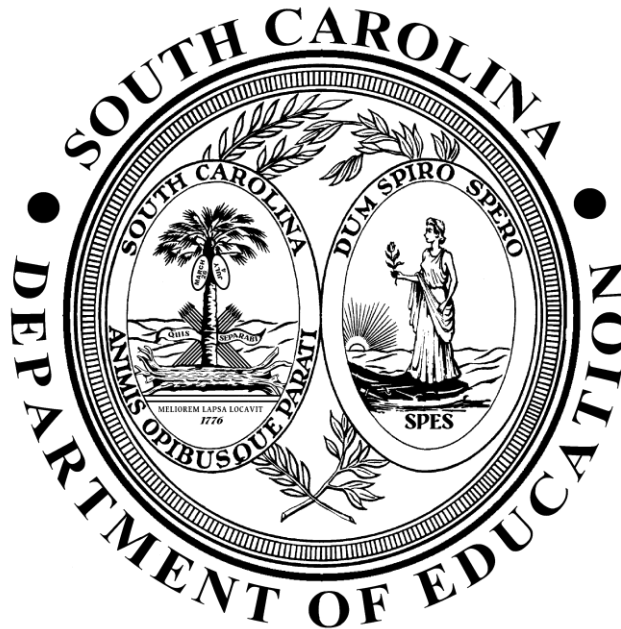


**STATE OF SOUTH CAROLINA**  
**DEPARTMENT OF EDUCATION**

**MOLLY M. SPEARMAN**  
*STATE SUPERINTENDENT OF EDUCATION*  
*SECRETARY TO THE STATE BOARD OF EDUCATION*



**Appendix A**  
**South Carolina**  
**Honors Framework**  
**Implementation Guide**

**South Carolina State Board of Education**

**April 11, 2017**

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## Contents

Introduction.....	5
Definition of Honors Level Courses.....	5
SCDE Uniform Grading Policy (UGP).....	5
Purpose of the South Carolina Honors Level Framework.....	6
South Carolina Honors Framework.....	8
I.    Course Content.....	8
1.    How has the course content been adapted for advanced learners?.....	8
2.    How does the honors level curriculum extend personalized student learning and allow for an environment in which students are self-directed and take ownership of their learning?.....	8
3.    Is there Honors Level Course Content Evidence?.....	8
II.   Instructional Methods and Materials.....	9
1.    What instructional methods and materials will be used?.....	9
2.    Honors Level Course Instructional Methods & Materials Evidence:.....	9
III.  Assessment.....	10
1.    How is the Honors Level Course Assessed?.....	10
2.    Honors Level Course Assessment Evidence:.....	10
South Carolina Honors Level Course Checklist.....	11
REQUIRED SIGNATURE/TITLE.....	12
Content Area Instruction Guides.....	13
CAREER AND TECHNICAL EDUCATION.....	14
I.    Course Content.....	14
1.    How has the course content been adapted for advanced learners?.....	14
2.    How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ?.....	14
3.    Honors Level Course Application Evidence must include:.....	14
II.   Instructional Materials and Methods.....	15
1.    How is the honors level course taught?.....	15
2.    Honors Level Course Application Evidence must include:.....	15
III.  Assessment.....	17
1.    How is the honors level course assessed?.....	17
2.    Honors Level Course Application Evidence must include:.....	17

ENGLISH / LANGUAGE ARTS EDUCATION.....	19
I. Course Content.....	19
1. How is the course content been adapted for advanced learners? .....	19
2. How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ? .....	19
3. Honors Level Course Application Evidence must include:.....	19
II. Instructional Materials and Methods.....	20
1. How is the honors level course taught? .....	20
2. Honors Level Course Application Evidence must include:.....	20
III. Assessment .....	21
1. How is the honors level course assessed? .....	21
2. Honors Level Course Application Evidence must include:.....	21
MATHEMATICS EDUCATION.....	24
I. Course Content.....	24
1. How is the course content been adapted for advanced learners? .....	24
2. How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ? .....	24
3. Honors Level Course Application Evidence must include:.....	24
II. Instructional Materials and Methods.....	25
1. How is the honors level course taught? .....	25
2. Honors Level Course Application Evidence must include:.....	25
III. Assessment .....	26
1. How is the honors level course assessed? .....	26
2. Honors Level Course Application Evidence must include:.....	26
SCIENCE EDUCATION.....	28
I. Course Content.....	28
1. How is the course content been adapted for advanced learners? .....	28
2. How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ? .....	28
3. Honors Level Course Application Evidence must include:.....	28
II. Instructional Materials and Methods.....	29
1. How is the honors level course taught? .....	29
2. Honors Level Course Application Evidence must include:.....	29
III. Assessment.....	30

1.	How is the honors level course assessed? .....	30
2.	Honors Level Course Application Evidence must include:.....	30
SOCIAL STUDIES EDUCATION .....		32
I.	Course Content.....	32
1.	How is the course content been adapted for advanced learners? .....	32
2.	How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ? .....	32
3.	Honors Level Course Application Evidence must include:.....	32
II.	Instructional Materials and Methods.....	33
1.	How is the honors level course taught? .....	33
2.	Honors Level Course Application Evidence must include:.....	33
III.	Assessment .....	34
1.	How is the honors level course assessed? .....	34
2.	Honors Level Course Application Evidence must include:.....	35
VISUAL AND PERFORMING ARTS EDUCATION .....		37
I.	Course Content.....	37
1.	How has the course content been adapted for advanced learners?.....	37
2.	How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ? .....	37
3.	Honors Level Course Application/Audition Evidence must include: .....	37
II.	Instructional Materials and Methods.....	38
1.	How is the honors level course taught? .....	38
2.	Honors Level Course Application/Audition Evidence must include: .....	38
III.	Assessment .....	39
1.	How is the honors level course assessed? .....	39
2.	Honors Level Course Application/Audition Evidence must include: .....	39
WORLD LANGUAGE EDUCATION .....		41
I.	Course Content.....	41
1.	How has the course content been adapted for advanced learners?.....	41
2.	How does the honors level course content support the expectations of the <i>Profile of the South Carolina Graduate</i> ? .....	41
3.	Honors Level Course Application Evidence must include:.....	41
II.	Instructional Materials and Methods.....	42
1.	How is the honors level course taught? .....	42

2.	Honors Level Course Application/Audition Evidence must include: .....	42
III.	Assessment .....	43
1.	How is the honors level course assessed? .....	43
2.	Honors Level Course Application/Audition Evidence must include: .....	44

## Introduction

This South Carolina Honors Framework Implementation Guide “*SC Honors Framework*” has been developed by Honors, Advanced Placement (AP), and International Baccalaureate (IB) teachers in South Carolina. This guide includes:

- Definition of Honors Level Courses;
- South Carolina Department of Education (SCDE) Policies related to honors level coursework;
- Honors Level Course Application;
- Honors Level Course Framework;
- Application Checklist;
- Content Area Guides:
  - Visual and Performing Arts Education,
  - Career and Technical Education,
  - English/Language Arts Education,
  - Mathematics Education,
  - Science Education,
  - Social Studies Education, and
  - World Languages Education.

