



# HONORS COURSE IMPLEMENTATION GUIDE

Division of Secondary Education



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## Honors Courses in North Carolina: Introduction

### **Background and Rationale**

At its November 2004 meeting, the State Board of Education approved standards for developing and implementing honors courses in our state. These standards in curriculum, instruction, and assessment are designed to provide a consistent framework to guide teachers and principals as they develop and evaluate local courses that are aligned to the state-adopted standards.

Honor's curriculum, instruction, and assessment standards reinforce the work of the State Board of Education's Ad-Hoc Committee on Rigor, Relevance and Relationships. This committee, chaired by State Board of Education member Kathy Taft, is composed of other State Board of Education members, high school principals and guidance counselors, parent advocacy groups, and Department of Public Instruction staff. The committee has researched the current status of rigor in the course offerings in schools across the state, made recommendations, and suggested strategies to improve rigor, relevance and relationships in our schools. These recommendations and strategies were endorsed by the State Board of Education at its May meeting.

The Ad-Hoc Committee notes that:

*Academic rigor and relevance are based on established expectations that all students develop the capacity to master content that is complex and challenging. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems.*

As teachers use the honors standards and principals evaluate honors courses in their LEA, it will be very important to remember what rigor is not:

- *Rigor is not a special program or curriculum for select students.*
- *Rigor is not about severity or hardship.*
- *Rigor is not about back-to-basics.* It is not an attempt to roll back education to some prior ideal state, or to find a curriculum that is somehow more fundamental or natural.
- *Rigor is not about higher-order thinking.* Honors courses should be concerned with the content students were learning, not on how they were asked to think about it.
- *Rigor is neither a conservative nor a liberal agenda that privileges the ideas of one civilization over another.* No culture has any prior or superior claim on rigor.
- Finally and most important, rigor is not a measure of the quantity of content to be covered. Rather, rigor is a measure of that content's quality.

(Taken from Teaching What Matters Most: Standards and Strategies for Raising Student Achievement, Richard Strons, et al, 2001.)

## **Honors Courses in North Carolina: Introduction**

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

Therefore, the material included in each content area's section should be used as a starting point or springboard for individual teacher or district level honors course development and implementation. The state-adopted standards provide the framework and allow for local development within this framework.

Please note pages 187-193 for a reprint of the memorandum on honors courses that was sent to LEAs on March 22, 2005.

**NORTH CAROLINA STATE BOARD OF EDUCATION**  
**Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Miscellaneous Graduation Policies

**Policy ID Number:** HSP-L-004

**Policy Title:** Policy outlining standards to be incorporated into the electronically generated high school transcript

**Current Policy Date:** 11/04/2004

**Other Historical Information:** Previous board dates: 12/01/1994, 09/13/2001, 02/05/2004, 07/01/2004

**Statutory Reference:** GS 116-11(10a)

**Administrative Procedures Act (APA) Reference Number and Category:**

The Department of Public Instruction shall develop a transcript system and the local school administrative units shall use that system to produce standardized transcripts in an automated format for applicants to higher education institutions. The standardized transcript shall include grade point average, class rank, end-of-course test scores, and uniform course information including course code, name, and units earned toward graduation, and credits earned for admission to an institution of higher education. The grade point average and class rank shall be calculated by a standard method to be devised by the institutions of higher education. The system shall be implemented by June 30, 1995.

**SUMMARY OF STANDARDS FOR CALCULATING THE WEIGHTED GRADE POINT AVERAGE AND CLASS RANK OF NORTH CAROLINA PUBLIC HIGH SCHOOL TRANSCRIPTS**

The calculations are based on a standardization of: (1) academic course levels; (2) grading scales; and (3) the weighting of course grades. The class rank is based on a weighted grade point average in which a single (1) quality point or weight is added to passing grades earned in Advanced/Honors/Academically Gifted courses or two (2) quality points are added to passing grades earned in Advanced Placement courses.

**Academic Course Levels and Associated Weights**

Basic/Introduction  
to.../Standard(S)

Course content, pace and academic rigor follow standards specified by the North Carolina Standard Course of Study (N.C.S.C.S.) with occasional content enrichment where appropriate. This course provides credit toward a high school diploma and requires the end-of-course test where available.

Advanced/Honors/  
Academically Gifted  
(H)

Course content, pace and academic rigor put high expectations on the student and surpass standards specified by the (N.C.S.C.S.) Such courses demand a greater independence and responsibility. The courses provide credit toward a high school diploma and require an end-of-course test where available. The state weighting system adds the equivalent of one quality point to the grade earned

in such courses.

Advanced Placement  
(AP)

Course content, pace and academic rigor is college level as adopted by the College Board or the International Baccalaureate (IB) program and is geared to enable students to pass the AP or IB test. The course provides credit toward a high school diploma and, in cases where the AP/IB course is the first course taken by a student in a subject, an end-of-course test is required if one is offered in the subject. The state weighting system adds the equivalent of two quality points to the grade earned in the AP/IB course.

**Grading Scales**

High schools use one of three optional grading scales. The conversion of grades to quality points is standardized and made equivalent under each option. Implicit in each option is a conversion of percentage grades to letter grades according to the following widely used scale: 93-100=A; 85-92=B; 77-84=C; 70-76=D; <69=F. Grades and the corresponding number of quality points are shown below for each of the three options.

Option 1 - Letter Grades without Pluses and Minuses:

A=4.0	B=3.0	C=2.0	D=1.0	F=0.0	WF=0.0
FF=0.0	WP=0.0	INC=0.0	AUD=0.0	P=0.0	

Option 2 - Letter Grades with Pluses and Minuses:

A+=4.000	A =4.000	A-=3.67	B+=3.333	B =3.000	B-=2.667	C+=2.333
C =2.000	C-=1.667	D+=1.333	D =1.000	D-=0.667	F =0	WF=0
FF=0.00	WP=0.00	INC=0.00	AUD=0.00	P=0.00		

Option 3 - Percentage Grades:

96-100%=4.000	91%=3.375	86%=2.750	81%=2.125	76%=1.500
95%=3.875	90%=3.250	85%=2.625	80%=2.000	75%=1.375
94%=3.750	89%=3.125	84%=2.500	79%=1.875	74%=1.250
93%=3.625	88%=3.000	83%=2.375	78%=1.750	73%=1.125
92%=3.500	87%=2.875	82%=2.250	77%=1.625	70-72%=1.000
				<69%=0.00
FF=0.00	WF=0.00	WP=0.00	INC=0.00	AUD=0.00
P=0.00	F=0.00			

