

# HONORS LEVEL COURSE IMPLEMENTATION GUIDE

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# NORTH CAROLINA HONORS LEVEL COURSE IMPLEMENTATION GUIDE

## Overview and Background

Beginning in 2004, the State Board of Education (SBE) approved a framework for developing and implementing Honors Level Courses in our state. The initial goal was to provide a consistent framework to guide teachers, principals and Local Education Agencies (LEAs) as they develop and evaluate courses that address rigor, relevance and relationships at an honors level. In 2012, NC Department of Public Instruction (NCDPI) began the process for revising the 2004 Honors Course Implementation Guide and Rubric in order to more effectively address new standards and instructional best practices. SBE approved the new Honors Level Course Rubric in June 2012. This rubric will be the foundation for courses developed at the honors level and will ensure fidelity across the state. The new Honors Level Course Rubric (2012) shall be used in the development process of honors courses at the LEA level as well as guide the state level Honors Level Course Portfolio Review Process.

DPI has developed the following Honors Level Course Implementation Guide to support LEAs in the development and implementation of honors level courses. This guide is intended to be used as an initial state-wide framework in which LEAs may adapt to local context and culture. Honors level courses may be developed in all content and subject areas. Note that some advanced courses are inherently honors level (see Appendix for list of courses).

This Honors Level Course Implementation Guide has been developed with input from LEAs. This guide includes:

- Overview and Background
  - Definition of Honors Level Courses including role descriptions
  - SBE Policies related to course rigor, relevance and relationships
- Honors Level Course Portfolio Review Process with Honors Level Course Rubric and Portfolio Checklist
- Content Area Guides
  - Arts Education
  - Career and Technical Education
  - English/Language Arts Education
  - Healthful Living (Healthful Education and Physical Education)
  - Mathematics Education
  - Science Education
  - Social Studies Education
  - World Languages Education

## **Definition of Honors Level Courses**

Honors courses must be developed and implemented to:

- be more challenging than standard level courses in order to foster growth for advanced learners. Courses that are designated as inherently advanced are designed at the honors level and do not have standard level courses. Inherently honors courses are those with standards written in a progressive nature or courses that require pre-requisite skills.
- be distinguished by a difference in the depth and scope of work required.

Students, families, and all school personnel are informed and understand that honors level courses are designed to be more challenging for the advanced learner. Honors level courses are developed as an integral component of a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, achievement, and interests. A well-developed academic program will have standard, honors, and other advanced programs.

### **Teacher's Role (includes but not limited to)**

Teachers of honors level courses will:

- possess the skills, knowledge and dispositions to facilitate an honors level course with advanced curriculum content.
- have the capacity to develop and implement a differentiated curriculum based on and above the standard curriculum to support the growth of advanced learners.
- use a variety of instructional strategies to engage advanced learners.
- be aware of current curriculum innovations and research in the subject area in order to develop and implement an honors level course.

### **Student's Role (includes but not limited to)**

Students enrolled in honors level courses will:

- possess the interest, ability and motivation to meet the challenges of an honors level course.
- be willing to take greater responsibility for their learning.
- aspire to an advanced level of learning through high quality work.
- be aware of and complete any prerequisite course(s) leading to the honors level course.

### **Parent's Role (includes but not limited to)**

Parents/Guardians of the advanced learner will:

- be aware of the requirements and expectations of an Honors Level Course.
- support their student to perform at an advanced level of learning through high quality work.

### **School/Administrator's Role (includes but not limited to)**

To support honors level instruction, principals will:

- assign honors level courses to teachers who possess the skills, knowledge and dispositions to facilitate an honors level course with advanced curriculum content.
- ensure teachers are using the Honors Level Course Rubric Framework and the Honors

- Level Course Implementation Guide to define honors level instruction.

### **Facility Requirements**

Facilities for honors level courses will:

- support the implementation of curriculum standards.
- provide any special equipment, technology, or materials that are necessary to facilitate the honors level course.

### **Related SBE Policies**

- GCS-L-004: Miscellaneous Graduation Policies, Policy Outlining standards to be incorporated into the electronically generated high school transcript.
- GCS-L-006: Miscellaneous Graduation Policies, Policy for Adequately Informing Ninth Grade Students about Acceleration Preparation
- GCS-M-004: Course for Credit
- GCS-U-000: Guidelines for Local Academically or Intellectually Gifted Plans

See <http://sbepolicy.dpi.state.nc.us/> for specific language

## Honors Level Course Portfolio Review Process

The State Board of Education has requested the North Carolina Department of Public Instruction to develop and implement a review process in order to provide guidance to Local Education Agencies for effective implementation of honors level courses. The Honors Level Course Rubric and the Honors Implementation Guide will serve as a framework to guide teachers, principals and Local Education Agencies in developing and locally reviewing honors level courses. The honors level course review process will occur every three years.

Randomly selected Local Education Agencies will be notified at least one semester prior to the review in order for effective collection of documentation and artifacts. The review process is intended to provide comments, feedback and support to strengthen honors level courses for continuous program improvement.

### **Purpose of the North Carolina Honors Level Course Rubric**

The purpose of this rubric is to clearly define what makes an honors level course different from a standard level course. The rubric assesses how the curriculum, instruction, and assessment practices are adapted for advanced learners. It is designed to provide a consistent framework to guide teachers and principals as they develop, implement and evaluate local courses aligned to the NC Standard Course of Study, which includes the Common Core State Standards and NC Essential Standards. Locally developed honors level courses are subject to the honors level course review process. The honors level rubric will serve as the foundation for the revision of the Honors Implementation Guide in the fall of 2012.

As honors level courses are prepared for review and specific evidence is required:

- **Honors Level Course Portfolio Checklist** to verify that each component is present and additional artifacts are identified.
- **Honors Level Course Review Rubric** which indicates whether each expectation is met or not met.

Reviewers and school personnel may use these forms to ensure that all the necessary components of an honors level course are met. The intent is to provide a consistent tool for school personnel and reviewers to evaluate honors level courses.

For local review, school personnel may consider the following:

- The curriculum guide is clear, concise and includes the following:
  - course description (including length of the course)
  - standards
  - concepts (generalizations/essential questions)
  - issues particular to the course expectations of performance
  - pacing guides with examples of assignments, time tables and deadlines assessments, rubrics, grading practices
  - instructional materials, equipment and/or technology
- The teacher is qualified and prepared to teach advanced learners through multiple instructional methods

## North Carolina Honors Level Course Rubric

(actual writable electronic form will be created by NCDPI Graphics prior to release)

### I. Curriculum Content

How is the honors level course adapted and differentiated for advanced learners?

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth, rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.\*

How does the honors level curriculum support vertical alignment for college and career readiness?

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

Honors Level Course Portfolio Evidence:

- Teacher Rationale for Curriculum Content (intentional reflection & philosophy)
- Standards and Objectives
- Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc)

Met

Not Met

Comment(s):

## II. Instructional Materials and Methods

### How is the honors level course taught?

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course\*, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### Honors Level Course Portfolio Evidence:

- Teacher Rationale for Instructional Materials and Methods
- Instructional Materials and Methods (instructional resources, methods, strategies, equipment, and technology)
- Sample Units, Lesson(s), and Assignments
- Student Work Samples

Met

Not Met

Comment(s):

### III. Assessment

#### How is the Honors Level Course Assessed?

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

#### Honors Level Course Portfolio Evidence:

- Teacher Rationale for Assessment Practices
- Assessment Practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)
- Assessment Samples (pre-assessment, description of formative assessment, and summative assessment)
- Student Work Assessment Samples

Met

Not Met

Comment(s):

*\*See Appendix: Glossary of Terms for description of inherently honors level courses*

# North Carolina Honors Level Course Portfolio Review Checklist

This document serves as a checklist to assure that all of the criteria in the Honors Level Course Rubric have been addressed.

## Course Title and LEA Name and Number

## Course Description

## Documentation of Local Approval with signature from LEA representative(s)

### Curriculum Content Portfolio Evidence

- Teacher Rationale for Curriculum Content
- Standards and Objectives
- Curriculum Plan

### Instructional Materials and Methods Portfolio Evidence

- Teacher Rationale for Instructional Materials and Methods
- Instructional Materials and Methods (instructional resources, methods, strategies, equipment, and technology)
- Sample Units, Lesson(s), and Assignments
- Student Work Samples

### Assessment Portfolio Evidence

- Teacher Rationale for Assessment Practices
- Assessment Practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)
- Assessment Samples (pre-assessment, description of formative assessment, and summative assessment)
- Student Work Assessment Samples

### Other

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## Content Area Instruction Guides

The material in this section should not be viewed as a resource that includes all the ingredients necessary to teach a successful honors level course. Content area teachers will not find completely prepared ready-to-teach course materials in this publication. Rather, the materials in this document should be used by teacher/course developers as a foundation to customize honors level courses incorporating the unique needs and interests of their students. These teacher/course developers will also embed in their locally-developed honors courses a variety of background preparations and expertise from personal experiences, as well as the resources available in their districts to support honors level courses.

Therefore, the material included in each content area's section should be used as a starting point or springboard for individual teacher or district level honors level course development and implementation. The state-adopted standards provide the framework and allow for local development within this framework. For questions or clarification please email [feedback@dpi.nc.gov](mailto:feedback@dpi.nc.gov).