## Definition of Honors Level Courses

Honors courses must be developed and implemented to:

- Provide depth in rigor, complexity, challenges, and creativity beyond the college preparatory (CP) level course as outlined in the *Profile of the South Carolina Graduate*.
- Be more challenging than CP level courses in order to foster growth for advanced learners.
- Offer a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, achievement, and interests.

## SCDE Uniform Grading Policy (UGP)

All new courses that are assigned honors weighting must meet the criteria in the *SC Honors Framework* beginning in 2017–18. The district should retain evidence that all new honors courses meet the criteria of the *SC Honors Framework* and provide such evidence as requested by the SCDE.

Students taking courses for high school credit in the middle school or junior high school grades levels may receive honors weighting when calculating the high school grade point average (GPA). If so, effective 2017–18, evidence must be retained by the district and presented to the SCDE upon request that these courses meet the criteria of the *SC Honors Framework* to ensure rigor and comparability across the state.

Beginning in 2017–18, the local board may approve new courses to receive honors weighting in all content areas except Physical Education. All new courses must be developed using the *SC Honors Framework* guidelines. It is the role of the local board to ensure that all elements in the framework are present when the course is taken for initial board approval. The district should retain evidence that the honors course framework was applied to the development of the course. Courses (and supporting evidence) may be audited by the SCDE in the desk audit and full accreditation audit cycles. It is recommended that previous courses approved for honors weighting before 2017–18 should be re-examined with the honors application criteria on a timeline that meets the district’s needs.

Districts may designate honors courses and give the assigned weighting under the following conditions:

- 1) There must be evidence that the honors-level course represents extension, acceleration, and enrichment of the South Carolina CP course of study. Curriculum should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the *Profile of the South Carolina Graduate*.
- 2) There must be evidence of appropriate differentiation in instructional practices for advanced learners that will enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate*.
- 3) There must be evidence that purposeful assessment practices align with the honors level curriculum and instructional best practices include pre-assessment, formative assessment, and summative assessment.

One half of a quality point (.5) is added to the College Preparatory (CP) weighting for honors courses that meet the three criteria listed above.

These criteria apply to all honors courses, including those offered online and in other nontraditional settings.

### **Purpose of the South Carolina Honors Level Framework**

With the adoption of 2017 UGP, the SCDE made the decision to support the request of stakeholders who were instrumental in the UGP revisions and create a uniform system for Local Education Agencies (LEA) to award honors credit for locally approved honors courses across the state. The new honors course application provides the detailed criteria required for LEAs to award honors weighting. Local school districts will be able to utilize this system to assure that the courses approved for honors weighting will be developed, implemented, and assessed for advanced learners in South Carolina and uphold the integrity of true honors level coursework. All courses will be aligned to South Carolina state standards and are subject for review prior to final approval. The course content, methods, and assessments should indicate depth in rigor, complexity, challenges, and creativity beyond the CP level course as outlined in the *Profile of the South Carolina Graduate*.

South Carolina Honors Framework Implementation Guide

April 11, 2017

Page 6

The following evidence is required:

- Honors Level Course Application Checklist
- Honors Level Course Assurances
  - This tool will determine if all areas of the course have been planned at the honors level

General Consideration of the following must be made:

- The curriculum guide should be outlined with the following:
  - Course description;
  - South Carolina state standard alignment;
  - Key concepts;
  - Expectations at the honors level of performance;
  - Pacing guides with examples of assignments, time tables, and deadlines assessments, rubrics, grading practices; and
  - Instructional materials needed to successfully complete the coursework.
- Teachers must be credentialed in the area of instruction and be prepared to teach advanced learners through multiple instructional methods per district/home school association policy.

## South Carolina Honors Framework

### I. Course Content

1. How has the course content been adapted for advanced learners?

Is there evidence of learning and enrichment opportunities that extend beyond the CP coursework and is aligned to the South Carolina state standards? The honors level curriculum should indicate depth in rigor, complexity, challenges, and creativity as outlined in the *Profile of the South Carolina Graduate*.

2. How does the honors level curriculum extend personalized student learning and allow for an environment in which students are self-directed and take ownership of their learning?

Is there evidence that extensions and enrichment are aligned with the *Profile of the South Carolina Graduate*, South Carolina state standards, and any appropriate advanced coursework?

3. Is there Honors Level Course Content Evidence?

Evidence for the Honors Level Course includes:

- Rationale for course development.
- Alignment of standards and objectives (development of standards if necessary).
- Course Outline and Plan.
- Student work, interest surveys, and data (trend, longitudinal, SLO, etc.).

<b>ADMINISTRATION USE ONLY: COURSE CONTENT</b>	<b>MET</b>	<b>NOT MET</b>
1. ADAPTED AND DIFFERENTIATED		
2. ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS		
3. EVIDENCE OF EXTENSIONS AND ENRICHMENT		

## II. *Instructional Methods and Materials*

### 1. What instructional methods and materials will be used?

Is there evidence of appropriate differentiation in instructional practices for advanced learners? Differentiated instructional strategies that enhance the delivery of instruction while strengthening the components outlined in the *Profile of the South Carolina Graduate* may include, but not limited to:

- Varied texts and supplemental materials,
- Technology to enhance instruction,
- Adaptive digital content,
- Targeted differentiated small group/individualized instruction,
- Group investigation,
- Personalized learning plans,
- Curriculum Compacting,
- Scaffolded tasks,
- Independent learning contracts,
- Higher level questioning and answering, and
- Student-initiated project design.

