Instructions: As you plan the types of student work you will assign this year in your honors course, be sure your assignments include the rigor and depth described below for at least five of the nine different options. The state of Tennessee requires honors students to experience five or more of the nine options/components. **WCS requires four or more artifacts be submitted to the individual student portfolio.**

**HONORS COMPONENT OPTION #1**
Extended reading assignments that connect with specified curriculum

Content Criteria: The reading selections...
- are representative of a reading level commensurate with honors level work or enhance the depth of student understanding within the discipline,
- extend and/or link to a course content standard,
- connect course content to human experience, careers, professions, real-world applications, or other disciplines, and
- enrich, extend, or deepen student’s understanding of the course content.

**Required by:**
- CTE - Web Design I, II; Digital Design and Imaging B, D; Criminal Justice I, II
- ELA – I, II, III, IV
- Science – Chemistry, Environmental Science, Ecology
- World Languages – French I, II, III, IV; German I, II, III, IV; Latin I, II, III, IV; Spanish I, II, III, IV

**HONORS COMPONENT OPTION #2**
Research-based writing assignments that address and extend the course curriculum

Content Criteria: The research-based writing assignment will ...
- extend and/or link to a course content standard or enhance the depth of student understanding within the discipline,
- be based on a problem or research topic with hypothesis/thesis statement (may be student-generated),
- include and document multiple credible resources (both print and electronic),
- show analysis and synthesis of the ideas and concepts researched with conclusion(s) supported by the research, and
- culminate in a quality presentation of the work (oral, written, or multi-media) that is content rich and exhibits academic rigor.

**Required by:**
- CTE - Web Design I, II
- Digital Design and Imaging B, D
- Science – Anatomy, Biology, Ecology
- Social Studies – U. S. Government, World Geography
HONORS COMPONENT OPTION #3
Projects that apply course curriculum to relevant or real-world situations

Content Criteria: The project will…
- extend and/or link to a course content standard or enhance the depth of student understanding within the discipline,
- demonstrate understanding of content through the application of concepts, skills, methods and/or procedures, and
- culminate in a quality presentation of the work (oral, written, or multi-media) that is content rich, emphasizes relevancy, and exhibits academic rigor.

Required by:
Social Studies – Economics
Science – Anatomy, Chemistry, Environmental Science
Fine Arts – Art III

HONORS COMPONENT OPTION #4
Open-ended investigations in which the student selects the questions and designs the research

Content Criteria: The open-ended investigation will…
- extend and/or link to a course content standard or enhance the depth of student understanding within the discipline,
- begin with a student-generated problem or idea,
- include a written proposal for the investigation developed by the student, and
- provide opportunities for the student to collect data, develop a conclusion or solution, and display and explain his or her findings.

HONORS COMPONENT OPTION #5
Writing assignments that demonstrate a variety of modes, purposes, and styles

Content Criteria: the writing assignments…
- extend and/or link to a course content standard or enhance the depth of student understanding within the discipline,
- are well-developed, clearly articulated, mechanically correct, and representative of honors level writing,
- utilize one of the following modes (narrative, descriptive, persuasive, expository, or expressive), and
- utilize a style (formal, informal, literary, analytical, or technical) that is compatible with the purpose (to inform, entertain, evaluate, analyze, or persuade).

Required by:
CTE - Criminal Justice I, II; ELA – I, II, III, IV
Math – Geometry
Social Studies – U. S. History, World History
World Languages – French I, II, III, IV; German I, II, III, IV; Latin I, II, III, IV; Spanish I, II, III, IV.
### HONORS COMPONENT OPTION #6
Integration of appropriate technology into the course of study

**Content Criteria:** The technology integration…

- [ ] extends and/or links to a course content standard *or* enhance the depth of student understanding within the discipline,
- [ ] fulfills a course assignment by using technology appropriately as a tool,
- [ ] deepens understanding or course content *or* increases student understanding of role of technology within the discipline, and
- [ ] demonstrates the student's mastery of appropriate technology for assignment.

**Required by:**
Math – Algebra I, II, Pre-Calculus, Calculus  
Science – Physical Science, Biology, Physics

### HONORS COMPONENT OPTION #7
Deeper exploration of the culture, values, and history of the discipline

**Content Criteria:** The cultural link will…

- [ ] extend and/or link to a course content standard *or* enhance the depth of student understanding within the discipline,
- [ ] identify and explain an innovation, discovery, belief, or theory that has impacted the discipline, and
- [ ] culminate in a quality presentation in any format approved by the teacher.

**Required by:**
Social Studies – U. S. History, World History, World Geography  
Fine Arts – Art III

### HONORS COMPONENT OPTION #8
Extensive opportunities for problem solving experiences through imagination, critical analysis, and application

**Content Criteria:** the problem solving experience will…

- [ ] extend and/or link to a course content standard *or* enhance the depth of student understanding within the discipline,
- [ ] demonstrate skills and knowledge gained in the course and applied to the problem,
- [ ] provide evidence of the thinking and thought/problem-solving processes that were applied during the exploration of and solution of the problem, and
- [ ] present evidence of solutions/conclusions with supporting evidence and/or justification in an appropriate format.

**Required by:**
Math – Algebra I, II, Geometry, Pre-Calculus, Calculus  
Science – Physical Science, Physics
HONORS COMPONENT OPTION #9
Job shadowing experiences with presentations which connect class study to the world of work
Content Criteria: the job shadowing experience will…
☐ extend and/or link to a course content standard or enhance the depth of student understanding within the discipline,
☐ provide students with additional educational/training experiences that are linked to course content, and
☐ culminate in a quality presentation in an appropriate format.

RESOURCE TIPS

1. Component #2 correlates with level five of the TEAM instruction problem solving requirement of the Educator Rubric.
2. Component #4 correlates with level five of the TEAM instruction questioning requirement of the Educator Rubric.
3. Components #5 and #7 together correlate with level five of the TEAM instruction thinking requirement of the Educator Rubric.
4. Academic feedback of student artifacts needs to be focused, frequent, high quality with evidence of peer review, according to level five of the TEAM instruction academic feedback requirement of the Educator Rubric.
5. All components correlate with level five of the TEAM planning student work requirement of the Educator Rubric.
6. When writing daily lesson plans, have the artifact in mind when long and short-term planning, according to level five of all three components of the TEAM educator rubric for planning.
7. Quality academic feedback includes artifacts that are reviewed in stages, e.g.: resource list, rough draft, experimental procedure, outlines, etc… along with peer reviews.
8. Students are encouraged to fulfill two options in one artifact, including cross-curricular artifacts. These entries must address all criteria of both components.
   a. A high quality portfolio includes a rubric encompassing content and process.
   b. A high quality portfolio includes a rubric to guide student reflections. Reflection rubric must gauge students’ depth of thinking beyond the superficial.
10. Component #9 goal (Job Shadowing) applies only for CTE courses per approval by CTE Coordinator. The CTE Coordinator will locate and list professionals who will be approved for job shadowing.