performance➤ Assignments➤ Time tables and deadlines➤ Pacing guide/s➤ Assessments➤ Rubrics➤ A basis for grading and➤ Instructional materials, equipment and/or technology.
Curriculum	<p>There is evidence throughout the curriculum guide that the course curriculum builds upon, extends and emphasizes a focus and is specifically developed as an honors course that is more rigorous, sophisticated and/or accelerated than a standard course.</p>
Instructional Materials	<p>There is evidence throughout the curriculum guide that students will be expected to read and/or interact to a wide spectrum of more challenging, thought provoking, relevant instructional materials (multiple texts, primary sources, multimedia, etc.).</p>
Acceleration	<p>There is evidence through timetables and deadlines in the curriculum guide of appropriate accelerated pacing.</p>
Extent of Learning	<p>There is evidence throughout the curriculum guide that student learning must go beyond the skills of recognition, fact gathering and recall.</p>

INSTRUCTION/ DELIVERY STANDARDS

Alignment There is evidence through the curriculum guide and should be demonstrated through teacher instruction/facilitation that the taught curriculum and the chosen methodology are aligned with the written and assessed curriculum.

Teacher preparation:

Pedagogy, Knowledge And Skills There is evidence through prior classroom observation or proven expertise that the teacher demonstrates application of teaching pedagogy, content knowledge and skills, and instructional technology necessary for the course.

Continuous Learning There is evidence through research, documented professional development or documented attendance at professional organizations that the teacher demonstrates continuous learning to improve knowledge and application of content and pedagogy.

Teaching Strategies:

Interchange There is evidence throughout the curriculum guide 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.

Independent Study There is evidence through the curriculum guide and should be demonstrated through teacher instruction/facilitation that independent study is required.

Research There is evidence through the curriculum guide and should be demonstrated through teacher instruction/facilitation that self-directed, advanced student research and learning are required.

Technology There is observable evidence throughout the curriculum plan and should be demonstrated through instructional approaches that technology is integrated within the honors course curriculum and students are required to utilize appropriate technology to support their learning.

Integration of Learning There is evidence of integration of learning in the curriculum guide and should be reflected through instruction that students are required to utilize understandings from multiple content areas in order to master course objectives.

Authentic and Experiential Learning There is evidence throughout the curriculum plan and should be reflected through instructional approaches that the instructor provides multiple opportunities for authentic (real world) and experiential learning opportunities.

**Higher Level
Thinking Skills**

There is evidence throughout the curriculum guide and should be demonstrated through instruction 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.

**Instructional
Diversity**

There is evidence in the curriculum guide and should be demonstrated through instruction that the teacher addresses instructional diversity (interests, cultures, learning styles, multiple intelligences, and readiness).

ASSESSMENT/STUDENT WORK STANDARDS

Demonstration of Goals, Objectives and Concepts	There is evidence throughout the curriculum guide and is reflected through instruction 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.
Forms of Assessment	There is evidence in the curriculum guide and should be reflected through instructional approaches that multiple and on-going forms of assessment are used to include open-ended questions, original interpretations, authentic products, analytical writing, etc.
Use of Assessment	<p>Teacher Assessment - There is evidence in the curriculum guide and should be reflected in practice that on-going assessment is used to assess students in order to obtain feedback, for planning, to guide and reshape instruction, to allow students to gauge their progress or determine individual needs, and for grading purposes.</p> <p>Student Assessment – There is evidence in the curriculum guide and should be reflected through teacher assignments and assessments that some assessment is only used for student self evaluation and opportunities are provided for students, with out penalty, to use the assessment to adjust or improve final assessments or products.</p> <p><i>Note: Assessment should reflect an album rather than a snapshot of a student’s work and achievement. For teachers and students, there should be multiple uses of assessment rather than students always having to strive for a summative grade on every assignment or assessment. Assessment should reflect a journey, rather than a destination.</i></p>
Types of Assessment	<p>There is evidence in the curriculum guide and should be reflected through instructional approaches that multiple types of assessment to include self, peer, teacher and outside expert assessment are employed.</p> <p>There is evidence in the curriculum guide and should be reflected through teaching practices there are opportunities for students to establish learning targets, to monitor for clarity and accuracy, and to adjust learning strategies.</p>