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## **Arts Education (Dance, Music, Theatre Arts, Visual Arts)**

### **1. Honors Courses at the Proficient and Advanced Levels in Arts Education**

State Board of Education Policy [GCS-L-004](#) (revisions approved in March 2012), states that students may receive weighted (honors) credit for any courses at the proficient and advanced levels in arts education:

“Arts education courses meeting the standards for proficient and advanced dance, music, theatre arts, and visual arts (1 point).”

This revision aligns the policy with the *NC Arts Education Essential Standards* (2010) and NC Course Coding Structure.

The *NC Arts Education Essential Standards* reflect four levels of proficiency for high school courses for credit. The Beginning and Intermediate levels build the foundation for student success in continuing coursework at the Proficient and Advanced levels. Students who take coursework at the Proficient or Advanced levels in any of the arts disciplines (dance, music, theatre arts, or visual arts) are applying their skills and understandings in increasingly sophisticated, complex, and challenging ways.

### **2. Inherently Advanced Courses are Exempt from the Honors Review Process**

According to the *North Carolina Honors Level Course Rubric Framework*, approved by the State Board in July 2012, “Inherently Advanced/Inherently Honors Courses” are exempt from the honors review process.

“Inherently advanced” courses include courses such as Pre-calculus, World Languages Levels III & IV, Advanced Placement (AP)/International Baccalaureate (IB), higher proficiency levels for Arts Education and Career and Technical Education Courses and Non-AP/IB Calculus.

These courses are developed at rigorous advanced levels which follow the best practices listed in the NC Honors Implementation Guide and the Honors Level Course Rubric.

*Note: Courses using the Proficient and Advanced standards are written at the highest achievement levels and require inherently advanced coursework. These courses are only available for weighted (honors) credit. It is likely that students will take a variety of coursework at the beginning and intermediate levels before they meet those proficiencies and are ready to progress to the proficient and advanced levels. Not all students will progress through all of the proficiency levels. Many students may pursue a variety of coursework at the beginning and/or intermediate levels without continuing in advanced, more rigorous study. It is essential that school systems have criteria in place to ensure proper placement of students.*

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## Career and Technical Education

### **I. Curriculum Content**

#### **How is the honors level course adapted and differentiated for advanced learners?**

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

#### **How does the honors level curriculum support vertical alignment for college and career readiness?**

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for curriculum content considering vertical alignment for advanced learners (intentional reflection & philosophy)**

The *Teacher Rationale* section of the Honors Portfolio for Career and Technical Education courses must include:

- *teacher's explanation of his/her selection of curriculum content extensions and additional topic objectives selected for the course.*
- *the overall philosophy for the course as well as the rationale/reflection related to career, college and community readiness (student autonomy with topic selection and work is essential).*
- *rationale which relates to the Career and Technical Education, English Language Arts, and Mathematics Common Core Standards through student demonstration of 21st Century Skills.*
- *evidence of vertical alignment to post-secondary and/or industry recognized standards/credentials.*

##### **2. Standards and objectives - how will the required standards and clarifying objectives be taught with extensions beyond the standard level for advanced learners?**

The *Standards and Objectives* section of the Honors Portfolio for Career and Technical Education courses must include:

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- ***a crosswalk of the current blueprint and the honors level standards and objectives created for this course. The new honors level standards and objectives must be an extension of the current objectives. Examples may include:***
  - ***a movement to the next level (horizontal or vertical) in the Revised Bloom's Taxonomy Table.***
  - ***use of Industry Recognized Certification objectives and standards.***
  - ***objectives that scaffold or prepare students for post-secondary course content.***

***(Note: Objectives and standards may not come from the next level course (i.e. Honors Entrepreneurship I may not include objectives from Entrepreneurship II).***

### **3. Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)**

The **Curriculum Plan** section of the Honors Portfolio for Career and Technical Education courses must include:

- **a course syllabus and pacing guide based on the blueprint crosswalk provided in the Standards and Objectives section. Evidence must relate to a career cluster sequence that may include Career and College Promise and/or certification options.**
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## **II. Instructional Materials and Methods**

### **How is the honors level course taught?**

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### **Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for instructional materials and methods for advanced learners**

The ***Teacher Rationale for Instructional Materials and Methods*** section of the Honors Portfolio for Career and Technical Education courses **must** include:

- instructional strategies that align to the appropriate level of the honors blueprint provided in the Standards and Objectives section.
- rationale for implementing research and/or evidence-based instructional strategies with a student-centered and independent approach to prepare the advanced learner for career, college, and community readiness.
- incorporation of Career and Technical Education, English Language Arts, and Mathematics Common Core Standards through student demonstration of 21st Century Skills.
- evidence of vertical alignment to post-secondary and/or industry recognized standards/credentials.

#### **2. Instructional materials and methods (instructional resources, methods, strategies, equipment, and technology)**

The ***Instructional Materials and Methods*** section of the Honors Portfolio for Career and Technical Education courses must include:

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- **instructional materials and methods that align to real world/industry based standards.**  
**Examples may include:**

- **independent study.**
- **portfolios.**
- **pairing with a local business for real world simulations using industry equipment and technology.**

### **3. Sample units, lesson(s), and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners**

**The Sample Units, Lesson(s), and Assignments section of the Honors Portfolio for Career and Technical Education courses must include:**

- **unit plans, lesson plans and sample activities/assignments relating to career readiness, post-secondary preparedness (college), and community involvement as aligned to the honors level blueprint supplied in the Standards and Objectives section. Assignments must emphasize student centered learning and independent study through real world implementation utilizing 21st century skills. Industry standards will be emphasized in all unit and lesson plans including certification requirements where applicable. Examples may include:**
  - **a CTSO community service project.**
  - **a crosswalk of lesson objectives to industry/certification standards.**
  - **a crosswalk of lesson objectives to post-secondary course objectives.**
  - **student pairing with a local business to solve a problem and complete a portfolio documenting all parts of the process.**
  - **student completion of an independent study portfolio and earning an industry recognized advanced certification. Certification must be above and beyond the expected outcome for the course content. For example, Microsoft Office Specialist certification in Excel is expected in 6419 Microsoft Excel and Access curriculum, however earning Microsoft Office Specialist Excel Expert certification as an independent project may be considered higher level critical thinking for advanced learners.**

#### 4. Student work samples

The *Student Work Samples* section of the Honors Portfolio for Career and Technical Education courses must include:

- student work that exemplifies mastery beyond the standard level in a real world context. Student products will reflect use of instructional materials and strategies for the advanced learner. Examples may include:
  - student portfolios (videos, websites, projects, etc.).
  - documentation of student work in real world settings.

### **III. Assessment**

**How is the honors level course assessed?**

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

**Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for assessment practices for advanced learners**

The *Teacher Rationale for Assessment Practices* section of the Honors Portfolio for Career and Technical Education courses should provide a reflective narrative explaining the teacher's choice of assessment practices and must include:

- assessment strategies that align to the appropriate level of the honors blueprint provided in the Standards and Objectives section.
  - assessment strategies with a student-centered and independent approach that connect the advanced learner to career, college, and community readiness.
  - incorporation of ongoing feedback through pre-assessment, formative, and/or summative assessments with correlation to Career and Technical Education, English Language Arts, and Mathematics Common Core Standards through student demonstration of 21st Century Skills.
  - use of real world, industry recognized assessment practices for advanced learners using vertical alignment to post-secondary and/or industry recognized standards/credentials.
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**2. Assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)**

The *Assessment Practices* section of the Honors Portfolio for Career and Technical Education must include:

- implementation of assessment practices based on the honors level blueprint provided in the Standards and Objectives section. Assessment practices must provide ongoing feedback to the advanced learner throughout the entire course with evidence of differentiated instruction based on feedback. Rubrics and scoring guides will be at the appropriate level and provide real world and industry standard feedback.

**3. Assessment samples (pre-assessment, description of formative assessment, and summative assessment)**

The *Assessment Samples* section of the Honors Portfolio for Career and Technical Education should provide proof of an advanced learning experience and must include:

- a variety of assessment samples. Examples may include:
  - teacher description of formative assessment practices.
  - teacher created summative assessments based on industry standards.
  - teacher created real world scenario assessments.
  - teacher created portfolio expectations and student contracts.

**4. Student work assessment samples**

The *Student Work Assessment Samples* section of the Honors Portfolio for Career and Technical Education must include the following:

- a variety of assessment samples that provide proof of an advanced learning experience. Examples may include:
    - industry recognized certification exams.
    - student portfolios with teacher rubrics.
    - student performance exams which include real world scenarios.
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## English/Language Arts Education

### I. Curriculum Content

#### How is the honors level course adapted and differentiated for advanced learners?

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

#### How does the honors level curriculum support vertical alignment for college and career readiness?

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

#### Honors Level Course Portfolio Evidence must include:

##### **1. Teacher rationale for curriculum content considering vertical alignment for advanced learners (intentional reflection & philosophy)**

**Note:** The content for Honors Courses *is* the Common Core State Standards for English Language Arts, the state adopted new Standard Course of Study. Standards are taught within the appropriate grade band (i.e. Honors English I may not include standards from Honors English III). Rather, the designated grade specific standards are taught in greater depth with increasingly complex texts.