**Courses That Are Eligible for Weights**

Courses eligible for weights include 9th grade (except Algebra I) and high-level courses that fall into one of the following four categories:

1. Honors/GT sections of standard level academic courses that are aligned to the honors curriculum, instruction, and assessment standards. Such courses are assigned to category H (1 point); It is not necessary to have a standard level of a course to offer an honors level.
2. Pre-calculus (advanced mathematics 2070), non-AP/IB calculus, mathematics courses beyond the level of calculus, and foreign language courses beyond the second year level. Such courses are considered to be inherently advanced and are assigned to category H (1 point);

3. Arts education courses meeting the standards for music honors, dance honors, visual art honors, and theatre arts honors (1 point);
4. All AP/IB and higher-level college courses (2 points).
5. Grades in community college courses that have been approved for the Comprehensive Articulation Agreement (CAA) will receive up to 5 quality points. This list includes courses that have been reviewed and approved for transfer by the Transfer Advisory Committee, but does not include any of the physical education courses, the three health courses (HEA 110, 112 and 120), and the following pre-major/elective courses: BUS 110, CHEM 115 and 115A, FRE 111 and 181, GER 111 and 181, LAT 111 and 181, PHS 110, SPA 111 and 181.
6. Independent colleges and universities and UNC campuses may also have any of the CAA courses (lower division courses typically taught in the freshman or sophomore year of college) taught by their colleges receive quality points in the same way as provided in #5 for the community colleges. Each independent college and university and UNC campus may forward to DPI a list of general education courses and/or any pre-major or elective courses that match courses from the CAA course listing except for those course exceptions as noted in item 5.

Implementation of items 5 & 6 of this policy will begin with the incoming 9<sup>th</sup> and 10<sup>th</sup> grade classes in fall 2004. Current 11<sup>th</sup> & 12<sup>th</sup> grade students in fall 2004 will continue under the original weighted grade agreement that is currently in place.

Remedial courses are not eligible for weighting.

**NC Grading Scale – Elementary/Middle Schools**

Elementary schools and middle schools are allowed to use any grade from the existing three scales plus the following:

Grades for Elementary/Middle Schools:

- |                  |                       |                    |
|------------------|-----------------------|--------------------|
| S (Satisfactory) | N (Needs Improvement) | U (Unsatisfactory) |
| PR (Promoted)    | RE (Retained)         |                    |



**NORTH CAROLINA STATE BOARD OF EDUCATION  
Policy Manual**

**Policy Identification**

**Priority:** High Student Performance

**Category:** Standard Course of Study

**Policy ID Number:** New Policy

**Policy Title:** Academic Rigor

**Current Policy Date:**5

**Other Historical Information:**

**Statutory Reference:**

**Administrative Procedures Act (APA) Reference Number and Category:**

**\*\*\* Begin Policy \*\*\* (Do not tamper with this line)**

All students will graduate from a rigorous, relevant academic program that equips them with the knowledge, skills, and dispositions necessary to succeed in both post-secondary education and 21<sup>st</sup> Century careers and to be participating, engaged citizens.

Academic rigor and relevance are based on established expectations that ensure that all students develop the capacity to master content that is complex and challenging. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core and the application of that knowledge core to solve complex real-world problems.

To ensure academic rigor and relevance and to guarantee supportive relationships for each student in the public school setting:

Students must:

- Demonstrate content mastery and application of appropriate skills and critical thinking
- Become engaged learners who actively and responsibly participate in the learning process
- Raise questions, solve problems, think, reason, and reflect
- Complete rigorous, relevant high-level assignments in every subject
- Demonstrate learning through portfolios, exhibitions, service-learning projects, and senior projects that use state standards for evaluation
- Communicate effectively and appropriately for a variety of purposes
- Understand their own learning styles and strengthen their own affinities

Administrators must:

- 1) Examine their own belief systems toward children and learning and expect that all students will learn and achieve at high levels
- 2) Provide an environment that supports children's reflecting on their own learning and affinities
- 3) Work collaboratively with other faculty members and staff
- 4) Cultivate positive relationships with students, parents, and community
- 5) Provide opportunities for educators to collaborate and plan

Educators must:

- 6) Examine their own belief systems toward children and learning and expect that all students will learn and achieve at high levels
- 7) Demonstrate mastery of their content area and make it relevant for all students
- 8) Provide an environment that supports children's reflecting on their own learning and affinities
- 9) Use a variety of assessment methods to inform daily instruction
- 10) Engage students in active reasoning and critical thinking
- 11) Work collaboratively with other faculty members and staff
- 12) Cultivate positive relationships with students, parents, and community
- 13) Provide students with necessary academic and social supports

All North Carolina public school students shall pursue a rigorous and relevant academic course of study as defined in the North Carolina Standard Course of Study. The following strategies and standards set by the North Carolina State Board of Education will assure that each and every student receives a rigorous and relevant academic program:

- Require the College Tech Preparatory or the University/College Preparatory curriculum as the default for all students except for those who have an exception documented by an Individualized Education Program;
- Ensure that all students have access to and the support necessary to take one or more Advanced Placement (AP) courses or be enrolled in an International Baccalaureate (IB) Program;
- Provide appropriate academic and social support for each student;
- Ensure that all K-12 students have the opportunity to master a challenging curriculum;
- Deliver courses consistent with the timeframe established in the North Carolina Standard Course of Study;
- Eliminate elementary and middle school level tracking that could restrict access to rigorous and relevant curriculum;
- Ensure that all students have early access to post-secondary and career planning for the 21<sup>st</sup> Century;
- Ensure that student placement decisions are not solely based on test scores;
- Schedule the school day based on student needs; and

Establish and monitor the quality of instructional delivery to ensure a rigorous and relevant education for every student.

# **Honors Courses in North Carolina: Arts Education**

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## **Introduction**

In November 2004, the State Board of Education approved standards to be used for **all** honors courses effective with the 2005-06 school year as a result of State Board of Education Policy HSP-L-004 (see Courses That Are Eligible for Weights #1). Honors versions of all courses shall adhere to, align with and reflect these *North Carolina Honors Course Standards*. The revised policy requires that prior to the honors designation there must be a curriculum guide and administrative review of each proposed course. The development, review and approval process must be established and ongoing in each school and/or system to ensure honors courses warrant the additional weighted credit.