Differentiation resulting in complexity beyond the CP level course may include, but is not limited to:

- Student-initiated research,
- Student collaboration and engagement,
- Project-based learning,
- Problem-solving and critical thinking,
- Seminar methods to include the incorporation of writing,
- Connections to world-class skills, characteristics, and context, and
- Creativity and innovation.

### 2. Honors Level Course Instructional Methods & Materials Evidence:

- Rationale for instructional methods and materials
- Instructional materials and methods
- Sample units, lessons, and assignments
- Student work samples
- Anecdotal data

<b>ADMINISTRATION USE ONLY: INSTRUCTIONAL METHODS AND MATERIALS</b>	<b>MET</b>	<b>NOT MET</b>
1. ACCEPTABLE METHODS AND MATERIALS		
2. HONORS LEVEL COURSE EVIDENCE		

### *III. Assessment*

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

Is there evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum? Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.

#### 2. Honors Level Course Assessment Evidence:

- Rationale for assessment practices;
- Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable);
- Assessment samples (pre-assessment, description of formative assessment, and summative assessment when applicable); and
- Student self- and peer-assessments.

<b>ADMINISTRATION USE ONLY: ASSESSMENT</b>	<b>MET</b>	<b>NOT MET</b>
1. HONORS ASSESSMENTS (ALIGNED TO HONORS CURRICULUM)		
2. HONORS LEVEL COURSE EVIDENCE		

**South Carolina Honors Level Course Checklist**

<b>MUST INCLUDE:</b>	<b>INCLUDED</b>
TEACHER NAME	
COURSE TITLE	
COURSE DESCRIPTION	
DOCUMENTATION OF LOCAL APPROVAL (SIGNATURES)	

<b>Course Content Evidence MUST INCLUDE:</b>	<b>INCLUDED</b>
RATIONALE FOR COURSE DEVELOPMENT	
ALIGNMENT TO SOUTH CAROLINA STATE STANDARDS (COMPILATION OF STANDARDS IF NECESSARY)	
CURRICULUM GUIDE (PACING, SYLLABUS, AND SCOPE AND SEQUENCE)	
STUDENT WORK AND DATA	

<b>Instructional Methods and Materials Evidence MUST INCLUDE:</b>	<b>INCLUDED</b>
RATIONALE FOR METHODS AND MATERIALS	
INSTRUCTIONAL MATERIALS AND METHODS	
SAMPLE UNITS OF STUDY, LESSONS, AND ASSIGNMENTS	
STUDENT WORK SAMPLES	
ANECTDOTAL DATA	

<b>Assessment Evidence MUST INCLUDE:</b>	<b>INCLUDED</b>
RATIONALE FOR ASSESSMENT PRACTICES	
ASSESSMENT TOOLS	
ASSESSMENT SAMPLES (PRE-ASSESSMENT, FORMATIVE ASSESSMENT, AND SUMMATIVE ASSESSMENT)	

**REQUIRED SIGNATURE/TITLE**

- I. \_\_\_\_\_ Date \_\_\_\_\_  
Teacher
- II. \_\_\_\_\_ Date \_\_\_\_\_  
Principal
- III. \_\_\_\_\_ Date \_\_\_\_\_  
District Superintendent
- IV. \_\_\_\_\_ Date \_\_\_\_\_  
Chairperson of Board of Education

## **Content Area Instruction Guides**

The purpose of this document is to guide teachers as they prepare to successfully teach advanced learners at the honors level. Content area teachers will need to develop honors courses based on the South Carolina state standards. The curriculum, methods, and assessments should indicate depth of rigor, complexity, challenges, and creativity beyond the CP level course.

The material included in each of the content areas should be used as the basic components required in the developmental process. The South Carolina state standards must be used as the framework and teachers should build upon these to insure that the integrity of the honors level expectation is maintained.

The following outlines frameworks for these subject areas:

- Career and Technology Education,
- English / Language Arts Education,
- Mathematics Education,
- Science Education,
- Social Studies Education, and
- Visual and Performing Arts Education.

## CAREER AND TECHNICAL EDUCATION

### *I. Course Content*

#### 1. How has the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the South Carolina State Standards in Career and Technical Education (CATE) CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with the *Profile of the South Carolina Graduate* and South Carolina State Standards for Career and Technical Education.

#### 3. Honors Level Course Application Evidence must include:

##### A. Course Content Rationale

Course must include:

- An explanation of the course content extensions, expanded topics, and skill-related objectives selected for the course as it relates to the South Carolina CATE Standards and the *Profile of the South Carolina Graduate*.
- Teacher's plans and expectations for student autonomy with topic selection and work.
- Evidence of vertical alignment to post-secondary and/or industry recognized.
- Standards and credentials (when applicable).
- Evidence that it is project-based.

##### B. Standards and objectives – How will South Carolina's required standards and objectives be taught beyond the CP level for advanced learners?

Course must include:

Standards and objectives must provide greater depth of knowledge and skills to ensure the extension of state standards. The following are examples of acceptable evidence:

- Student demonstration of higher order thinking skills and creativity.
- Use of Industry Recognized Certification guidelines.
- Objectives that would serve as pre-requisites for post-secondary academic opportunities that do not come from the course progression.

- C. Course Outline and Curriculum Plan: The course outline and curriculum plan serve as evidence that the course work is aligned to South Carolina state standards and extends learning opportunities for the advanced learner.

Course must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.
- Evidence that relates to a career cluster sequence that is aligned to certification options and pathway completion.
- A course description and detailed information indicating how the course extends the expectations of CP level coursework.
- Rationale for the development of the course.

## *II. Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research,
  - Student collaboration and engagement,
  - Project-based learning,
  - Problem-solving and critical thinking,
  - Seminar methods to include the incorporation of writing,
  - Connections to world-class skills, characteristics, and context, and
  - Creativity and innovation.

### 2. Honors Level Course Application Evidence must include:

#### A. Rationale for instructional materials and methods

Course must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.
- Student data used to determine approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used. Instructional strategies that align to the appropriate level of the Standards and Objectives section.
- Vertical alignment to post-secondary and/or industry recognized standards/credential.

## B. Instructional materials and methods

Must include:

- Alignment to real world/industry based standards.
  - Online supplementary curriculum,
  - Applications, and
  - Pairing with a local business for work-based learning, opportunities for real world experiences using industry equipment and technology.
- The instructional materials needed to differentiate instruction for the advanced learner.
- The instructional strategies that will be implemented to ensure differentiation, greater depth, and complexity for the advanced learner.