##### **The *Teacher Rationale* section of the Honors Portfolio for English courses must include:**

- An explanatory paragraph of how the **same grade specific** Common Core State Standards in Standard English courses are taught in greater depth and complexity for advanced learners.
  - One way to differentiate a task is to expose students to increasingly complex texts to teach the grade-specific standard(s).

##### **2. Standards and objectives - how will the required standards and clarifying objectives be taught with extensions beyond the standard level for advanced learners?**

***Standards and Objectives:*** English Standards begin with the Common Core State Standards for English Language Arts (universal access) and surpass the standards with greater independence and responsibility on the part of the learner. Honors English courses are distinguished by a difference in the quality of work expected rather than quantity of work in alignment with the grade specific standards.

##### **The Standards and Objectives section of the Honors Portfolio for English courses must include:**

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- Evidence of how the Common Core State Standards for English Language Arts will be taught with extensions beyond the standard level.
  - Resources, lessons, and tasks that enrich, extend, and / or accelerate student learning.

### **3. Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)**

**Curriculum Plan:** The *Curriculum Plan* serves as evidence that the honors course accelerates the pace and content of the standard level course in keeping with the additional quality point credit that the course awards.

The **Curriculum Plan** section of the Honors Portfolio for English courses must include:

- An overview of the course content that includes desired learning outcomes for the advanced learner.
- An explanation of how the pacing, scope and sequence, and / or curriculum maps exceed the expectations of a standard level course.
- A course syllabus that outlines student expectations, timelines, deadlines, assignments, and sample pacing guides.
- A semester or yearly curriculum plan outlining units of study aligned to the Common Core State Standards.
- A list of texts, both informational and literary, that show evidence of exposing students to increasingly complex texts. (R.10)
- Artifacts that demonstrate how curriculum and instruction is differentiated for advanced learners.

**Resources:**

AP Central Course Descriptions: <http://apcentral.collegeboard.com/apc/public/repository/ap-english-course-description.pdf>

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## **II. Instructional Materials and Methods**

### **How is the honors level course taught?**

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### **Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for instructional materials and methods for advanced learners**

#### **The *Teacher Rationale for Instructional Materials and Methods* section of the Honors Portfolio for English courses must include:**

- An explanation for the choice of instructional materials and methods planned for the course.
- A list of the types of instructional strategies that will be used and an explanation of how these instructional strategies differentiate the instruction in the Honors course from that of the standard level course.
- Examples of data tools to determine students' approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used.

**Resources:** *Revised Publishers' Criteria for the CCSS in ELA and Literacy, Grades 3-12:*

<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%203-12.pdf?20120412>

#### **Each section of the document outlines the following key criteria:**

- Key Criteria for Text Selection
  - Key Criteria for Questions and Tasks
  - Key Criteria for Academic Vocabulary
  - Key Criteria for Writing to Sources and Research
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- Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

## **2. Instructional materials and methods (instructional resources, methods, strategies, equipment, and technology)**

The ***Instructional Materials and Methods*** section of the Honors Portfolio for English courses must include:

- A list of instructional materials used to differentiate the Honors English course.
- Evidence of instructional strategies that support differentiation, greater depth and complexity for the advanced learner (i.e. curriculum compacting, flexible grouping, product choices, tiered assignments, learning stations, independent study, project based learning, problem solving opportunities, and learning contracts).
- Evidence that students will read and interact with increasingly complex texts as defined in the Common Core State Standards. For advanced learners, complex texts may include selections at the college and career readiness level with an **equal** emphasis on literary and literary nonfiction texts.

**Resources:** *Revised Publishers' Criteria for the CCSS in ELA and Literacy, Grades 3-12:*

<http://www.achievethecore.org/downloads/Publishers%20Criteria%20for%20Literacy%20for%20Grades%203-12.pdf?20120412>

**Each section of the document outlines the following key criteria:**

- I. Key Criteria for Text Selection
- II. Key Criteria for Questions and Tasks
- III. Key Criteria for Academic Vocabulary
- IV. Key Criteria for Writing to Sources and Research
- V. Additional Key Criteria for Student Reading, Writing, Listening, and Speaking

## **3. Sample units, lesson(s), and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners**

The ***Sample Units, Lesson(s), and Assignments*** section of the Honors Portfolio for English courses must include:

- Sample units, lessons, and performance tasks that exceed the learning expectations and assignments given in a standard level course. There are a number of ways to extend a standard in a lesson, unit, or assignment.
  - Use increasingly complex texts

- **Extend** the task assigned by integrating Standards (Reading, Writing, Speaking & Listening, and Language)
- Add a companion text (i.e. Choose an informational text that enriches a literary text)
- Develop text-dependent questions that require students to synthesize information using two or more texts

#### 4. Student work samples

The **Student Work Samples** section of the Honors Portfolio for English courses must include:

- Two or more student work samples completed for the assignments / learning outcomes evident in the above *Sample Units, Lesson(s), and Assignments* section.
- Evidence of exposure to instructional materials and strategies for the advanced learner.
- Standards, desired outcomes, and / or lesson plans attached to student work.
- Writing samples, research papers, projects, self-reflections, audio, visual, and / or performance tasks.

### **III. Assessment**

**How is the honors level course assessed?**

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

**Honors Level Course Portfolio Evidence must include:**

#### 1. Teacher rationale for assessment practices for advanced learners

The **Teacher Rationale for Assessment Practices** section of the Honors Portfolio for English courses should provide a reflective narrative explaining the teacher's choice of assessment practices and must include:

- how assessments are used to compact the curriculum,
- how the assessment addresses the standard,
- how the assessment measures student mastery,
- how the criteria is communicated to students prior to the assessment, and
- how the assessment data is used to inform instruction.

#### 2. Assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)

The **Assessment Practices** section of the Honors Portfolio for English must include:

- Course grading criteria
- Evidence that the assessment explicitly assesses the standards taught. Examples may include but are not limited to “I Can Statements”, rubrics, and formative and summative assessments.

### 3. Assessment samples (pre-assessment, description of formative assessment, and summative assessment)

The **Assessment Samples** section of the Honors Portfolio for English should provide proof of an advanced learning experience and must include:

- Evidence of sample formative and summative assessments aligned to the Reading, Writing, Speaking and Listening, and Language Standards (i.e. selected response, written response, performance tasks, communication, and observation assessments).
- Sample pre-assessments used to compact the curriculum and inform instruction.
- An integrated writing task that assesses two or more standards.
- Sample assessment(s) that address different learning styles or provide choices for advanced learners.

### 4. Student work assessment samples

The **Student Work Assessment Samples** section of the Honors Portfolio for English must include the following: Samples of actual student assessment work. (Remember to remove or block out the names of students so that they do not appear on any work samples you submit.)

**Student work assessment samples should be aligned to a unit or lesson(s) submitted with the portfolio and include:**

- One or more pre-assessments completed by a student(s).
  - One or more completed student formative and summative assessments. (Include descriptive feedback provided by the teacher to the student based on assessment results)
  - One or more writing tasks completed by a student(s). Remember to include the rubric used to score student work.
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## **Healthful Living/Health & Physical Education**

### **I. Curriculum Content**

#### **How is the honors level course adapted and differentiated for advanced learners?**

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

#### **How does the honors level curriculum support vertical alignment for college and career readiness?**

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

#### **Honors Level Course Portfolio Evidence must include:**

**1. Teacher rationale for curriculum content considering vertical alignment for advanced learners (intentional reflection & philosophy)**

**G.S. 115C-81 (e2) Honors-Level Courses in Healthful Living Education to be Developed and Administered. – The State Board of Education shall develop or identify academically rigorous honors-level courses in healthful living education that can be offered at the high school level. These honors-level courses shall be more rigorous than standard-level courses, include advanced content, provide multiple opportunities for students to take greater responsibility for their learning, and require higher quality work from the students than standard courses.**

**Note: The standard level Healthful Living course, consisting of half health education and half physical education, which satisfies the state graduation requirement of 1.0 credit in Healthful Living, should be a prerequisite for all honors level healthful living courses.**

**The *Teacher Rationale* section of the Honors Portfolio for Health Education courses must include:**

- How the curriculum content of this course is more advanced than a standard level course
  - How the content is designed to analyze barriers to healthy outcomes, manage health behavior in self, and promote health behaviors in others
  - How this Honors Health Education course further applies the functional health knowledge, essential health skills, and key health concepts taught within high school Health Education as outlined by the National Health Education Standards and the North Carolina Essential Standards for Health Education
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**The *Teacher Rationale* section of the Honors Portfolio for Physical Education courses must include:**

- How the curriculum content of this course is more advanced than a standard level course
- How this Honors Physical Education course provides the opportunity for advanced work amidst a state program of rigorous academic study through the exploration of highly challenging competency in understanding movement concepts, principles, and strategies that build upon the Moving Into the Future National Physical Education Standards and the North Carolina Essential Standards for Physical Education

**2. Standards and objectives - how will the required standards and clarifying objectives be taught with extensions beyond the standard level for advanced learners?**

**The *Standards and Objectives* section of the Honors Portfolio for Health Education courses must include:**

- A comparison of the standard level objectives, if applicable, with the Honors Health objectives, see example:

Strand/Standard/Clarifying Objective	NC Essential Standards	Honors Health
<b>Mental and Emotional Health</b>		
9.MEH.1.1	Identify the body’s physical and psychological responses to stressful situations and positive coping mechanisms.	Analyze controlled and uncontrolled stressors and design appropriate management techniques that can be applied to stressful situations.