According to the policy, there may be honors courses in **arts education**. Those courses that are the third and fourth year course components of a numerical sequence of courses in any discipline area of arts education (dance, music, theatre arts or visual arts) may have honors versions. Students may only receive credit for an individual honors course one time.

The new, generic *North Carolina Honors Course Standards* (see Honors Curriculum, Instruction, and Assessment Standards under the NC Standard Course of Study) apply to **all** arts education honors courses as well as other disciplines. The new state standards require school systems to develop honors courses in adherence to the new standards put into place, use an approval process, and prepare a curriculum guide for each individual honors course offered.

In addition to the NC Honors Course Standards, there are specific standards for each arts education course that may be offered as an honors course. Following this introduction, there are overviews, prerequisites, and relevant standards for arts education honors courses in the subjects of dance, music, theatre arts and visual arts. **Please be aware that changes have been made to the *Arts Education Honors Course Standards* document since the 1994 and 1998 versions. This 2005 document, starting with the 2005-2006 school year, supersedes all other previous *Arts Education Honors Course Standards*.**

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## **Course Codes**

Following the revision of the *North Carolina Arts Education Standard Course of Study and Grade Level Competencies, K-12 (2000)*, changes in course coding were necessary in view of actual student enrollments and to achieve alignment of honors standards in arts education. Beginning with the 2005/2006 school year, the revised list of arts education honors courses should be used. In addition, significant changes to this document have been made to better explain the process

# **Honors Courses in North Carolina: Arts Education**

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## **Course Codes, cont'd.**

of designing and implementing arts education honors courses in compliance with the *North Carolina Honors Course Standards*.

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## **Purpose of Honors Courses**

The purpose of honors courses in arts education is to provide the opportunity for advanced work and to promote rigorous academic study and practical application of knowledge and skills. These third and fourth level courses should be designed for students who have demonstrated an advanced level of interest, learning and achievement in a given subject area. Furthermore, students should be informed and understand that honors courses are more demanding and have requirements beyond those of standard courses. The intent is not to provide a means to attract students to enroll in arts education classes in order to receive the additional credit afforded honors courses but, to offer a limited number of challenging, higher level arts education courses for students who aspire to an advanced level of learning. These courses should be intermediate between standard courses and, where they exist, advanced placement courses.

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## **Honors Courses for Levels III and IV Only**

The *North Carolina Honors Course Standards* apply to honors courses in all disciplines. They stipulate for arts education that “Those courses that are the third and fourth year course components of a numerical sequence of courses in any discipline area of arts education may have honors versions. Students may only receive credit for an individual honors course one time.”

There are third and fourth year levels of honors course standards in dance, theatre arts and visual arts. In music, there are third and fourth year levels of honors course standards in the areas of band, orchestra, and vocal music. Honors courses are provided for these three areas of music because the content, instruction and learning in each differ significantly from one another. Since there may only be an honors version of a level three and a level four course in a sequence of courses listed in the *Outline of the Course Coding Structure for N.C. Public Schools*, the arts education course descriptions in this document represent an initial level of rigorous honors standards labeled **level III** and a second and more advanced level of honors standards labeled **level IV**.

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## **Use of Arts Education Honors Standards**

The standards presented in the arts education course descriptions have been generated to assist school personnel in designing honors courses and to develop the required curriculum guide for each course as specified in the state adopted *North Carolina Honors Course*

# **Honors Courses in North Carolina: Arts Education**

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## **Use of Arts Education Honors Standards, cont'd.**

*Standards.* In every case, honors courses must embody one of the two levels of standards and **promote rigorous academic study and practical application**. All honors courses in arts education **must address all of the Arts Education Honors Course Standards** and meet the requirements of the *North Carolina Honors Course Standards*.

All arts education honors courses must address all the aspects of the course descriptions, competency goals, and objectives specified in the honors course standards. If, for example, an arts education honors course describes six standards each with various objectives, then, the course must address all six of these standards and all of the accompanying objectives. Because of the demanding nature of this work, it is recommended that honors courses be offered and students receive honors credit during the latter years of high school. Prerequisite courses, teacher recommendation and/or a placement audition are required for entrance into honors courses and are stipulated for each course at the bottom of each focus box.

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## **Arts Education Honors Standards**

In addition to complying with the *North Carolina Honors Course Standards*, the **arts education honors standards** are to be used to assure that courses offered for honors credit in arts education are eligible for weighted credit:

### **DANCE:**

Honors Dance III  
Honors Dance IV

### **MUSIC:**

Honors Band III  
Honors Band IV  
Honors Orchestra III  
Honors Orchestra IV  
Honors Vocal Music III  
Honors Vocal Music IV

### **THEATRE ARTS:**

Honors Theatre Arts III  
Honors Theatre Arts IV

### **VISUAL ARTS:**

Honors Visual Art III  
Honors Visual Art IV

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# **Honors Courses in North Carolina: Arts Education**

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## **How Schools May Offer Courses**

The following explanation will illustrate how schools may offer honors courses to meet their needs.

In music; in the area of band; a school might offer Band I, Band II, Band III, Band IV, Honors Band III and Honors Band IV; or they might only offer Band I, Band II, Honors Band III and Honors Band IV; or elect not to offer any honors band courses. However and in any case, a student may take and receive credit for **only two honors band courses**: Honors Band III and Honors Band IV. Should a student take band courses after completing the two honors courses (Honors Band III and Honors Band IV), they will receive standard credit and may not receive honors credit for any other courses taken in the area of band.

Likewise, if a student wished to take additional electives after completing the two honors courses in any subject or area, they could do so, but may not receive honors credit for any of the courses taken after they have completed the two allowable courses in an individual subject (dance, theatre arts, or visual arts) or music area (band, orchestra or vocal music). The only courses that a student may take and for which they may receive honors credit are the two honors versions of level III and Level IV courses. It is possible that a student could take a **maximum total of twelve honors courses in arts education** to include two in dance, six in music (two in band, two in orchestra and two in vocal music), two in theatre arts and two in visual arts. Advanced Placement and International Baccalaureate courses are separate and distinct courses from honors courses, are developed using their own standards, and carry their own respective weighted credit.