## C. 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)

Course 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 world-class skills. Industry standards will be emphasized in all unit and lesson plans including certification requirements where applicable. Examples **may** include:
  - Career and Technology Student Organization (CTSO) community service projects,
  - Alignment of lesson objectives to industry/certification standards,
  - Alignment of lesson objectives to post-secondary course objectives,
  - Pairing students with local businesses to problem solve-solve and complete a portfolio documenting all parts of the process, and
  - Internships or apprenticeships.

## D. Student work samples

Must include:

- Evidence that the student mastered the content beyond the CP level through the utilization of instructional materials and strategies for the advanced learner. Examples may include but are not limited to:
  - Student Applications (videos, websites, projects, etc.), and
  - Documented student work in real-world settings documentation.

### *III. Assessment*

#### 1. How is the honors level course assessed?

There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.

- Assessment practices align with the honors level curriculum and instructional best practices to include pre-assessment, formative, and summative-assessment.
- Assessments have depth in rigor, complexity, challenges, and creativity beyond the CP level course.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

#### 2. Honors Level Course Application Evidence must include:

##### A. Rationale for assessment practices

Must include:

- Alignment to the appropriate honors blueprint provided in the Standards and Objectives section.
- Student-centered assessments that focus on the independent approach and connect the advanced learner to career, college, and employability skills.
- Ongoing feedback based on pre-assessment, formative, and summative assessments.
- Use of industry recognized assessment practices for advanced learners vertically aligning to post-secondary and/or industry recognized standards/credentials.

##### B. Assessment tools (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessments when applicable)

Must include:

Evidence that assessment tools are being utilized to thoroughly match assessments to the Standards and Objectives being taught at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.

- Teacher's detailed explanation that answers the following:
  - How students' grades are calculated,
  - How formative assessment is used to guide the delivery of instruction,
  - How performance assessments and performance tasks are utilized, and
  - How appropriate rubrics and guides are utilized that provide real world and industry standard feedback.

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

Must include:

- A variety of assessment samples. Examples may include:
  - Formative assessment description,
  - Summative assessments created by the teacher measuring industry standards,
  - Sample assessment(s) that address different learning styles or provide various opportunities for advanced learners,
  - All teacher- created portfolio requirements and work-based learning contracts, and
  - Student self-assessments and peer-assessments.

D. Student work samples (remove all student names from work samples)

Must include the following:

- A variety of samples that provide proof of an advanced learning experience. Examples **may** include:
  - Industry recognized certification exams,
  - Student portfolios with teacher rubrics,
  - Student performance assessments which include real world scenarios, or a
  - Final project.

## ENGLISH / LANGUAGE ARTS EDUCATION

### I. Course Content

#### 1. How is the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the South Carolina State Standards in English Language Arts CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content. **Standards are taught as outlined in the English Language Arts state course progression.**

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with the *Profile of the South Carolina Graduate* and South Carolina State Standards for English Language Arts.

#### 3. Honors Level Course Application Evidence must include:

##### A. Course Content Rationale

Course must include:

- An explanation of the course content extensions, expanded topics, and skill-related objectives selected for the course aligning content to the South Carolina English Language Arts Standards and the Profile of the South Carolina Graduate.

##### B. Standards and Objectives – How will South Carolina’s required standards and objectives be taught beyond the CP level for advanced learners?

English standards are defined by the South Carolina state standards and expand learning so that greater independence and responsibility is placed on the advanced learner.

**Honors English courses are distinguished by the quality of work expected of the advanced learner.**

Course must include:

- Evidence that the South Carolina State Standards for English Language Arts are taught with extension and enrichment beyond the standard coursework.
- Rationale for the development of the course.

##### C. Course Outline and Curriculum Plan

The course outline and curriculum plan serve as evidence that the course work is aligned to South Carolina state standards and extends learning opportunities for the advanced

learner.

Course must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.
- Specific informational and literary texts that provide opportunities beyond that of the CP level course.

## *II. Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research;
  - Student collaboration and engagement;
  - Project-based learning;
  - Problem-solving and critical thinking;
  - Seminar methods to include the incorporation of writing;
  - Connections to world-class skills, characteristics, and context; and
  - Creativity and innovation.

### 2. Honors Level Course Application Evidence must include:

#### A. Rationale for instructional materials and methods

Must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.
- Student data used to determine approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used.

#### B. Instructional materials and methods

Must include:

- The instructional materials needed to differentiate instruction for the advanced learner.
- The instructional strategies that will be implemented to ensure differentiation, greater depth, and complexity for the advanced learner.

C. Sample unit, lesson(s), and assignments indicating connections to college and career readiness skills, context, and use of critical thinking skills and creativity for advanced learners

Must include:

- Sample unit(s), lesson(s), and performance task(s) that exceed the learning expectations and assignments of the CP level course. Examples include:
  - Extending assigned tasks by integrating standards aligned to the South Carolina state standards;
  - The use of increasingly complex texts;
  - Companion texts; and
  - Text-dependent formative assessments which require high level reasoning, evaluating, and synthesizing using multiple texts.

D. Student work samples

Must include:

- Evidence that the student mastered the content beyond the CP level through the utilization of instructional materials and strategies for the advanced learner.
  - Student writing samples (research papers, projects, critiques, self-reflections, audio, visual, and/or performance tasks); and
  - Final student portfolios (digital, traditional, process or product oriented).
- Student work samples completed for the assignments and learning outcomes evident in the above Sample Units.
- Standards, desired outcomes, and lesson plans attached to student work.

*III. Assessment*

1. How is the honors level course assessed?

- There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

2. Honors Level Course Application Evidence must include:

A. Rationale for assessment practices

Must include:

- A reflective narrative.
  - Appropriate assessment practices that align to honors coursework outlined in the Standards and Objectives section;
  - Student-centered assessment practices which focus on individualized learning and

- assists in the connection to career, college, and community readiness; and
- On-going data collection and analysis through the utilization of pre-assessment, formative, and/or summative assessments with correlation to specific needs from the English Language Arts content area.

B. Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)

Must include:

- Evidence that assessment tools are being utilized to thoroughly match assessments to the Standards and Objectives being taught at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.
- Teacher’s detailed explanation that answers the following:
  - How students’ grades are calculated,
  - How formative assessment is used to guide the delivery of instruction,
  - How performance assessments and performance tasks are utilized, and
  - How appropriate rubrics and guides are utilized.

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

Must include:

- Sample of assessments used in the Assessment Tools section.
- Samples of formative and summative assessments.
- Sample pre-assessments used for diagnostic analysis and personalized learning opportunities.
- All teacher-created portfolio requirements.
- Student self-assessments and peer-assessments.

D. Student work assessment samples (Remove all student names from work samples)

**Must include:**

- Samples of actual student assessment work. **Student work assessment samples should be aligned to a unit or lesson(s) submitted with the Application and include:**
  - Completed student pre-assessment(s).
  - Completed student formative and summative assessment(s). (Include descriptive feedback provided by the teacher to the student based on assessment results.)
- Writing task(s) completed by a student(s). (Remember to include the rubric used to score student work.) Examples of student assessments as they were listed in the Assessment Tools section of the application. (Examples may include: performance rubrics, unit tests, or student writing samples.)
- Samples that show learning based on the evidence collected and documented such as exit slips, quizzes, or written reflections.

- Samples that prove mastery at the honors level.
- Student portfolios with teacher rubrics.
- Student performance exams.

## MATHEMATICS EDUCATION

### *I. Course Content*

#### 1. How is the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the South Carolina State Standards in Mathematics CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content. **Standards are taught as outlined in the Mathematics state course progression.**

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with South Carolina State Standards for Mathematics and the *Profile of the South Carolina Graduate*.

#### 3. Honors Level Course Application Evidence must include:

##### A. Course Content Rationale

Course must include:

An explanation of the course content extensions, expanded topics, and skill-related objectives selected for the course aligning content to the South Carolina Mathematics Standards and the Profile of the South Carolina Graduate.

##### B. Standards and Objectives – How will South Carolina’s required standards and objectives be taught beyond the CP level for advanced learners?

Mathematics standards are defined by the South Carolina State Standards for Mathematics and expand learning so that greater independence and responsibility is placed on the advanced learner. **Honors mathematics courses are distinguished by the quality of work expected of the advanced learner.**

Course must include:

- Evidence that the South Carolina State Standards for Mathematics are taught with extension and enrichment beyond the standard coursework.
- Rationale for the development of the course.

## C. Course Outline and Curriculum Plan

The course outline and curriculum plan serve as evidence that the course work is aligned to South Carolina state standards and extends learning opportunities for the advanced learner.

Course must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.

## II. *Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research;
  - Student collaboration and engagement;
  - Project-based learning;
  - Problem-solving and critical thinking;
  - Seminar methods to include the incorporation of writing;
  - Connections to world-class skills, characteristics, and context; and
  - Creativity and innovation.

### 2. Honors Level Course Application Evidence must include:

#### A. Rationale for instructional materials and methods

Must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.
- Student data illustrating students' approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used.

#### B. Instructional materials and methods

Must include:

- The instructional materials needed to differentiate instruction for the advanced learner.
- The instructional strategies that will be implemented to ensure differentiation, greater depth, and complexity for the advanced learner.

- Instructional plans which include the following:
    - Thorough outline from beginning to closure of the lesson(s),
    - Higher-level questions to be used throughout the lesson(s), and
    - Identification of mastery of content.
  - Required assignments.
- C. Sample unit, lesson(s), and assignments indicating connections to college and career readiness skills, context, and use of critical thinking skills and creativity for advanced learners

Must include:

- Sample unit(s), lesson(s), and performance task(s) that exceed the learning expectations and assignments of the CP level course. Examples include:
  - Extending assigned tasks by integrating standards aligned to the South Carolina state standards.

### *III. Assessment*

#### 1. How is the honors level course assessed?

- There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

#### 2. Honors Level Course Application Evidence must include:

##### A. Rationale for assessment practices

Must include:

- A reflective narrative.
  - Appropriate assessment practices that align to honors coursework outlined in the Standards and Objectives section.
  - Student-centered assessment practices which focus on individualized learning and assists in the connection to career, college, and community readiness.
  - On-going data collection and analysis through the utilization of pre-assessment, formative, and/or summative assessments with correlation to specific needs from the Mathematics content area.

##### B. Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)

Must include:

- Evidence that assessment tools are being utilized to thoroughly match assessments to the Standards and Objectives being taught at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.
- Teacher's detailed explanation that answers the following:
  - How students' grades are calculated
  - How formative assessment is used to guide the delivery of instruction
  - How performance assessments and performance tasks are utilized
  - How appropriate rubrics and guides are utilized

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

Must include:

- Sample of assessments used in the Assessment Tools section.
- Samples of formative and summative assessments.
- Sample pre-assessments used for diagnostic analysis and personalized learning opportunities.
- All teacher-created portfolio requirements.
- Student self-assessments and peer-assessments.

D. Student work assessment samples (Remove all student names from work samples)

Must include:

- Samples of actual student assessment work. **Student work assessment samples should be aligned to a unit or lesson(s) submitted with the application and include:**
  - Completed student pre-assessment(s), and
  - Completed student formative and summative assessment(s). (Include descriptive feedback provided by the teacher to the student based on assessment results.)
- Samples that show learning based on the evidence collected and documented such as exit slips, quizzes, or written reflections.
- Samples that prove mastery at the honors level.
- Student portfolios.
- Student performance exams.

## SCIENCE EDUCATION

### I. Course Content

#### 1. How is the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the South Carolina State Standards in Science CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with the *Profile of the South Carolina Graduate* and South Carolina State Science Standards.

#### 3. Honors Level Course Application Evidence must include:

##### A. Course Content Rationale

Course must include:

- An explanation of the course content extensions, expanded topics, and skill-related objectives selected for the course aligning content to the South Carolina Science Standards and the Profile of the South Carolina Graduate.

##### B. Standards and Objectives – How will South Carolina’s required standards and objectives be taught beyond the CP level for advanced learners?

Science standards are defined by the South Carolina state standards and expand learning so that greater independence and responsibility is placed on the advanced learner.

**Honors Science courses are distinguished by the quality of work expected of the advanced learner.**

Course must include:

- Evidence that the South Carolina State Standards for Science are taught with extension and enrichment beyond the standard coursework.
- Rationale for the development of the course.