- A list of any standards and/or objectives developed for this Honors Health Education course

**The *Standards and Objectives* section of the Honors Portfolio for Physical Education courses must include:**

- A comparison of the standard level objectives, if applicable, with the Honors Physical Education objectives, see example:

Strand/Standard/Clarifying Objective	NC Essential Standards	Honors Physical Education
<b>Motor Skills</b>		
PE.9.MS.1.1	Use basic and advanced skills to participate proficiently in at least three of the following activities or compositions: aquatics, team sports, individual sports, dual sports, outdoor	Evaluate data that lead to improved performance in a variety of physical activity experiences.

	pursuits, self-defense, dance and gymnastics.	
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- A list of any standards and/or objectives developed for this Honors Physical Education course

### 3. Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)

The ***Curriculum Plan*** section of the Honors Portfolio for Health Education or Physical Education courses must include:

- An overview of the course that may be called a pacing guide, course syllabus, course scope and sequence, or curriculum map, which serves as evidence that the honors course involves a pace and content above and beyond that of standard level courses in keeping with the additional quality point credit that the course awards

## **II. Instructional Materials and Methods**

### **How is the honors level course taught?**

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### **Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for instructional materials and methods for advanced learners**

The ***Teacher Rationale for Instructional Materials and Methods*** section of the Honors Portfolio for Health Education or Physical Education courses **must** include:

- An explanation for the choice of instructional materials and methods planned for the course
  - A list of the types of instructional strategies that will be used and an explanation of how these
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instructional strategies differentiate the instruction in the Honors course from that of a standard level course

- Examples of data tools to determine students' approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used

(This section should illustrate how: A. Instruction relies upon a broad repertoire of research-based pedagogical strategies that teach and assess the conceptual underpinnings, theory-driven efforts, and targets for change around a variety of strategies. B. Instruction broadens cultural awareness and consistently encourages an unbiased perspective in applying theoretical constructs. C. Instructional delivery emphasizes higher ordered thinking skills allowing students to make judgments, form coherent patterns, or analyze structural elements. D. Instruction encourages actively pursuing experts in the field as partners.)

## **2. Instructional materials and methods (instructional resources, methods, strategies, equipment, and technology)**

**The Instructional Materials and Methods section of the Honors Portfolio for Health Education or Physical Education courses must include:**

- A list of instructional materials used to differentiate the honors course (i.e. - text, online websites, self-made, etc....)
- A list of instructional methods used to differentiate the honors course (i.e. - flexible grouping, product choices, tiered assignments, learning stations, independent study, project-based learning experiences, problem-solving opportunities, learning contracts, digital learning experiences, student shadowing professionals in fields connected to Healthful Living disciplines, teacher partnering with instructors and faculty at colleges and universities)
- References to units, lessons, and assignments submitted in the following section

## **3. Sample units, lesson(s), and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners**

**The Sample Units, Lesson(s), and Assignments section of the Honors Portfolio for Health Education or Physical Education courses must include:**

- One instructional unit that includes either an additional topic or objective extensions listed in Section I.1-Teacher Rationale and Section I.2-Standards and Objectives of the portfolio
  - Two additional sample lessons with assignments from other extended or developed objectives not included in the above unit. These lessons should utilize differentiated instructional materials and methods listed in Section II.2. Lessons should illustrate clear alignment of honors course content objective(s) with instructional resources/strategies and an explanation of differentiation from standard level coursework
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#### 4. Student work samples

The **Student Work Samples** section of the Honors Portfolio for Health Education or Physical Education courses must include:

- One or more student work samples for the assignments submitted in the above Sample Units, Lesson(s), and Assignments section
- One or more student work samples for each lesson plan submitted in the above Sample Units, Lesson(s), and Assignments section
- One or more student work samples illustrating connections to real world settings, if you have submitted evidence that students have participated in opportunities such as independent study, project-based learning, service learning opportunities, or shadowing professionals in fields connected to Healthful Living disciplines

Note: Remember to remove or block out the names of students so that they do not appear on any work samples you submit.

### **III. Assessment**

**How is the honors level course assessed?**

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

**Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for assessment practices for advanced learners**

The **Teacher Rationale for Assessment Practices** section of the Honors Portfolio for Health Education or Physical Education courses should provide a reflective narrative explaining the teacher's choice of assessment practices and must include:

- How pre-assessment is used to determine prior knowledge of advanced learners
  - How the assessment practices documented in this portfolio address the standards and measure student mastery
  - How criteria are communicated to the students prior to the assessment
  - How the assessment data is used to guide student learning and inform instructional practices
  - How ongoing feedback is incorporate through the use of formative and summative assessment
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**2. Assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)**

The **Assessment Practices** section of the Honors Portfolio for Health Education or Physical Education courses must include:

- How students are graded in this course
- How pre-assessment or diagnostic assessments are used before instruction
- How formative assessment is used in daily instruction
- How authentic and performance assessments/performance tasks are used in this course
- How student self-assessment and peer-assessment are used in this course
- How rubrics and scoring guides are used in this course

**3. Assessment samples (pre-assessment, description of formative assessment, and summative assessment)**

The **Assessment Samples** section of the Honors Portfolio for Health Education or Physical Education courses should provide proof of an advanced learning experience and must include:

- Sample assessments for the practices listed above in the Assessment Practices section
- One or more sample formative assessment plans and two or more different types of summative assessments aligned to the content standards
- One or more sample pre-assessments used to compact the curriculum
- One or more sample assessments that address different learning styles or provide choices for advanced learners

**4. Student work assessment samples**

The **Student Work Assessment Samples** section of the Honors Portfolio for Health Education or Physical Education must include the following:

Student work assessment samples should be aligned to a unit or lesson(s) submitted with the portfolio and include:

- One or more pre-assessments completed by a student(s)
  - One or more completed student formative and summative assessments (Include descriptive feedback provided by the teacher to the student based on assessment results)
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Note: Remember to remove or block out the names of students so that they do not appear on any work samples you submit.

## **Mathematics Education**

### **I. Curriculum Content**

#### **How is the honors level course adapted and differentiated for advanced learners?**

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

#### **How does the honors level curriculum support vertical alignment for college and career readiness?**

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for curriculum content considering vertical alignment for advanced learners (intentional reflection & philosophy)**

#### **The *Teacher Rationale* section of the Honors Portfolio for Mathematics courses must include:**

**Note:** The content for Mathematics Honors Courses *are* the Common Core State Standards for Mathematics, which is the new state adopted Standard Course of Study. Standards are taught within the appropriate course level, (i.e. Honors Math II should not include standards students will encounter in Honors Math III). Rather, the designated grade specific standards are taught in greater depth or connected to standards across themes.

#### **The *Teacher Rationale* section of the Honors Portfolio for mathematics courses should include:**

- Your definition of an honors level mathematics course, expounding on how the course level standards are taught in greater depth and complexity for advanced learners
  - Your description of an honors level mathematics student
  - Your philosophy of teaching, particularly honors courses and students
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**2. Standards and objectives - how will the required standards and clarifying objectives be taught with extensions beyond the standard level for advanced learners?**

**The Standards and Objectives section of the Honors Portfolio for Mathematics courses must include:**

Note: Honors mathematics courses are distinguished by a difference in the quality of work expected rather than quantity of work in alignment with the grade specific standards. It is important to restate that the standards in honors courses are taught within the appropriate course level. The designated grade specific standards are taught in greater depth or connected to standards across themes.

**The Standards and Objectives section of the Honors Portfolio for mathematics courses should include:**

- Evidence of how the Common Core State Standards will be taught with extensions beyond the standard level.
  - An example of a standard or cluster of standards showing their development as a mathematical extension or connection.
  - An explanation and supporting research for how these standards were differentiated and taught for greater depth or connectedness across themes.

**3. Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)**

**The Curriculum Plan section of the Honors Portfolio for Mathematics courses must include:**

**Curriculum Plan:** The *Curriculum Plan* serves as evidence that the honors course accelerates the pace and content of the standard level course in keeping with the additional quality point credit that the course awards.

**The Curriculum Plan section of the Honors Portfolio for mathematics courses may include:**

- A course description and an overview of the course content indicating where the honors level course exceeds the expectations of a standard level course.
  - Rational for the expectations that exceed the expectations of the standard level course.
  - A course syllabus that includes student expectations, assignments, and grading policies.
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## **II. Instructional Materials and Methods**

### **How is the honors level course taught?**

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### **Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for instructional materials and methods for advanced learners**

The ***Teacher Rationale for Instructional Materials and Methods*** section of the Honors Portfolio for Mathematics courses **must** include:

The ***Teacher Rationale for Instructional Materials and Methods*** section of the Honors Portfolio for Mathematics courses include:

- An explanation of your choice of instructional materials and instructional methods
- An explanation, supported by research, as to why these instructional materials and strategies are more appropriate for honors students rather than standard level students.
- A description of how you design your lessons using the materials and methods described above. Include any research used in support of your lesson design.