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## **Courses Ineligible for Honors Courses**

In reporting what courses a school is offering to the state's Student Information Management System, there are numerous arts education courses that may not be offered nor coded as honors courses. The following standard arts education courses may **not** be developed or coded as honors courses.

## Honors Courses in North Carolina: Arts Education

Courses which can not  
be coded as honors  
courses are:

DANCE	MUSIC	THEATRE ARTS	VISUAL ARTS	
5110 Dance Education K-8	5230 Vocal Music I	5310 Creative Dramatics K-8	5410 Visual Arts K-8	5452 Studio Art: Drawing
5115 Dance I	5231 Vocal Music II	5314 Intro to Theatre Arts	5415 Visual Arts I	5453 Studio Art: 2D Design
5116 Dance II	5240 Orchestra I	5315 Theatre Arts I	5416 Visual Arts II	5454 Studio Art: 3D Design
5125 Special Topics Dance I	5241 Orchestra II	5316 Theatre Arts II	5425 Fine Crafts	
5126 Special Topics Dance II	5255 Band I	5325 Technical Theatre I	5429 Ceramics	<b>OTHER</b>
5130 Dance History	5256 Band II	5326 Technical Theatre II	5433 Graphic Design	5510 Folk Arts
5134 Independent Study in Dance	5265 Jazz Ensemble	5330 Theatre History	5437 Photography	
	5270 Electronic Music	5334 Acting	5440 Film Production	
	5272 Guitar	5338 Directing	5444 Electronic Art	
	5275 Piano	5342 Play Production	5448 Art History	
	5280 Hand bells	5360 Independent Study in Theatre Arts	5449 Art History and Appreciation	
	5284 Independent Study in Music		5460 Independent Study in Visual Arts	

## **Honors Courses in North Carolina: Arts Education**

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### **Courses Eligible for Honors Credit**

There are twelve arts education courses that may have honors versions. Since honors courses were designed as comprehensive courses which embrace diverse knowledge and skills, they should be built upon standard courses which have a broad-based approach to the subject or area rather than on courses that have specific foci, are introductory courses or are more advanced courses beyond honors level courses.

Honors courses may not be offered repetitively year after year, semester after semester, or block after block, with the same students taking and continuing to receive honors credit for these additional but identical courses. Regardless of how the school schedule is developed, an arts education honors course, like other discipline courses, may only be taken by a student for honors credit one time. **Beginning with the 2005-2006 school year**, the following courses are the **only** ones that may have honors versions and, thus, be coded as honors courses (using the number 5 in the second block of the course coding system indicating academic level) and weighted accordingly. A student may *only* take and receive credit **once** for the following arts education honors courses.

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## Honors Courses in North Carolina: Arts Education

**Total Number  
of Arts Education  
Honors Courses**

<b>The only courses that may have honors versions and may be coded as honors courses:</b>	<b>Total number of honors courses that any individual public or charter high school student may take and receive honors credit for:</b>
<b>5117 Dance III 5118 Dance IV</b>	Dance (2)
<b>5232 Vocal Music III 5233 Vocal Music IV</b>	Music - Vocal Music (2)
<b>5242 Orchestra III 5243 Orchestra IV</b>	Music - Orchestra (2)
<b>5257 Band III 5258 Band IV</b>	Music - Band (2)
<b>5317 Theatre Arts III 5318 Theatre Arts IV</b>	Theatre Arts (2)
<b>5417 Visual Arts III 5418 Visual Arts IV</b>	Visual Arts (2)
<b>Total arts education honors courses a school may offer and for which an individual student may receive honors credit</b>	<b>12</b>

**Course Coding  
Structure for Arts  
Education**

<p>The following list of arts education courses mirrors the revised arts education section from the <i>Outline of the Course Coding Structure for N. C. Public Schools 2004-05</i>. This will serve as a visual representation of the courses that may be coded as standard, honors, International Baccalaureate, and Advanced Placement courses. Prior to the 2002-03 school year, student information management software was modified to reflect these changes and, therefore, student information management personnel will only be able to code courses accordingly. School personnel who develop honors courses for their school or system will need to use the course titles and coding to reflect this listing.</p>				
		<b>DANCE</b>		<b>THEATRE ARTS</b>
	5110	Dance Education (K-8)		5310 Creative Dramatics (K-8)

## Honors Courses in North Carolina: Arts Education

	5115	Dance I (9-12)		5314	Introduction to Theatre Arts (9-12)
	5116	Dance II (9-12)	#	5315	Theatre Arts I (9-12)
+	5117	Dance III (9-12)	#	5316	Theatre Arts II (9-12)
+	5118	Dance IV (9-12)	+	5317	Theatre Arts III (9-12)
<b>See Note Below</b>	5125	Special Topics Dance I (9-12)	+	5318	Theatre Arts IV (9-12)
	5126	Special Topics Dance II (9-12)		5325	Technical Theatre I (9-12)
	5130	Dance History (9-12)		5326	Technical Theatre II (9-12)
	5134	Independent Study in Dance		5330	Theatre History (9-12)
		<b>MUSIC</b>		5334	Acting (9-12)
	5210	General Music (K-12)		5338	Directing (9-12)
* #	5215	Music Theory (10-12)		5342	Play Production (9-12)
#	5220	Music History/ Appreciation (9-12)		5360	Independent Study in Theatre Arts
	5230	Vocal Music I			<b>VISUAL ARTS</b>
	5231	Vocal Music II		5410	Visual Arts (K-8)
+	5232	Vocal Music III		5415	Visual Arts I (9-12)
+	5233	Vocal Music IV		5416	Visual Arts II (9-12)
	5240	Orchestra I	+	5417	Visual Arts III (9-12)
	5241	Orchestra II	+	5418	Visual Arts IV (9-12)
+	5242	Orchestra III		5425	Fine Crafts (9-12)
+	5243	Orchestra IV		5429	Ceramics (9-12)
	5255	Band I		5433	Graphic Design (9-12)
	5256	Band II		5437	Photography (9-12)
+	5257	Band III		5440	Film Production (9-12)
+	5258	Band IV		5444	Electronic Art (9-12)
	5265	Jazz Ensemble (9-12)	*	5448	Art History (9-12)

## Honors Courses in North Carolina: Arts Education

	5270	Electronic Music	#	5449	Art History and Appreciation
	5272	Guitar	*	5452	Studio Art: Drawing (9-12)
	5275	Piano	*	5453	Studio Art: 2D Design (9-12)
	5280	Hand bells	*	5454	Studio Art: 3D Design (9-12)
	5284	Independent Study in Music		5460	Independent Study in Visual Arts
					<b>OTHER</b>
					5510 Folk Arts (K-12)
					5999 Community College Arts
<b>KEY:</b>	+ Denotes arts education courses that may be offered at the honors level (Code 5)				
	* Denotes courses that may have an Advanced Placement version (Code 7)				
	# Denotes courses that may be offered in the International Baccalaureate Program (Code 8)				
<b>NOTE:</b>	With the adoption of the new generic <i>Honors Course Standards</i> , 5125 Special Topics Dance I (9-12) and 5126 Special Topics Dance II (9-12) may not have honors versions since they do not meet the requirement of being third and fourth level courses in a numerical sequence of courses in the <i>Outline of the Course Coding Structure for N. C. Public Schools 2004-05</i> .				