##### C. Course Outline and Curriculum Plan

The course outline and curriculum plan serve as evidence that the course work is aligned to South Carolina state standards and extends learning opportunities for the advanced learner.

Course must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.

## *II. Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research;
  - Student collaboration and engagement;
  - Project-based learning;
  - Problem-solving and critical thinking;
  - Seminar methods to include the incorporation of writing;
  - Connections to world-class skills, characteristics, and context; and
  - Creativity and innovation.

### 2. Honors Level Course Application Evidence must include:

#### A. Rationale for instructional materials and methods

Must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.
- Student data illustrating approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used.

#### B. Instructional materials and methods

Must include:

- The instructional materials needed to differentiate instruction for the advanced learner.
- The instructional strategies that will be implemented to ensure differentiation, greater depth, and complexity for the advanced learner.

C. 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

Must include:

- Sample unit(s), lesson(s), and performance task(s) that exceed the learning expectations and assignments of the CP level course. Examples include:
  - Extending assigned tasks by integrating standards aligned to the South Carolina state standards.

D. Student work samples

Must include:

- Evidence that the student mastered the content beyond the CP level through the utilization of instructional materials and strategies for the advanced learner.
  - Student samples (research papers, projects, critiques, self-reflections, audio, visual, and/or performance tasks); and
  - Final student portfolios (digital, traditional, process or product oriented).
- Student work samples completed for the assignments and learning outcomes evident in the above Sample Units.
- Standards, desired outcomes, and lesson plans attached to student work.

### *III. Assessment*

1. How is the honors level course assessed?

- There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

2. Honors Level Course Application Evidence must include:

A. Rationale for assessment practices

Must include:

- A reflective narrative.
  - Appropriate assessment practices that align to honors coursework outlined in the Standards and Objectives section.
  - Student-centered assessment practices which focus on individualized learning and assists in the connection to career, college, and community readiness.
  - On-going data collection and analysis through the utilization of pre-assessment, formative, and/or summative assessments with correlation to specific needs from the Science content area.

B. Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)

Must include:

- Evidence that assessment tools are being utilized to thoroughly match assessments to the Standards and Objectives being taught at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.
- Teacher’s detailed explanation that answers the following:
  - How students’ grades are calculated;
  - How formative assessment is used to guide the delivery of instruction;
  - How performance assessments and performance tasks are utilized; and
  - How appropriate rubrics and guides are utilized.

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

Must include:

- Sample of assessments used in the Assessment Tools section.
- Samples of formative and summative assessments.
- Sample pre-assessments used for diagnostic analysis and personalized learning opportunities.
- All teacher-created portfolio requirements.
- Student self-assessments and peer-assessments.

D. Student work assessment samples (Remove all student names from work samples)

Must include:

- Samples of actual student assessment work. **Student work assessment samples should be aligned to a unit or lesson(s) submitted with the application and include:**
  - Completed student pre-assessment(s), and
  - Completed student formative and summative assessment(s). (Include descriptive feedback provided by the teacher to the student based on assessment results.)
- Samples that show learning based on the evidence collected and documented such as exit slips, quizzes, or written reflections.
- Samples that prove mastery at the honors level.
- Student portfolios with teacher rubrics.
- Student performance exams.

## SOCIAL STUDIES EDUCATION

### I. Course Content

#### 1. How is the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the South Carolina State Standards in Social Studies CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with the *Profile of the South Carolina Graduate* and South Carolina State Social Studies Standards.

#### 3. Honors Level Course Application Evidence must include:

##### A. Course Content Rationale

Course must include:

- An explanation of the course content extensions, expanded topics, and skill-related objectives selected for the course aligning content to the South Carolina Social Studies Standards and the Profile of the South Carolina Graduate.

**If there is no CP level course, the Course Content Rationale section of the Honors Application for Social Studies courses must include the explanations outlined above as well as:**

- An explanation of how the expectations of this honors level social studies course advance learning beyond the course discipline's core principles.

##### B. Standards and Objectives – How will South Carolina's required standards and objectives be taught beyond the CP level for advanced learners?

Social Studies standards are defined by the South Carolina state standards and expand learning so that greater independence and responsibility is placed on the advanced learner. **Honors Social Studies courses are distinguished by the quality of work expected of the advanced learner.**

Must include:

- Cover the designated South Carolina Social Studies Academic Standards, however, honors social studies courses should cover the material in greater complexity, novelty, acceleration and/or pacing, and reflect a defensible differentiated curriculum. These courses are distinguished by a difference in the complexity of the work

expected, not merely an increase in quantity.

### C. Course Outline and Curriculum Plan

The course outline and curriculum plan serve as evidence that the course work is aligned to South Carolina state standards and extends learning opportunities for the advanced learner.

Course must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.
- Specific informational and literary texts that provide opportunities beyond that of the CP level course.

## II. *Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research;
  - Student collaboration and engagement;
  - Project-based learning;
  - Problem-solving and critical thinking;
  - Seminar methods to include the incorporation of writing;
  - Connections to world-class skills, characteristics, and context; and
  - Creativity and innovation.

### 2. Honors Level Course Application Evidence must include:

#### A. Rationale for instructional materials and methods

Must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.
- Student data used to determine approaches to learning, interests, skills, and knowledge to justify the instructional materials and methods used.

## B. Instructional materials and methods

Must include:

- The instructional materials needed to differentiate instruction for the advanced learner.
- The instructional strategies that will be implemented to ensure differentiation, greater depth, and complexity for the advanced learner.

## C. 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

Must include:

- Sample unit(s), lesson(s), and performance task(s) that exceed the learning expectations and assignments of the CP level course. Examples include:
  - Extending assigned tasks by integrating standards aligned to the South Carolina state standards

## D. Student work samples

Must include:

- Evidence that the student mastered the content beyond the CP level through the utilization of instructional materials and strategies for the advanced learner.
  - Student writing samples (research papers, projects, critiques, self-reflections, audio, visual, and/or performance tasks); and
  - Final student portfolios (digital, traditional, process or product oriented).
- Student work samples completed for the assignments and learning outcomes evident in the above Sample Units.
- Standards, desired outcomes, and lesson plans attached to student work.