#### **2. Instructional materials and methods (instructional resources, methods, strategies, equipment, and technology)**

The ***Instructional Materials and Methods*** section of the Honors Portfolio for Mathematics courses **must** include:

***This Instructional Materials and Methods section of the Honors Portfolio for Mathematics courses should include:***

- A list of instructional materials and resources used during implementation of the honors course (text, online websites, self-made resources, etc.....), and explain how they support greater depth for advanced learners.
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- A list of instructional strategies used to implement the honors course and explain how they support differentiation for greater depth for advanced learners.
- A list of technology used to implement the honors course and explain how they are used to support greater depth for advanced learners.
- A list of manipulatives used to implement the honors course and explain how they support greater depth for advanced learners.

### **3. Sample units, lesson(s), and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners**

**The Sample Units, Lesson(s), and Assignments section of the Honors Portfolio for Mathematics courses must include:**

*The Sample Units, Lesson(s), and Assignments section of the Honors Portfolio for Mathematics courses should present an entire lesson, from beginning to end, which includes;*

- A lesson plan or series of plans which;
  - Your lesson beginning and ending also known as the launch and summary or closure.
  - The use of a real-world connection and how and when you tie it in your lesson
  - Indicate what questions you would ask, when you would ask them and why
  - Describe the misconceptions that may occur during the lesson and what you plan to do to alleviate them
  - Describe how you will know when your students have grasped the concept, and what you plan to do if they don't
- All lesson assignments associated with the lesson/s from above, coupled with complete solutions. These assignments should include any lesson tasks, extensions, or projects that exceed the depth of the intended standard for advanced learners.

### **4. Student work samples**

**The Student Work Samples section of the Honors Portfolio for Mathematics courses must include:**

*The Student Work section should showcase actual graded student work samples for each of the assessments you provided above. These assessment samples should paint a clear picture of the depth of content and the level of expectation of assessment in honors mathematics courses.*

*Remember to darken the name before copying.*

- Please provide at least two samples of student work from each of the following categories:
  - Student notes or student investigative lesson facilitated during instruction (dependent on lesson design and instructional delivery)
  - Sample from student journals that clearly indicate their purpose (if utilized)
  - Student homework assignments
  - Student Assessments (quizzes and chapter tests)
  - Student lesson extensions (if utilized)

- Student projects (if utilized)

### **III. Assessment**

#### **How is the honors level course assessed?**

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for assessment practices for advanced learners**

The ***Teacher Rationale for Assessment Practices*** section of the Honors Portfolio for Mathematics courses should provide a reflective narrative explaining the teacher's choice of assessment practices and must include:

*The Teacher Rationale for Assessment Practices section of the Honors Portfolio should include:*

- Your rationale for assessment, assessment development and purpose including any research to support your practices.
- Discuss your views on Formative and Summative Assessment, including if, when, and how they are utilized differently in your honors course.
- Describe how assessment in your honors courses differ from that in standard courses and provide examples illustrating the difference. The assessment comparisons must be illustrated using the same concept.

##### **2. Assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)**

The **Assessment Practices** section of the Honors Portfolio for Mathematics must include:

*The Assessment Practices section of the Honors Portfolio should include:*

- A description of the use and grading practices in your honors course for the methods of evaluation listed below;
  - Formative/Summative Assessment
  - Homework Assignments
  - Special Projects
  - Any additional evaluative measure used in your honors course

### 3. Assessment samples (pre-assessment, description of formative assessment, and summative assessment)

The **Assessment Samples** section of the Honors Portfolio for Mathematics should provide proof of an advanced learning experience and must include:

*The Assessment Samples section of the Honors Portfolio should provide a sample of each type of assessment below. Also include a brief explanation as to how each one assesses beyond the standard expectation.*

- A quiz addressing several lessons.
- A summative assessment addressing a chapter or a major topic
- Documentation indicating how formative assessment is used in your honors course (description of use during instruction, journal questions, exit tickets, etc....)

### 4. Student work assessment samples

The **Student Work Assessment Samples** section of the Honors Portfolio for Mathematics must include the following:

*The Student Work Assessment Samples section should provide actual graded student samples from each of the assessment you provided above. Remember to darken the name before copying.*

- A student sample of the quiz presented in the previous section
- A student sample of the summative assessment presented in the previous section.
- A student sample of a formative assessment activity used during instruction (journal entries, exit tickets, etc....)

## **IV. Mathematics Resources**

### **Materials used to implement the mathematics curriculum, CCSS-M**

These are possible resources that assist in the implementation of the CCSS-M. Included are suggested readings, free websites, and other recommended resources used to develop rich tasks, lessons, and/or units of study.

The **Mathematics Resource** section of the Honors Portfolio for Mathematics can be used to develop rich tasks, lessons, and/or units of study. Although this is not exhaustive list, these recommended resources provide options for implementing the CCSS-M.



### **Mathematics Resources:**

- “Implementing Standards Based Mathematics Instruction”; Stein, Smith, Henningsen, Silver; NCTM and Teachers College Press, 2000.
- “Developing Mathematically Promising Students”; NCTM, 2006
- “Using the Common Core State Standards for Mathematics with Gifted and Advanced Learners”; Johnsen and Sheffield; NAGC, NCSM, and NCTM, 2013
- “Teaching Secondary School Mathematics: Techniques and Enrichment Units”; Posamentier and Stepelman; Merrill Publishing Company, 1990
- “Non-Euclidean Adventures on the Lenart Sphere”; Istvan Lenart; Key Curriculum Press, 1996
- “Principles and Standards for School Mathematics, Navigations Series”; NCTM, Grades 9-12, 2005

### **Websites of Interest:**

- NCTM Resources <http://www.nctm.org/>
  - Enriching Mathematics <http://nrich.maths.org/public>
  - Illustrative Mathematics <http://www.illustrativemathematics.org/standards/hs>
  - Shodor <http://www.shodor.org/>
  - Shell Centre <http://map.mathshell.org.uk/materials/>
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## **Science Education**

### **I. Curriculum Content**

#### **How is the honors level course adapted and differentiated for advanced learners?**

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

#### **How does the honors level curriculum support vertical alignment for college and career readiness?**

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for curriculum content considering vertical alignment for advanced learners (intentional reflection & philosophy)**

#### **The *Teacher Rationale* section of the Honors Course Portfolio for Science courses *must* include:**

- The teacher's explanation of content extensions selected for the course and listed in Section I.2- *Standards and Objectives*.
  - The teacher's explanation of additional topic objectives selected for the course and listed in Section I.2- *Standards and Objectives*.
  - Alignment to the corresponding Advanced Placement course and/or ACT Science College Readiness Standards. (See Section I.2 for links to web resources) For example:
    - Honors Biology might include the structure and function of cytoskeleton, cytosol, Golgi complex and endoplasmic reticulum as an extension to Clarifying Objective Bio.1.1.1. This recommendation is based on *Science College Board Standards for College Success* Objective LS.2.2 (p. 59) and AP Biology Essential Knowledge 4.A.2 (p. 82-83).
    - Honors Physics might include motion in a vertical as well as horizontal circle as an extension of Phy.1.2.5. This recommendation is based on *AP Physics Course Description*, objective I.E.1.d (p. 22).
    - Honors Earth/Environmental Science might include a unit on Astronomy based on
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ACT Science College Readiness Standards (*Connecting College Readiness Standards to the Classroom for Science Teachers*, p. 11).

International Baccalaureate (IB) Schools could also use IB curriculum in order to develop honors courses. If so, IB curriculum standards must be included in the portfolio.

## **2. Standards and objectives - how will the required standards and clarifying objectives be taught with extensions beyond the standard level for advanced learners?**

Honors Science Standards have as their foundation the Science Essential Standards of the NC Standard Course of Study for the appropriate course. Additions to and extensions of those standards beyond the standard level are needed in order to meet the needs of advanced learners and reflect the additional weighted credit for the course.

### **The *Standards and Objectives* section of the Honors Portfolio for Science courses *must* include:**

- A list of clarifying objectives with identified extensions.
  - Example: Honors Chemistry  
**Chm.2.2 Analyze chemical reactions in terms of quantities, product formation, and energy.**  
Chm.2.2.3 Analyze the law of conservation of matter and how it applies to various types of chemical equations (synthesis, decomposition, single replacement, double replacement and combustion) *Honors Extension to include balancing oxidation-reduction reactions.*
  
- A list of clarifying objectives added to the course for new topics. All new topics should be directly linked to existing Essential Standards for the course.
  - Example: Honors Earth/Environmental Science  
**EEn.1.1 Explain the Earth's role as a body in Space** *Added Clarifying Objectives:*  
EEn.1.1.5 Explain the currently accepted scientific theory for the origin of the universe.  
EEn.1.1.6 Analyze information collected using current technologies to explore the universe.