### HONORS DANCE III Course Code 5117-5

**Focus Areas:**

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, applications and production/performance

**Overview:**

- Honors Dance III addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Dance III* **and** provides additional extensions of these goals and objectives as a foundation for advanced technique building, creation of dance choreography, and the study of dance

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history. Honors Dance III students demonstrate a commitment to personal fitness and to attaining an advanced level of technical skill while performing with greater fluency, precision, and articulation. Students combine the use of improvisation, dance elements, choreographic principles, and technical/theatrical elements to explore the creation of meaningful dance compositions. Students communicate personal feelings, thoughts, ideas, and concepts through the skillful use of dance movement and present their choreography to selected audiences. Through the use of aesthetic criteria, students analyze and evaluate in a constructive manner the impact of their own choreography and the work of others. Students create interdisciplinary projects and continue their study of dance through cultural and historical viewpoints with an emphasis on the development of dance from the Renaissance through Romantic periods. Students will maintain a portfolio that contains written and/or visual examples of their work.

Prerequisites for Honors Dance III:

- Completion of two levels of dance: Dance I (5115) or Special Topics Dance I (5125); and Dance II (5116) or Special Topics Dance II (5126) and/or
- A placement audition and teacher recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### Objectives

1.01 Demonstrate a high level of consistency and reliability in performing advanced technical skills.

**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### Objectives

2.01 Demonstrate the use of various stimuli, choreographic structures, and choreographic principles in the creation of original compositions.

2.02 Use technology and multimedia to create a dance composition featuring various technical/theatrical elements and analyze the effectiveness of these elements.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

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## **Objectives**

- 3.01 Communicate personal feelings and ideas through movement in original movement compositions.
- 3.02 Compare, contrast, and evaluate how well meaning is communicated in two or more different choreographic works.

## **COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance. (National Standard 4)**

### **Objectives**

- 4.01 Analyze the style of a choreographer or cultural form; then create a dance in that style, articulating the reasons for the artistic decisions made.
- 4.02 Apply selected aesthetic criteria to analyze and evaluate personal choreography and that of others.

## **COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods. (National Standard 5)**

### **Objectives**

- 5.01 Analyze the development of dance from the Renaissance through Romantic periods, illustrating the impact of dance in these periods on twentieth century dance and placing events in their social/historical/cultural/political contexts.

## **COMPETENCY GOAL 6: The learner will make connections between dance and healthful living. (National Standard 6)**

### **Objectives**

- 6.01 Analyze functions of muscle groups in performing dance movement.
- 6.02 Demonstrate a high level of personal commitment and discipline necessary to achieve success in meeting personal goals as a dancer.

## **COMPETENCY GOAL 7: The learner will make connections between dance and other content areas. (National Standard 7)**

### **Objectives**

- 7.01 Create an interdisciplinary project based on dance, music, theatre arts and

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visual arts from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of the time.

7.02 Compute a budget for a dance production by organizing, estimating, predicting, and analyzing expenses and resources needed.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

### **Objectives**

8.01 Analyze personal progress through the creation and use of a dance portfolio containing written and visual samples of individual work.

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## **HONORS DANCE IV Course Code 5118-5**

### Focus Areas:

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, applications and production/performance

### Overview:

- Honors Dance IV is an advanced continuation of Honors Dance III. Honors Dance IV addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Dance IV* **and** provides additional extensions of these goals and objectives as a foundation for advanced technique building and the refining of skills in both choreography and performance. Students apply their creative and technical knowledge and skills and use expanded aesthetic criteria to analyze, synthesize, and evaluate their own choreography as well as works of others. Students strive to clearly express ideas as they examine the creative process of integrating movement with choreographic intent. The development of dance during the Twentieth Century and into the contemporary era is a major focus of Modern Dance IV. Studies include the purposes of dance, dance genres and styles, artistic conflicts and resolutions, innovations, social issues, technological applications, and significant contributors to dance. Students learn to assess personal health and fitness, develop and achieve personal dance goals, and integrate knowledge and skills with a variety of other content areas. Students will maintain a portfolio which contains written and/or visual examples of their work.

### Prerequisites for Honors Dance IV:

- Completion of 5117 Honors Dance III; and/or
- A placement audition and teacher recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will identify and demonstrate elements and skills in dance.** (National Standard 1)

### **Objectives**

- 1.01 Perform advanced technical skills with artistic expression: demonstrating clarity, musicality, and stylistic nuance.

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**COMPETENCY GOAL 2: The learner will understand choreographic principles, processes, and structures.** (National Standard 2)

### **Objectives**

- 2.01 Choreograph a solo or group movement composition which demonstrates effective manipulation of choreographic principles, processes and structures.
- 2.02 Utilize and manipulate various structures and/or forms of dance in dance compositions.

**COMPETENCY GOAL 3: The learner will understand that dance can create and communicate meaning.** (National Standard 3)

### **Objectives**

- 3.01 Develop a position paper justifying the artistic decisions made in objective 2.01 above as a means to communicate.
- 3.02 Critique how effectively technical/theatrical elements in personal choreography and the works of others affect the meaning of dance.

**COMPETENCY GOAL 4: The learner will apply and demonstrate critical and creative thinking skills in dance.** (National Standard 4)

### **Objectives**

- 4.01 Analyze the impact of issues regarding ethnicity, gender, socio/economic class, age and/or physical condition on the creation and performance of dance.
- 4.02 Formulate and justify a personal set of aesthetic criteria for dance.