### *III. Assessment*

#### 1. How is the honors level course assessed?

- There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

2. Honors Level Course Application Evidence must include:

A. Rationale for assessment practice

Must include:

- A reflective narrative.
  - Appropriate assessment practices that align to honors coursework outlined in the Standards and Objectives section.
  - Student-centered assessment practices which focus on individualized learning and assists in the connection to career, college, and community readiness.
  - On-going data collection and analysis through the utilization of pre-assessment, formative, and/or summative assessments with correlation to specific needs from the Social Studies content area.

B. Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)

Must include:

- Evidence that assessment tools are being utilized to thoroughly match assessments to the Standards and Objectives being taught at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.
- Teacher's detailed explanation that answers the following:
  - How students' grades are calculated,
  - How formative assessment is used to guide the delivery of instruction,
  - How performance assessments and performance tasks are utilized, and
  - How appropriate rubrics and guides are utilized.

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

Must include:

- Sample of assessments used in the Assessment Tools section.
- Samples of formative and summative assessments.
- Sample pre-assessments used for diagnostic analysis and personalized learning opportunities.
- All teacher-created portfolio requirements.
- Student self-assessments and peer-assessments.

D. Student work assessment samples (Remove all student names from work samples)

Must include:

- Samples of actual student assessment work. **Student work assessment samples should be aligned to a unit or lesson(s) submitted with the application and include:**

- Completed student pre-assessment(s), and
- Completed student formative and summative assessment(s). (Include descriptive feedback provided by the teacher to the student based on assessment results.)
- Samples that show learning based on the evidence collected and documented such as exit slips, quizzes, or written reflections.
- Samples that prove mastery at the honors level.
- Student portfolios with teacher rubrics.
- Student performance exams.

## VISUAL AND PERFORMING ARTS EDUCATION

### I. Course Content

#### 1. How has the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and is aligned to the South Carolina State Standards in Visual and Performing Arts CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with the *Profile of the South Carolina Graduate* and South Carolina State Standards for Visual and Performing Arts.

#### 3. Honors Level Course Application/Audition Evidence must include:

##### A. Course Content Rationale

Courses must include:

- An explanation of the course content extensions, expanded topics, and skill-related objectives selected for the course aligning content to the South Carolina English Language Arts Standards and the Profile of the South Carolina Graduate.
- Teacher's expectation for student autonomy with topic selection and work.
- Evidence of vertical alignment to scaffold to prepare students for post-secondary course content.

##### B. Standards and Objectives – How will South Carolina's required standards and objectives be taught beyond the CP level for advanced learners?

Visual and Performing Arts Standards are defined by the South Carolina state standards and expand learning so that greater independence and responsibility is placed on the advanced learner. **Honors Visual and Performing Arts courses are distinguished by the quality of work expected of the advanced learner.**

Courses must include:

- Standards and objectives that provide greater depth of knowledge and skills to ensure the extension of state standards. The following are examples of acceptable evidence:
  - Acceleration to the next level which would align horizontally and/or vertically;
  - Student demonstration of higher order thinking skills;
  - Opportunities for internships, job shadowing, work-based learning, and community performance; and/or

- Objectives that would serve as pre-requisites for post-secondary course academic opportunities.

### C. Course Outline and Curriculum Plan

The course outline and curriculum plan serve as evidence that the course work is aligned to South Carolina state standards and extends learning opportunities for the advanced learner.

Courses must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.
- Rationale for the development of the course.

## II. *Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research;
  - Student collaboration and engagement;
  - Project-based learning;
  - Problem-solving and critical thinking;
  - Seminar methods to include the incorporation of writing;
  - Connections to world-class skills, characteristics, and context; and
  - Creativity and innovation.

### 2. Honors Level Course Application/Audition Evidence must include:

#### A. Rationale for instructional materials and methods

Must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.

#### B. Instructional materials and methods

Must include:

- Alignment to South Carolina Visual and Performing Arts Standards.

- Community performance opportunities.
- Opportunities for internships, job shadowing, and/or work-based learning, and
- Portfolios.

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

Must include:

- Sample units, lessons, and performance tasks that exceed the learning expectations and assignments given in a CP level course. Examples may include but are not limited to:
  - The alignment of the lesson objective to develop increasingly complex skills, materials, and techniques.
  - Assignments which allow the learner to develop a personal voice and choice in their subject matter.
  - A Critical response method that requires students to synthesize information from a given art form.

D. Student work samples

Must include:

- Evidence that the student mastered the content beyond the CP level through the utilization of instructional materials and strategies for the advanced learner. Examples may include but are not limited to:
  - Student created artwork,
  - Student writing samples (critiques, reflections, etc.), and
  - Final student portfolios (digital, traditional, process or product oriented).

### *III. Assessment*

1. How is the honors level course assessed?

- There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

2. Honors Level Course Application/Audition Evidence must include:

A. Rationale for assessment practices

Must include:

- Reflective narrative:
  - Appropriate assessment practices that align to honors coursework outlined in the

Standards and Objectives section.

- Student-centered assessment practices which focus on individualized learning and assists in the connection to career, college, and community readiness.
- On-going data collection and analysis through the utilization of pre-assessment, formative, and/or summative assessments with correlation to specific needs from the Visual and Performing Arts content area.

B. Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)

Must include:

- Evidence that assessment tools are being utilized to thoroughly match assessments to the Standards and Objectives being taught at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.
- Teacher’s detailed explanation that answers the following:
  - How students’ grades are calculated,
  - How formative assessment is used to guide the delivery of instruction,
  - How performance assessments and performance tasks are utilized, and
  - How appropriate rubrics and guides are utilized.

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

Must include:

- Sample of assessments used in the Assessment Tools section.
- Samples of formative and summative assessments.
- Sample pre-assessments used for diagnostic analysis and personalized learning opportunities.
- All teacher-created portfolio requirements and work-based learning contracts.
- Student self-assessments and peer-assessments.

D. Student work samples (remove all student names from work samples)

Must include:

- Examples of student assessments as they were listed in the Assessment Tools section of the application. (Examples may include: performance rubrics, unit tests, or student writing samples).
- Samples that show learning based on the evidence collected and documented such as exit slips, quizzes, or written reflections.
- Samples that prove mastery at the honors level.
- Student portfolios with teacher rubrics.
- Student performance exams.

## WORLD LANGUAGE EDUCATION

### I. Course Content

#### 1. How has the course content been adapted for advanced learners?

There is evidence of learning and enrichment opportunities that extend beyond the standard coursework and are aligned to the *South Carolina Standard for World Language Proficiency* or the *South Carolina Standard for American Sign Language Proficiency* for CP level courses. Depth in rigor, complexity, challenges and creativity beyond the CP level course is required in the honors level course content.