### **Resources:**

The ACT *Connecting College Readiness Standards to the Classroom For Science Teachers*:  
[http://www.act.org/standard/guides/act/pdf/ACT\\_Science.pdf](http://www.act.org/standard/guides/act/pdf/ACT_Science.pdf)

*Note: Honors courses are **not to be** AP courses, but should transition to advanced course work.*

AP Central Course Descriptions: <http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

- *Science College Board Standards for College Success<sup>TM</sup>*  
<http://professionals.collegeboard.com/profdownload/cbscs-science-standards-2009.pdf>
- Link to College Board AP Central Course Home Page Index:  
[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html)
- Direct links:
- [AP Biology Home Page](#)

- [AP Chemistry Home Page](#)
- [AP Environmental Science Home Page](#)
- [AP Physics B Home Page](#)
- AP Central Teacher's Resources Search: [http://sitesearch.collegeboard.org/?q=\\* &tp=ap&ln=1](http://sitesearch.collegeboard.org/?q=* &tp=ap&ln=1)

### 3. Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)

#### The *Curriculum Plan* section of the Honors Portfolio for Science courses *must* include:

- An outline or overview of the course content identifying targeted objectives for specified time intervals (e.g., days, weeks, grading periods, etc.). Objectives may be organized in units of study with varying lengths.
- All objectives/topics listed as added or extended in Section I.2 – *Standards and Objectives*, clearly identified.
- Whether it is called a pacing guide, course syllabus, course scope and sequence, or curriculum map, it serves as evidence that the honors course accelerates the pace and content of the standard level course in keeping with the additional quality point credit that the course awards.

## **II. Instructional Materials and Methods**

### **How is the honors level course taught?**

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### **Honors Level Course Portfolio Evidence must include:**

1. **Teacher rationale for instructional materials and methods for advanced learners**

**The *Teacher Rationale for Instructional Materials and Methods* section of the Honors Portfolio for Science courses *must include:***

- A reflective narrative explaining the choice of instructional materials and methods utilized in the honors course with particular focus on the differentiated content objectives:
  - Instructional materials (e.g., texts, virtual labs, instrumentation, technologies, etc.)
  - Instructional strategies (e.g., laboratory work, curriculum compacting, flexible grouping, product choices, tiered assignments, learning stations, independent study, project-based learning, problem-solving opportunities, learning contracts, etc.)
- Specific references linking the content objectives to the items listed in the following section (II.2). Explain how their use supports differentiation for advanced learners resulting in greater depth and complexity.

**2. Instructional materials and methods (instructional resources, methods, strategies, equipment, and technology)**

**The *Instructional Materials and Methods* section of the Honors Portfolio for Science courses *must include:***

- A list of instructional materials used to differentiate the honors course.
- A list of instructional methods used to differentiate the honors course.
- References to units, lessons, and assignments submitted in the following section.

**3. Sample units, lesson(s), and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners**

**The *Sample Units, Lesson(s), and Assignments* section of the Honors Portfolio for Science courses *must include:***

- One instructional unit that includes either an additional topic or objective extensions listed in Section II.1-*Teacher Rationale* and Section II.2-*Standards and Objectives* of the portfolio.
  - Two additional sample lessons with assignments from *other extended objectives not included in the unit*. These lessons should utilize differentiated instructional materials and methods listed in Section II.2. Lessons should illustrate clear alignment of honors course content
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objective(s) with instructional resources/strategies and an explanation of differentiation from the standard level course.

#### 4. Student work samples

**The *Student Work Samples* section of the Honors Portfolio for Science courses *must* include:**

- Student work samples that exemplify alignment of advanced content standards with instruction and learning.
- Two or more student work samples from assignments that are a part of the instructional unit submitted in Section II.3- *Sample Units, Lesson(s), and Assignments*.
- Two or more student work samples for each of the two additional lessons submitted in Section II.3. Student work samples should highlight a variety of strategies and resources listed in Section II.2- *Instructional Materials and Methods*.

### **III. Assessment**

#### **How is the honors level course assessed?**

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for assessment practices for advanced learners**

**The *Teacher Rationale for Assessment Practices* section of the Honors Portfolio for Science courses should provide a reflective narrative explaining the teacher's choice of assessment practices and *must* include:**

- An explanation of course grading criteria listed in Section III.2 and how it is communicated to students.
  - An explanation of how laboratory work is assessed in the honors course.
  - The use of pre-assessment for mastery learning.
  - The use of formative assessment and how formative data is used to guide student learning and inform instructional practices. (See Section II.2 for a link to web resources)
  - An explanation of summative (graded) assessment types.
  - An explanation of how ongoing feedback between teacher and student is maintained throughout the course.
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## 2. Assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)

**The *Assessment Practices* section of the Honors Portfolio for Science *must* include:**

- Course grading criteria
- A list of non-graded assessment practices (e.g., pre-assessment, formative assessment, self- and peer-assessment)
- A list of summative assessment practices (e.g., quizzes, authentic/performance tasks with rubrics/scoring guides, written test item types: multiple choice, extended response questions, etc.)

**Resources:**

NC FALCON: <http://center.ncsu.edu/nc/login/index.php>

## 3. Assessment samples (pre-assessment, description of formative assessment, and summative assessment)

**The *Assessment Samples* section of the Honors Portfolio for Science should provide evidence of an advanced learning experience and *must* include:**

- For the instructional unit submitted in Section II.3- *Sample Units, Lesson(s), and Assignments*—submit a pre-assessment for the unit, a formative assessment plan within the unit, and summative assessment(s). These artifacts should identify the course objective(s) targeted and reference samples of students work submitted in Section III.4 – *Student Work Assessment Samples*.
- For the two objective extensions lessons submitted in Section II.3- *Sample Units, Lesson(s), and Assignments* – submit your plan for assessment of the lesson (formative and summative). These artifacts should identify the course objective(s) targeted and reference samples of student work submitted in Section III.4 – *Student Work Assessment Samples*.

## 4. Student work assessment samples

**The *Student Work Assessment Samples* section of the Honors Portfolio for Science *must* include:**

- The practices listed in Section III.2– *Assessment Practices*.
  - Grading for summative assessments or student feedback for formative assessments.
  - Three actual student work samples from each assessment sample submitted in Section III.3– *Assessment Samples*. The three samples should exemplify varied proficiency levels for the
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assignment.

- No student names. Please block out or remove student names so that they do not appear on any work samples you submit.

## **Social Studies Education**

### **I. Curriculum Content**

#### **How is the honors level course adapted and differentiated for advanced learners?**

There is evidence that the honors level course represents extension, acceleration and enrichment of the *North Carolina Standard Course of Study (Common Core State Standards for Mathematics and English/Language Arts and Literacy and North Carolina Essential Standards)* for the standard level course. Curriculum should indicate depth in rigor, accelerated pacing, complexity, challenges and creativity beyond the standard level course.

#### **How does the honors level curriculum support vertical alignment for college and career readiness?**

There is evidence that extensions, acceleration and enrichment are aligned with the *North Carolina Standard Course of Study* and/or other appropriate advanced courses of study.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for curriculum content considering vertical alignment for advanced learners (intentional reflection & philosophy)**

#### **The *Teacher Rationale* section of the Honors Portfolio for Social Studies courses must include:**

- The teacher’s detailed explanation of how the curriculum for the Honors course documented in this portfolio exceeds the expectations of a standard level course.
- The teacher’s detailed explanation of how they are using advanced level enduring understandings/generalizations that are scaffolded and are specific to the Honors level course of this portfolio and an explanation of how these enduring understandings/generalizations serve the academic needs of an advanced learner.
- The teacher’s detailed explanation of his/her selection of curriculum content extensions such as topics specifically addressed in this Honors Level Social Studies course and any case studies selected for the Honors course. *For example:*
  - An Honors American History course might include the case study of “*The Passing of*

*the Frontier: Did it have to happen in order to advance America politically and economically?”*

- A case study in history should bring together the two complementary attributes essential to historical comprehension: chronology and historical inquiry. The teacher’s explanation of the design of a case study should detail how the case study is constructed around one or more value tensions i.e., common wealth versus private wealth, law versus ethics, diversity versus unity, common good versus individual rights, freedom versus equality and isolation versus international involvement.

**If there is no standard level course the Teacher Rationale section of the Honors Portfolio for Social Studies courses must include the explanations outlined above as well as:**

- The teacher’s detailed explanation of how the curriculum content expectations of this Honors Level Social Studies course advance learning beyond the course discipline’s core principles.
- The teacher’s explanation of how the content seeks to reinforce or dispel disciplinary dogma, supporting or replacing it with insights and questions that seek to guide students to advanced level enduring understandings that are scaffolded and are specific to this Honors Level Social Studies course.