**COMPETENCY GOAL 5: The learner will demonstrate and understand dance in various cultures and historical periods.** (National Standard 5)

### **Objectives**

- 5.01 Perform, compare and contrast the role and significance of dance in two different social/historical/cultural/political contexts.
- 5.02 Research the development of dance during the Twentieth Century and contemporary eras focusing on the purpose of dance, dance genres and styles, artistic conflicts and resolutions, significant contributors, and innovations.



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**COMPETENCY GOAL 6: The learner will make connections between dance and healthful living.** (National Standard 6)

### **Objectives**

6.01 Demonstrate understanding of basic principles of anatomy and kinesiology through a dance demonstration that includes movement, along with written and verbal explanation.

**COMPETENCY GOAL 7: The learner will make connections between dance and other content areas.** (National Standard 7)

### **Objectives**

7.01 Create an interdisciplinary project using technical/theatrical elements that presents dance in a new or enhanced form.

7.02 Choreograph an original movement composition, connecting dance with at least one other art form or content area.

**COMPETENCY GOAL 8: The learner will understand dance as an art form with a range of opportunities for involvement.**

### **Objectives**

8.01 Create a proposal for a local school board that justifies dance in the public school system and identifies a range of student opportunities for involvement in dance as well as both intrinsic and extrinsic benefits of studying dance.

8.02 Critique and evaluate personal progress through the creation and use of a dance portfolio of written and/or visual samples of student work.

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## HONORS BAND III Course Code 5257-5

### Focus Areas:

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, applications and performance

### Overview:

- Honors Band III addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Instrumental Music III* **and** provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

Honors Band III will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing in instrumental study, as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply advanced reading and notating skills
- Demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, students must create and/or maintain a portfolio which contains a combination of written, audio, or visual examples of their work. Participation in Honors Band III prepares students for further instrumental studies in music.

*NOTE: Throughout the music section of this document the \* indicates levels of music difficulty, which range from Level I to Level VI. Level I is defined as beginning and Level VI as the highest degree of difficulty. This level classification is universally used so that music educators, students and others can distinguish how difficult any given music composition may be to execute. This classification system applies only to the difficulty of the music and does not apply to the grade level or performance level of the student.*

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Prerequisites for Honors Band III:

- Completion of Band I (5255) and Band II (5256); and/or
- Teacher audition and recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

## **Objectives**

- 1.01 Sing selected instrumental parts using appropriate pitch, rhythm, dynamics, and tempo.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

## **Objectives**

- 2.01 Play instrumental literature at the IV-V\* level of difficulty, with appropriate expression and well-developed technical accuracy.
- 2.02 Play level IV-V\* music as a member of a chamber ensemble(s) as well as large ensemble(s) and as a soloist.
- 2.03 Perform complex rhythmic patterns found in the music literature studied at the IV-V\* level including advanced syncopated rhythms.
- 2.04 Demonstrate control of dynamic levels while maintaining appropriate tone control as required by the style of music.
- 2.05 Perform all major and all forms of minor (pure, melodic, harmonic) scales and arpeggios.
- 2.06 Perform modal, and chromatic scales for two octaves (wind instruments and mallet percussion instruments). Indefinite pitch percussion students will demonstrate proficiency of 13 essential rudiments.
- 2.07 Demonstrate proper instrument care and maintenance.

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**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

### **Objectives**

3.01 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

### **Objectives**

4.01 Create an arrangement of at least one piece of existing instrumental music incorporating appropriate voicings and ranges.

4.02 Synthesize the study and characteristics of several styles/genres of music to create at least two original compositions.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

**COMPETENCY GOAL 5: The learner will read and notate music.**  
(National Standard 5)

### **Objectives**

5.01 Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs in a written analysis of the music.

5.02 Sight read with at least 80% accuracy music at a IV-V\* level of difficulty.

5.03 Interpret nonstandard notation symbols.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

### **Objectives**

6.01 Formally analyze chord structures and progressions in musical forms representing diverse genres and cultures.

6.02 Evaluate own playing and demonstrate refinement of intonation and advanced discrimination of pitch based on these evaluations.

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6.03 Identify and transcribe intervals and melodies that are heard (advanced ear training).

### **COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

#### **Objectives**

7.01 Develop and apply specific criteria to make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal interpretation of music.

7.02 Evaluate a given musical work in terms of its aesthetic qualities and analyze the musical means it uses to evoke feelings and emotions. Justify the analysis in a written and/or visual product or presentation.

7.03 Listen to, analyze and evaluate the blend and balance within an instrumental ensemble. Recommend changes to the ensemble based on these evaluations.

### **COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

#### **Objectives**

8.01 Research and provide a written report analyzing the relationship between a selected piece of music and at least one other art form from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of the time.

### **COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

#### **Objectives**

9.01 Analyze distinguishing characteristics of representative examples of music to identify the genre, style, culture and/or historical period of the examples.

9.02 Provide a written analysis of patterns, relationships, and trends in music of selected cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

## HONORS BAND IV Course Code 5258-5

### Focus Areas

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, application and performance

### Overview:

- Honors Band IV is an advanced continuation of Honors Band III and addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Instrumental Music IV* **and** provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

Honors Band IV will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play difficult instrumental literature at Level V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamic requirements
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing in instrumental study, as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply advanced reading and notating skills with traditional and non-traditional music
- Demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Honors Band IV prepares students for further instrumental studies in music.

*NOTE: Throughout the music section of this document the \* indicates levels of music difficulty, which range from Level I to Level VI. Level I is defined as beginning and Level VI as the highest degree of difficulty. This level classification is universally used so that music educators, students and others can distinguish how difficult any given music composition may be to execute. This classification system applies only to the difficulty of the music and does not apply to the grade*

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*level or performance level of the student.*

Prerequisites for Honors Band IV:

- Completion of Honors Band III (5257); and/or
- Teacher audition and recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

## **Objectives**

- 1.01 Sing selected instrumental parts using appropriate pitch, rhythm, dynamics, and tempo.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

## **Objectives**

- 2.01 Play instrumental literature at the V-VI\* level of difficulty, with appropriate expression and well-developed technical accuracy.
- 2.02 Play level V-VI\* music as a member of a chamber ensemble(s) as well as large ensemble(s) and as a soloist.
- 2.03 Perform complex rhythmic patterns found in the music literature studied at the V-VI\* level including advanced syncopated and complex rhythms.
- 2.04 Demonstrate control of dynamic levels while maintaining appropriate tone control as required by the style of music.
- 2.05 Perform all major and all forms of minor (pure, melodic, harmonic) scales and arpeggios.
- 2.06 Perform whole-tone and pentatonic scales.
- 2.07 Perform modal, and chromatic scales for two octaves (wind instruments and mallet percussion instruments). Indefinite pitch percussion students will demonstrate proficiency of 26 essential rudiments.
- 2.08 Demonstrate a mature, developed tone quality.