#### 2. How does the honors level course content support the expectations of the *Profile of the South Carolina Graduate*?

There is evidence of learning and enrichment opportunities which are aligned with the *South Carolina Standard for World Language Proficiency* or the *South Carolina Standard for American Sign Language Proficiency* and the *Profile of the South Carolina Graduate*.

#### 3. Honors Level Course Application Evidence must include:

##### A. Course Content Rationale

Courses must include:

- An explanation of the course content extensions, expanded topics or contexts, and objectives selected for the course aligning content to the *South Carolina Standard for World Language Proficiency* or the *South Carolina Standard for American Sign Language Proficiency* and the *Profile of the South Carolina Graduate*. Generally, World Language honors courses are reserved for levels three and above, as the honors requirements are only appropriate to learners working, at minimum, in the Intermediate Low or Intermediate Mid level more than 50% of the time throughout the course.

##### B. Standards and Objectives – How will South Carolina’s required standards and objectives be taught beyond the CP level for advanced learners?

World language standards are defined by the *South Carolina Standard for World Language Proficiency* or the *South Carolina Standard for American Sign Language Proficiency* and expand learning so that greater independence and responsibility is placed on the advanced learner. Honors World Language courses are distinguished by the quality of the work expected of the advanced learner.

Courses must include:

- Evidence that the learning targets selected from the *South Carolina Standard for World Language Proficiency* or the *South Carolina Standard for American Sign*

*Language Proficiency* facilitate greater depth of knowledge, skills, and language proficiency to ensure extension to the honors level.

### C. Course Outline and Curriculum Plan

The course outline and curriculum plan serve as evidence that the course work is aligned to the *South Carolina Standard for World Language Proficiency* and extends learning opportunities for the advanced learner.

Courses must include:

- A course syllabus that outlines outcomes, assignments, and grading practices.
- Pacing, scope and sequence, and/or curriculum plans that illustrate how the course exceeds the outcomes of the CP level course.
- Rationale for the development of the course.

## II. *Instructional Materials and Methods*

### 1. How is the honors level course taught?

- Through differentiation of the delivery of instruction.
- Through diverse teaching strategies to insure complexity which may include, but are not limited to:
  - Student-initiated research;
  - Student collaboration and engagement;
  - Project-based learning;
  - Problem-solving and critical thinking;
  - Seminar methods to include the incorporation of writing;
  - Connections to world-class skills, characteristics, and context; and
  - Creativity and innovation.

### 2. Honors Level Course Application/Audition Evidence must include:

#### A. Rationale for instructional materials and methods

Must include:

- An explanation of instructional materials and instructional methods and how they relate to the pacing of the course and the sequence of units.
- Research and/or evidence-based instructional strategies and how they relate to advanced learners.

#### B. Instructional materials and methods

Must include:

- Instructional strategies that will be implemented to ensure differentiation, greater depth, and complexity for the advanced learner.

- Instructional plans which align to the *South Carolina Standard for World Language Proficiency* or the *South Carolina Standard for American Sign Language Proficiency* and include the following:
  - Learning targets appropriate to the lesson(s).
  - Thorough outline from beginning to closure of the lesson(s), including performance tasks for feedback.
  - Method of identification of content mastery.
- Required assignments.

C. Sample units, lesson(s), and assignments indicating connections college and career readiness skills, context, and use of critical thinking skills and creativity for advanced learners.

Must include:

- Sample unit(s), lesson(s), and performance task(s) that exceed the learning expectations and assignments of the CP level course. Examples of differentiation for advanced students may include but are not limited to:
  - Extending learner benchmarks, indicators, and learning targets to develop increased proficiency.
  - Authentic resources which support the development of increasingly complex skills and intercultural competencies.
  - Assignments which allow the learner to develop a personal voice and choice in the subject matter.

D. Student work samples

Must include:

- Evidence that the student mastered the content beyond the CP level through the utilization of instructional materials and strategies for the advanced learner. Examples may include but are not limited to:
  - Student portfolios, such as *LinguaFolio* or *LinguaFolio Online*.
  - Written samples demonstrating mastery of an interpretive task.
  - Audio recordings or videos of interpersonal speaking samples.
  - Audio recordings or videos of presentational speaking samples.
  - Presentational writing samples.

### *III. Assessment*

#### 1. How is the honors level course assessed?

- There is evidence that valid assessments are used throughout the course and are aligned to the honors level curriculum. Pre-assessments along with formative and summative assessments will be used to modify and enhance learning.
- Self-assessments and peer-assessments are on-going and are used to improve the overall learning experience.

2. Honors Level Course Application/Audition Evidence must include:

A. Rationale for assessment practices

Must include:

- Reflective narrative:
  - Appropriate assessment practices that align to the honors coursework outlined in the Standards and Objectives section.
  - Student-centered assessment practices which focus on individualized learning and assists in the connection and analysis through the utilization of pre-assessment, formative, and/or summative assessments with correlation to specific needs from the World Languages content area.

B. Assessment tools (rubrics and/or scoring guides and formative and summative assessments when applicable)

Must include:

- Evidence that assessment tools are being utilized to thoroughly match assessments to the Benchmarks, Indicators, and Learning Targets being implemented at the honors level. Assessment practices must include providing continuous feedback to the advanced learner throughout the course content.
- Teacher's detailed explanation that answers the following:
  - How students' grades are calculated,
  - How formative assessment is used to guide the delivery of instruction,
  - How performance assessments and performance tasks are utilized, and
  - How appropriate rubrics and guides are utilized.

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

Must include:

- Sample of assessments used, including formative and summative assessments.
- Samples of pre-assessments used for diagnostic analysis and personalized learning opportunities.
- All teacher-created portfolio requirements and work-based learning contracts.
- Samples of student self-assessments and/or peer-assessments.

D. Student work samples (remove all student names from work samples)

Must include:

- Examples of student assessments (Examples may include but are not limited to: performance rubrics, performance tasks for feedback, and integrated performance assessments).

- Samples of student work that show increased learning based on the evidence collected and documented such as exit slips, journal entries, or student-created recordings.
- Samples of student work that prove mastery at the honors level based on the honors level learning targets selected.