**2. Standards and objectives - how will the required standards and clarifying objectives be taught with extensions beyond the standard level for advanced learners?**

**The Standards and Objectives section of the Honors Portfolio for Social Studies courses must include:**

- A list or abstract outlining specific *objectives* or *clusters* from the Common Core Literacy Standards for History/Social Studies that will be strategic areas of focus or perhaps, will be strategically aligned or addressed within this Honors Level Social Studies course.
- The teacher’s detailed explanation of how the Common Core Literacy Standards for History/Social Studies documented in this portfolio exceeds the expectations of a standard level course.
- A list of any Essential Standards added to the course.
  - **For example:** A teacher teaching an Honors Civics and Economics course might want to add an Essential Standard (the broad goal) to the course which would have as its entire focus the ability to perform tasks that call for demonstration of their knowledge of the differences between social action and political action and ways to approach problems that confront society. Below is an example of an Essential Standard that a teacher might want to add:

***Teacher Added Essential Standard - CE.C&G.# Create innovative solutions for social and political problems and various ways to attain those solutions .***

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A possible way to see application of this particular Essential Standard might be in how students propose to deal with the problem of hunger. Through instruction the students would understand that social action might include working in a soup kitchen organized by a charitable organization while political action might include devising a government program to feed the hungry and acting to insure its adoption and public funding. (National standards for, 2010) In mastering the Essential Standard students should be able to ultimately come up with totally new and innovative ways to address and solve problems of hunger and include a plan of action for carrying out the solution(s).

**(Note:** *Keep in mind that when an Essential Standard is added the teacher must also develop clarifying objectives to address the standard that was added.*)

- A list of any Clarifying Objectives added to the course.
  - **For example:** A teacher teaching an Honors American History I course might want to add one or two Clarifying Objectives to an existing Essential Standard. Below is an example of a Clarifying Objective that a teacher might want to add to an already existing set of Clarifying Objectives. Notice the level of rigor that could be added to this entire standard with the choice of cognitive process for the additional objective.
    - **Essential Standard - AH1.H.6** Understand how and why the role of the United States in the world has changed over time.
      - **Clarifying Objective - AH1.H.6.1** Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction.
      - **Clarifying Objective - AH1.H.6.2** Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs.
      - **Teacher Added Clarifying Objective - AH1.H.6.3** *Evaluate the United States' involvement in the solutions to political or economic problems around the globe in terms of advantages and effectiveness.*

*Standard Course of Study and surpass the standards with greater independence and responsibility on the part of the learner. The emphasis is on the quality of the work expected rather than the quantity of work in alignment with the grade specific standard or the proficiency level is the target of the portfolio review.*

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**Resources:**

- (2010). *National standards for civics and government*. (p. 266). Calabasas: Center for Civic Education.
- AP Central Course Descriptions:  
<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>
- Link to AP Course Home Pages:  
[http://apcentral.collegeboard.com/apc/public/courses/teachers\\_corner/index.html](http://apcentral.collegeboard.com/apc/public/courses/teachers_corner/index.html)
- AP Central Teacher's Resources Search:  
[http://sitesearch.collegeboard.org/?q=\\* &tp=ap&lnd=1](http://sitesearch.collegeboard.org/?q=* &tp=ap&lnd=1)

**3. Curriculum Plan (pacing guides, course syllabus, scope & sequence, curriculum maps, etc.)****The Curriculum Plan section of the Honors Portfolio for Social Studies courses must include:**

- An abstract or overview of the course content, skills and understandings for this Honors Level Social Studies course.
- The semester or yearly *Unit Plan* outlining the concept-based units of study as well as the Clarifying Objectives and conceptual lens for each unit.
- The teacher's detailed explanation of the semester or yearly *Unit Plan* of how the "units" for this Honors Level Social Studies course exceed the expectations of a standard level course.
- Whether you call the *Curriculum Plan* a pacing guide, course syllabus, course scope and sequence, curriculum framework or curriculum map, it will serve as your evidence that this Honors Level Social Studies course documented in this portfolio accelerates the pace and content of the standard level course.

**(Note: Any evidence included in this portfolio to support the Curriculum Plan must clearly indicate how curriculum and instruction are differentiated for advanced learners.)**

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## **II. Instructional Materials and Methods**

### **How is the honors level course taught?**

- There is evidence of appropriate differentiation in instructional practices for advanced learners.
- There is evidence of instructional diversity of teaching strategies indicating complexity above the standard level course, which may include, but not be limited to:
  - teacher as a facilitator, coach and model,
  - student led learning and research,
  - student exchange of ideas,
  - project-based learning, problem-solving learning, and seminar style learning with a concentration of writing across all modalities
  - integration of other content areas with connections to real-world skills and context, and
  - use of higher level critical thinking skills and creativity for advanced learners.

### **Honors Level Course Portfolio Evidence must include:**

#### **1. Teacher rationale for instructional materials and methods for advanced learners**

### **The Teacher Rationale for Instructional Materials and Methods section of the Honors Portfolio for Social Studies courses must include:**

- A narrative explaining the choice of instructional materials and methods planned for the course. The narrative must include:
  - An explanation of the differentiated instructional practices for this Honors Level Social Studies course and why they are appropriate to use in teaching advanced learners.
  - The identification of the instructional materials that will be used in this Honors Level Social Studies course in order to meet the objectives listed in the *Curriculum Content* Section of the portfolio (e.g., texts, research studies, virtual experiences, technology, speakers, etc.)
  - A list of the types of instructional strategies that will be used in this Honors Level Social Studies course and an explanation of how these instructional strategies differentiate the instruction in this Honors Level Social Studies course from that of the standard level course.

### **The Teacher Rationale for Instructional Materials and Methods section of the Honors Portfolio for Social Studies courses may include:**

- Examples of data tools to determine students' approaches to learning, interests, skills, and
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knowledge to justify the instructional materials and methods used.

- Research used in making decisions about the instructional materials and methods detailed in this portfolio.

## 2. Instructional materials and methods (instructional resources, methods, strategies, equipment, and technology)

The **Instructional Materials and Methods** section of the Honors Portfolio for Social Studies courses must include:

- A list of instructional materials used to differentiate this Honors Level Social Studies course from the same course that might be given at the standard level.
- A list of instructional methods used to differentiate this Honors Level Social Studies course from the same course that might be given at the standard level.
- A list of instructional strategies that support differentiation for advanced learners and provide evidence to support the greater depth and complexity of the learning. **Some examples include:**
  - flexible grouping
  - product choices
  - tiered assignments
  - learning stations
  - independent study
  - project-based learning experiences
  - problem-solving opportunities
  - learning contracts
  - digital learning experiences
  - student shadowing professionals in fields connected to social studies disciplines
  - teacher partnering with instructors and faculty at local colleges and universities

***(Note: Evidences should reference units, lessons, performance tasks, and assignments that are detailed in the section immediately following this one entitled Sample units, lesson, and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners.)***

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### 3. Sample units, lesson(s), and assignments indicating connections to real-world skills, context and use of higher level critical thinking skills and creativity for advanced learners

The **Sample Units, Lesson(s), and Assignments** section of the Honors Portfolio for Social Studies courses must include:

- A completed concept-based unit **for one** of the units listed in the semester or yearly Unit Plan documented in the Curriculum Plan section of this portfolio.
- A sample lesson plan **for each** additional topic that has been listed in the *Teacher Rationale* and *Standards and Objective sections* of this portfolio.
- Assignments/learning experiences<sup>1</sup> that provide detailed description of the evidence from one or more of the instructional strategies you documented in the *Materials and Methods section* used to show differentiation for advanced learners. These assignments/learning experiences should provide detailed explanation of how they exceed the expectations of assignments that would be given in a standard level course.

### 4. Student work samples

The **Student Work Samples** section of the Honors Portfolio for Social Studies courses must include:

- One or more student work samples for the assignments/learning experiences submitted in the above *Sample Units, Lesson(s), and Assignments section*.
- One or more students work samples for each lesson plan submitted in the above *Sample Units, Lesson(s), and Assignments section*.
- One or more student work samples documenting student work in real world settings, if you have submitted evidence that students have participated in opportunities such as independent study, project-based learning, service learning opportunities, or shadowing professionals in fields connected to social studies disciplines.

*(Note: Student work samples reflect use of instructional materials and strategies for the advanced learner, learning contracts attached to the student work and how the work is assessed.)*

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### **III. Assessment**

#### **How is the honors level course assessed?**

- There is evidence that assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative and summative assessment.
- There is evidence of authentic assessments and ongoing student self- and peer- assessment to adjust and improve learning.

#### **Honors Level Course Portfolio Evidence must include:**

##### **1. Teacher rationale for assessment practices for advanced learners**

The ***Teacher Rationale for Assessment Practices*** section of the Honors Portfolio for Social Studies courses should provide a reflective narrative explaining the teacher's choice of assessment practices and must include:

- The teacher's detailed explanation of how pre-assessment is used to determine prior knowledge of advanced learners.
- The teacher's detailed explanation of how the assessment practices documented in this portfolio address the standards and measure student mastery.
- The teacher's detailed explanation of how the performance tasks documented in the *Instructional Materials and Methods* section of this portfolio are used in this Honors Level Social Studies course.
- The teacher's detailed explanation of how criteria are communicated to the students prior to the assessment.
- The teacher's detailed explanation of how the assessment data is used to guide student learning and inform instructional practices.
- The teacher's detailed explanation of how you incorporate ongoing feedback through the use of formative and summative assessment.