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**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

### **Objectives**

3.01 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

### **Objectives**

4.01 Create an arrangement of at least one full instrumental score of a piece of existing instrumental music incorporating appropriate voicings and ranges.

4.02 Create at least two original compositions using individually developed criteria.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

**COMPETENCY GOAL 5: The learner will read and notate music.**  
(National Standard 5)

### **Objectives**

5.01 Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs in a written analysis of the music.

5.02 Sight read with at least 80% accuracy music at a V-VI\* level of difficulty.

5.03 Use nonstandard notation symbols in an original composition.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

### **Objectives**

6.01 Formally analyze music including forms such as fugue, sonata, symphonic; chord structures and progressions; and 12-tone row and atonal music of the twentieth- and twenty-first centuries.

6.02 Evaluate own playing and demonstrate refinement of intonation and



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advanced discrimination of pitch based on these evaluations.

6.03 Identify and transcribe intervals and melodies that are heard (advanced ear training).

### **COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

#### **Objectives**

7.01 Develop and apply specific criteria to make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal interpretation of music.

7.02 Evaluate a given musical work in terms of its aesthetic qualities and analyze the musical means it uses to evoke feelings and emotions. Justify the analysis in a written and/or visual product or presentation.

7.03 Listen to, analyze and evaluate the intonation and pitch in personal playing. Implement refinements based on these evaluations.

### **COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

#### **Objectives**

8.01 Research and provide a written report analyzing the relationship between music and at least one other discipline.

### **COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

#### **Objectives**

9.01 Analyze distinguishing characteristics of representative examples of music to identify the genre, style, culture and/or historical period of the examples.

9.02 Provide a written analysis of patterns, relationships, and trends in music of selected cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

## HONORS ORCHESTRA III Course Code 5242-5

### Focus Areas:

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, applications and performance

### Overview: Honors Orchestra III

- Honors Orchestra III addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Instrumental Music III* **and** provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

### Honors Orchestra III will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play instrumental literature at Levels IV-V, which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing in instrumental study, as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply advanced reading and notating skills
- Demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Honors Orchestra III prepares students for further instrumental studies in music.

*NOTE: Throughout the music section of this document the \* indicates levels of music difficulty, which range from Level I to Level VI. Level I is defined as beginning and Level VI as the highest degree of difficulty. This level classification is universally used so that music educators, students and others can distinguish how difficult any given music composition may be to execute. This classification system applies only to the difficulty of the music and does not apply to the grade level or performance level of the student.*

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Prerequisites for Honors Orchestra III:

- Completion of Orchestra I (5240) and II (5241); and/or
- Placement audition and teacher recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing selected instrumental parts using appropriate pitch, rhythm, dynamics, and tempo.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### **Objectives**

- 2.01 Play instrumental literature at the IV-V\* level of difficulty, with appropriate expression and well-developed technical accuracy.
- 2.02 Play level IV-V\* music as a member of a chamber ensemble(s) as well as large ensemble(s) and as a soloist.
- 2.03 Perform complex rhythmic patterns found in the music literature studied at the IV-V\* level including advanced syncopated rhythms.
- 2.04 Demonstrate control of dynamic levels while maintaining appropriate tone control as required by the style of music.
- 2.05 Perform all major and all forms of minor (pure, melodic, harmonic) scales and arpeggios.
- 2.06 Perform modal, and chromatic scales for two octaves (string and wind instruments and mallet percussion instruments). Indefinite pitch percussion students will demonstrate proficiency of 13 essential rudiments.
- 2.07 Demonstrate proper instrument care and maintenance.

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**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

## **Objectives**

3.01 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

## **Objectives**

4.01 Create an arrangement of at least one piece of existing instrumental music incorporating appropriate voicings and ranges.

4.02 Synthesize the study and characteristics of several styles/genres of music to create at least two original compositions.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

**COMPETENCY GOAL 5: The learner will read and notate music.**  
(National Standard 5)

## **Objectives**

5.01 Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs in a written analysis of the music.

5.02 Sight read with at least 80% accuracy music at a IV-V\* level of difficulty.

5.03 Interpret nonstandard notation symbols used by some twentieth- and twenty-first century composers.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

## **Objectives**

6.01 Formally analyze chord structures and progressions in musical forms representing diverse genres and cultures.

6.02 Evaluate own playing and demonstrate refinement of intonation and

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advanced discrimination of pitch based on these evaluations.

6.03 Identify and transcribe intervals and melodies that are heard (advanced ear training).

### **COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

#### **Objectives**

7.01 Develop and apply specific criteria to make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal interpretation of music.

7.02 Evaluate a given musical work in terms of its aesthetic qualities and analyze the musical means it uses to evoke feelings and emotions. Justify the analysis in a written and/or visual product or presentation.

7.03 Listen to, analyze and evaluate the blend and balance within an instrumental ensemble. Recommend changes to the ensemble based on these evaluations.

### **COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

#### **Objectives**

8.01 Research and provide a written report analyzing the relationship between a selected piece of music and at least one other art form from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of the time.

### **COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

#### **Objectives**

9.01 Analyze distinguishing characteristics of representative examples of music to identify the genre, style, culture and/or historical period of the examples.

9.02 Provide a written analysis of patterns, relationships, and trends in music of selected cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

## HONORS ORCHESTRA IV Course Code 5243-5

### Focus Areas:

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, application and performance

### Overview:

- Honors Orchestra IV is an advanced continuation of Honors Orchestra III. Honors Orchestra IV addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Instrumental Music IV* **and** provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

Honors Band IV will provide students with opportunities to:

- Develop and demonstrate advanced instrumental practices
- Play with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Play difficult instrumental literature at Level V-VI, which requires advanced technical and interpretive skills, the ability to perform in various and unusual meters and keys, complex rhythms, and subtle dynamic requirements
- Play instrumental literature representing diverse genres, styles, and cultures
- Use singing in instrumental study, as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply advanced reading and notating skills with traditional and non-traditional music
- Demonstrate an understanding of instrumental literature in relationship to history, culture, and other content areas

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Honors Orchestra IV prepares students for further instrumental studies in music.

