Honors Level Course Portfolio

Within the Honors Level Course Portfolio there are three important questions:

What is taught?
1. Teacher Rationale
2. Standards & Objectives
3. Curriculum Plan

How is it taught?
1. Teacher Rationale
2. Instructional Materials & Methods
3. Sample Units, Lessons & Assignments
4. Student Work Samples

How is it assessed?
1. Teacher Rationale
2. Assessment Practices
3. Assessment Samples
4. Student Work Assessment Samples

Curriculum Content

Instructional Materials & Methods

Assessment Practices
I. Curriculum Content

Honors Level Course Portfolio Evidence must include:

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

**Teacher Rationale** (intentional reflection & philosophy) 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.
Curriculum Content - Standards and Objectives must include:

- 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).
Curriculum Content -

Curriculum Plan 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.

• evidence that supports the additional quality point.
Curriculum Content Review

• Students develop a more in depth understanding.
• Complete projects.
• Current technologies.
• Research and acquire information.
• Real-world problem-solving situations.
• Honors vs. Non-honors
• Honors extends beyond the standard course.
• Pacing guides
• Crosswalk
II. Instructional Materials and Methods

*How is the honors level course taught?*

Honors Level Course Portfolio Evidence must include:

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

*Teacher Rationale* (intentional reflection & philosophy)

must include:

- aligned instructional strategies.
- implementation rationale.
- incorporation of Common Core State Standards.
- evidence of vertical alignment
  - post secondary.
  - industry recognized credentials.
**Instructional Materials and Methods**

(instructional resources, methods, strategies, equipment, and technology)

must include:

- instructional materials and methods that align to industry based standards.
- pairing with a local business for real world simulations.
Instructional Materials and Methods -

Sample Units, Lesson(s), and Assignments must include:

- one unit plan 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.

- two additional lessons with assignments that emphasize student-centered learning and independent study through real world implementation utilizing 21st century skills.
Instructional Materials and Methods -

Student Work Samples must include:

• two or more student work samples that exemplify mastery beyond the standard level in a real world context.

• documentation of student work in real world settings.
Instructional Materials and Methods Review

- Independent learning
- Development of research skills, personal development, critical thinking and problem solving skills.
- Discussion boards; Skype
- Well-thought out responses.
- Writes, entries, videos (Undercover Boss)
- Interviewing employers.
- Connecting world of work to the objectives.
- Projects
- Community Involvement Assignment
- Differentiation in instructional practices for advanced learners: Group Investigation.
III. **Assessment**

How is the Honors Level Course assessed?

Honors Level Course Portfolio Evidence must include:

1. Teacher Rationale for Assessment Practices
2. Assessment Practices (grading practices, use of rubrics and/or scoring guides, use of formative and summative assessment).
3. Assessment Samples (pre-assessment and description of formative assessment and summative assessment)
4. Student Work Assessment Samples.
Assessment Practices -
*Teacher Rationale* (a reflective narrative explaining the teacher’s choice of assessment practices)
must include:

- assessment strategies that align to the appropriate level of the honors blueprint.

- 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.

- use of industry recognized assessment practices for advanced learners.
Assessment Practices -
must include:

• course grading criteria.

• a list of non-graded assessment practices (e.g., pre-assessment, formative assessment, self assessment, peer assessment).

• a list of summative assessment practices (authentic and performance assessment with rubrics or scoring guides, written test items).
Assessment Practices -

*Assessment Samples* (provide proof of an advanced learning experience)

and must include:

- pre-assessment, formative assessment plan, and summative assessments from the submitted sample unit.
- identify the objective(s) and reference submitted student work samples.
- use of a variety of assessment samples.
Assessment Practices -  
Student Work Assessment Samples must include:

• use of the practices listed in the assessment sample slide.

• grading or student feedback for assessments.

• actual work samples from the sample lessons submitted.

• no student names.
Assessment Practices Review

• Provide effective feedback that focuses on the intended learning.
• Examples that will be used during the formative assessment process to collect evidence of student learning
  – Constructed quizzes
  – Written responses
  – Peer to peer feedback
  – Self-assessments
• Summative assessment: CTE ThinkGate assessment
• Not all assignments are teacher graded.
• Rubrics for grading.
• Real World of Work Related Assignment
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Strand/Standard/Clarifying Objective</th>
<th>NC CTE Standard Level</th>
<th>Honors e-Commerce I</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum</td>
<td>Social, Legal, and Ethical Issues of e-Commerce/Understand appropriate copyright and trademark laws for an e-business website.</td>
<td><strong>Understand</strong> appropriate copyright and trademark laws for an e-business website. (B2)</td>
<td><strong>Apply</strong> copyright and trademark procedures to develop an appropriate logo for an e-business website. (C3)</td>
</tr>
</tbody>
</table>
| Instruction | 4.02 | Students will review the Indicator 4.02 Course Outline and the Indicator 4.02 Trademark Tutorial. Students will then answer questions to **understand** copyright and trademark laws for an e-business website:  
1. What is the difference between a registered and unregistered work?  
2. What three pieces of information are normally included in a copyright notice? | Students will review the Indicator 4.02 Course Outline and Trademark Tutorials and then work in pairs or teams to develop an original logo for an e-business to **apply** the copyright and trademark laws for an e-business.  
**Design an original logo** for an e-commerce business (authentic or fictional) and complete the required portions of the assignment given below.  
1. Will the logo be copyrighted or trademarked? Justify your response.  
2. Provide all required documentation to register your logo as either a copyrighted or a trademarked work.  
3. Present final product to a business audience |
| Assessment | Think-Pair-Share  
Gallery Walk  
Answer Sheet  
Multiple Choice Test | Peer Assessment  
Reflection/Journal  
Prototype  
Virtually present and share  
Rubric with scale, criteria, descriptors and standards aligned to the objective |
2014-2015 Spring Timeline for Honors Course

State Level Review Process

MAY 2015

Portfolio submission date for Cohort II-May 1, 2015

May- October 2015

• Portfolios reviewed
• Feedback collected and organized
• Feedback returned to LEA
Resources

- http://honorsimplementation.ncdpi.wikispaces.net/
- http://ctees.ncdpi.wikispaces.net/home
Closure

North Carolina Honors Course Implementation Guide and Rubric

- State-wide framework
- Local flexibility
- Guidelines for rigor required for honors credit weighting
Contact Information

Carol Short
Section Chief, CTE Curriculum
919-807-3822
Carol.Short@dpi.nc.gov

Deborah Seehorn
BFIT Education Consultant
919-807-3871
Deborah.Seehorn@dpi.nc.gov