##### **2. Assessment practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment)**

The ***Assessment Practices*** section of the Honors Portfolio for Social Studies must include:

- *The teacher's detailed explanation of how the assessment practices documented in this portfolio provide ongoing feedback to both the teacher and the advanced learner throughout*
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*the entire course with evidence of differentiated instruction based on feedback.*

- The teacher's detailed explanation should also answer the following questions:
  - How are your students graded in this Honors Level Social Studies course?
  - How are pre-assessment or diagnostic assessments used before instruction?
  - How is formative assessment used in the daily instruction?
  - How are authentic and performance assessments/performance tasks used in this Honors Level Social Studies course?
  - How are student self-assessment and peer-assessment used in this Honors Level Social Studies course?
  - How are rubrics and scoring guides used in this Honors Level Social Studies course?

### 3. Assessment samples (pre-assessment, description of formative assessment, and summative assessment)

The ***Assessment Samples*** section of the Honors Portfolio for Social Studies should provide proof of an advanced learning experience and must include:

- Sample assessments for the practices listed above in the *Assessment Practices* section.
- This portfolio should include evidence of **at least one** sample Formative Assessment Plan and at **least two different types** of summative assessments aligned to the content standards.
- Sample pre-assessments used to compact the curriculum and assessments that address different learning styles or provide choices for advanced learners.

### 4. Student work assessment samples

The ***Student Work Assessment Samples*** section of the Honors Portfolio for Social Studies must include the following:

Samples of actual student assessment work. Remember to remove or block out the names of students so that they do not appear on any work samples you submit. These samples should be based on the practices listed in the previous section above documenting *Assessment Samples* and include:

- Two to three actual student assessments for the practices that were listed in the *Assessment Practices* section of this portfolio.
  - One to two actual performance tasks completed by a student(s). (Remember to include the rubric used to score.)
  - Two to three pre-assessments performed by a student(s).
  - Two to three samples of student work that show learning based on the evidence collected
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and documented as indicated in the Formative Assessment Plan. The student samples should include the descriptive feedback provided by the teacher.

**Resources:**

- NC Falcon:  
<http://center.ncsu.edu/nc/login/index.php>

## **World Languages Education (Classical Languages, Dual & Heritage Languages, Modern Languages)**

### **Honors Courses at Level III and above in World Languages**

State Board of Education Policy [GCS-L-004](#) states that students receive weighted (honors) credit for any courses that fall into one of seven categories:

Category 2. “Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and **foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category (1 point).**”

This policy aligns with the proficiency-based *NC World Language Essential Standards* (2010) and NC Course Coding Structure. Students who continue their study of language into Levels III - VIII are increasing their proficiency levels in the communication modes by applying the language skills and cultural understandings they have built in previous study or levels in increasingly sophisticated, complex, and challenging ways. Thus, Levels III – VIII World Language courses are inherently honors level courses and are only available for weighted (honors) credit.

Note: The goals and objectives for Levels I and II World Language Courses are not written at the honors level. These courses are the beginning levels of world language instruction and honors designation would be inappropriate; therefore, these levels do not carry weighted credit.

Heritage Language courses Levels I and II, formerly Spanish for Native Speakers Levels I and II, are designed to provide the literacy skills development that heritage and/or immersion speakers require in order for them to be successful in an upper level world language course. A student completing the HL Level II course can then enter a Modern Language Level IV or Advanced Placement course. The objectives for Heritage Language II, which is the equivalent of a Modern Language Level III as a world language, are written at the honors level; therefore, this course is also approved in the standards document as an honors course.

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## **Inherently Advanced Courses are Exempt from the Honors Review Process**

According to the *North Carolina Honors Level Course Rubric Framework*, approved by the State Board in July 2012, “Inherently Advanced/Inherently Honors Courses” are exempt from the honors review process.

“Inherently advanced” courses include courses such as Pre-calculus, World Languages Levels III & IV, Advanced Placement (AP)/International Baccalaureate (IB), higher proficiency levels for Arts Education and Career and Technical Education Courses and Non-AP/IB Calculus.

These courses are developed at rigorous advanced levels which follow the best practices listed in the NC Honors Implementation Guide and the Honors Level Course Rubric.

## **Implementation Timeline**

This document serves as the implementation timeline of the Honors Level Course Rubric, Honors Level Course Implementation Guide and the Honors Level Course Review Process (Multi-year implementation 35-40 LEAs per year)

**2012-2013 - Transition Year for all LEAs with support and training offered by NCDPI to understand the new Honors Level Course Rubric and Honors Level Course Implementation Guide** (No review process for LEAs will occur this year)

Fall/Winter:

- Honors Level Course Framework Implementation Guide will be developed by the Honors Team and Curriculum Content Areas.
- Vetting to occur both internally with NCDPI and externally from the field including Institutes of Higher Education

Spring:

- Honors Level Course exemplars will be developed from the field to provide examples during the professional development.
  - Professional Development will be offered in three centralized locations of NC (east, central and west) to help LEAs understand the new Honors Level Course Rubric, Honors Level Course Implementation Guide and the Honors Level Course Portfolio Review process.
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- Random selection and notification of the first review group (one-third of the LEAs, approximately 35 LEAs) who will undergo the review process in 2013-2014.

**2013-2014 – Implementation of the new Honors Level Course Rubric, Honors Level Course Implementation Guide and Honors Level Course Portfolio Review process:**

Winter:

- Portfolio review process of the participants selected. Possible have content experts to conduct the initial review and prioritize LEAs who need support from NCDPI to meet the criteria in the Honors Level Course Rubric
- Feedback provided to the LEAs

Spring:

- Follow up support given by NCDPI Content Consultants to high priority LEAs to assist in meeting the Honors Level Course Rubric
- Random selection and notification of the second review group to undergo the review process in 2014-2015

**2014-2015 – Second Group of LEAs to Undergo Honors Level Course Portfolio Review and Feedback Process**

Winter:

- Portfolio review process of the participants selected. Possible have content experts to conduct the initial review and prioritize LEAs who need support from NCDPI to meet the criteria in the Honors Level Course Rubric
- Feedback provided to the LEAs

Spring:

- Follow up support given by NCDPI Content Consultants to high priority LEAs to assist in meeting the Honors Level Course Rubric
  - Random selection and notification of the final review group to undergo the review process in 2015-2016
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## **2015-2016 – Final Group of LEAs to Undergo Honors Level Course Portfolio Review and Feedback Process**

Winter:

- Portfolio review process of the participants selected. Possible have content experts to conduct the initial review and prioritize LEAs who need support from NCDPI to meet the criteria in the Honors Level Course Rubric
- Feedback provided to the LEAs

Spring:

- Follow up support given by NCDPI Content Consultants to high priority LEAs to assist in meeting the Honors Level Course Rubric



## Glossary of Terms

The terminology listed will be developed and changed as needed with feedback from and in partnership with Local Education Agencies.

**Advanced Learner** – is a student who demonstrates the need for a differentiated education at a more advanced level. Some advanced learners may also be identified as academically and/or intellectually gifted.

**Curriculum Plan** – is a plan for the course content which may include items such as honors level course outline, course syllabus, scope & sequence, pacing guide, curriculum maps, etc.

**Evidences** – are artifacts that teachers or Local Education Agencies may submit as part of the North Carolina Honors Level Course Portfolio which demonstrates that the honors level course meets the honors rubric criteria such as course syllabus, sample lesson plans, teacher’s rationale, assessment samples, grading practices, etc.

**Honors Level Course Rubric Portfolio** –The portfolio is the compilation of evidence supporting the review process to assure the honors level course is developed and implemented to meet the needs of advanced learners and meets the recommended criteria set forth in the North Carolina Honors Level Course Framework. Previously, the term in the former rubric was the Curriculum Guide.

**Inherently Advanced/Inherently Honors Courses** – are exempt from this review process. These “inherently advanced” courses include courses such as Pre-calculus, World Languages Levels III & IV, Advanced Placement (AP)/International Baccalaureate (IB), higher proficiency levels for Arts Education and Career and Technical Education Courses and Non-AP/IB Calculus. These courses are developed at rigorous advanced levels which follow the best practices listed in the NC Honors Implementation Guide and the Honors Level Course Rubric.

**North Carolina Standard Course of Study** – curriculum standards adopted by the NC State Board of Education; Common Core State Standards for Mathematics and English/Language Arts and Literacy, and NC Essential Standards for all other content areas beginning in the 2012-2013 school year.

**Pre-Assessment** – is a strategy to determine what students already know and understand regarding a set of standards and/or instructional goals before instruction begins. Pre-assessment is critical for advanced learners to ensure they are engaged with learning at the appropriate level and with the appropriate content.

**Will add additional terms that are needed from internal and external vetting process**

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### **INHERENTLY HONORS LEVEL COURSES:**

According to the *North Carolina Honors Level Course Rubric Framework*, approved by the State Board in July 2012, “Inherently Advanced/Inherently Honors Courses” are exempt from the honors review process.

“Inherently advanced” courses include courses such as Pre-calculus, World Languages Levels III & IV, Advanced Placement (AP)/International Baccalaureate (IB), higher proficiency levels for Arts Education and Career and Technical Education Courses and Non-AP/IB Calculus.

These courses are developed at rigorous advanced levels which follow the best practices listed in the NC Honors Implementation Guide and the Honors Level Course Rubric.

**Will obtain a list of appropriate courses from each content area during the vetting process**



**Notes:**