*NOTE: Throughout the music section of this document the \* indicates levels of music difficulty, which range from Level I to Level VI. Level I is defined as beginning and Level VI as the highest degree of difficulty. This level classification is universally used so that music educators, students and others can distinguish how difficult any given music composition may be to execute. This classification system applies only to the difficulty of the music and does not apply to the grade*

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*level or performance level of the student.*

Prerequisites for Honors Orchestra IV:

- Completion of 5242 Honors Orchestra III; and/or
- Placement audition and teacher recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

## Objectives

- 1.01 Sing selected instrumental parts using appropriate pitch, rhythm, dynamics, and tempo.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

## Objectives

- 2.01 Play instrumental literature at the V-VI\* level of difficulty, with appropriate expression and well-developed technical accuracy.
- 2.02 Play level V-VI\* music as a member of a chamber ensemble(s) as well as large ensemble(s) and as a soloist.
- 2.03 Perform complex rhythmic patterns found in the music literature studied at the V-VI\* level including advanced syncopated and complex rhythms.
- 2.04 Demonstrate control of dynamic levels while maintaining appropriate tone control as required by the style of music.
- 2.05 Perform all major and all forms of minor (pure, melodic, harmonic) scales and arpeggios.
- 2.06 Perform whole-tone and pentatonic scales.
- 2.07 Perform modal, and chromatic scales for two octaves (wind instruments and mallet percussion instruments). Indefinite pitch percussion students will demonstrate proficiency of 26 essential rudiments.
- 2.08 Demonstrate a mature, developed tone quality.

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**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

## **Objectives**

3.01 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

## **Objectives**

4.01 Create an arrangement of at least one full instrumental score of a piece of existing instrumental music incorporating appropriate voicings and ranges.

4.02 Create at least two original compositions using individually developed criteria.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

**COMPETENCY GOAL 5: The learner will read and notate music.**  
(National Standard 5)

## **Objectives**

5.01 Demonstrate the ability to read a full instrumental score by describing how the elements of music are used and explaining all transpositions and clefs in a written analysis of the music.

5.02 Sight read with at least 80% accuracy music at a V-VI\* level of difficulty.

5.03 Use nonstandard notation symbols in an original composition.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

## **Objectives**

6.01 Formally analyze music including forms such as fugue, sonata, symphonic; chord structures and progressions; and 12-tone row and atonal music of the twentieth- and twenty-first centuries.

6.02 Evaluate own playing and demonstrate refinement of intonation and



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advanced discrimination of pitch based on these evaluations.

6.03 Identify and transcribe intervals and melodies that are heard (advanced ear training).

### **COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

#### **Objectives**

7.01 Develop and apply specific criteria to make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal interpretation of music.

7.02 Evaluate a given musical work in terms of its aesthetic qualities and analyze the musical means it uses to evoke feelings and emotions. Justify the analysis in a written and/or visual product or presentation.

7.03 Listen to, analyze and evaluate the intonation and pitch in personal playing. Implement refinements based on these evaluations.

### **COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

#### **Objectives**

8.01 Research and provide a written report analyzing the relationship between music and at least one other discipline.

### **COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

#### **Objectives**

9.01 Analyze distinguishing characteristics of representative examples of music to identify the genre, style, culture and/or historical period of the examples.

9.02 Provide a written analysis of patterns, relationships, and trends in music of selected cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

## HONORS VOCAL MUSIC III Course Code 5232-5

### Focus Areas:

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, application and performance

### Overview:

- Honors Vocal Music III addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Vocal Music III* **and** provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

### Honors Vocal Music III will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation, and ability to perform various meters and rhythms in a variety of keys
- Sing vocal literature representing diverse genres, styles, and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Honors Vocal Music III prepares students for further vocal studies in music.

*NOTE: Throughout the music section of this document the \* indicates levels of music difficulty, which range from Level I to Level VI. Level I is defined as beginning and Level VI as the highest degree of difficulty. This level classification is universally used so that music educators, students and others can distinguish how difficult any given music composition may be to execute. This classification system applies only to the difficulty of the music and does not apply to the grade level or performance level of the student.*

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Prerequisites for Honors Vocal Music III:

- Completion of Vocal Music I (5230) and Vocal Music II (5231); and/or
- Placement audition and teacher recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

### **Objectives**

- 1.01 Sing moderately difficult vocal literature at a IV-V\* level (with and without accompaniment) which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- 1.02 Sing complex rhythmic patterns found in the music literature studied at the IV-V\* level including advanced syncopated rhythms.
- 1.03 Sing level IV-V\* music as a member of a chamber ensemble(s) as well as large ensemble(s) and as a soloist.
- 1.04 Sing vocalizes, major and minor scales, and arpeggios.
- 1.05 Demonstrate control of dynamic levels while maintaining appropriate tone control as required by the style of music.
- 1.06 Exhibit proper vocal care and maintenance of the voice in relation to vocal production and advanced vocal techniques required by ensemble and solo literature.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

### **Objectives**

- 2.01 Play vocal music parts in the study of vocal music and/or select appropriate instrumental accompaniments for designated vocal music.

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**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and accompaniments.** (National Standard 3)

## **Objectives**

3.01 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

## **Objectives**

4.01 Create an arrangement of at least one piece of existing vocal music incorporating appropriate voicings and ranges.

4.02 Synthesize the study and characteristics of several styles/genres of music to create at least two original compositions.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

**COMPETENCY GOAL 5: The learner will read and notate music.**  
(National Standard 5)

## **Objectives**

5.01 Demonstrate the ability to read a full vocal score by describing how the elements of music are used in a written analysis of the music.

5.02 Sight read with at least 80% accuracy music at a IV-V\* level of difficulty.

5.03 Interpret nonstandard notation symbols in selected vocal literature.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

## **Objectives**

6.01 Analyze chord structures and progressions in musical forms representing diverse genres and cultures.

6.02 Analyze own singing and demonstrate refinement of intonation and advanced discrimination of pitch based on these evaluations.

6.03 Identify and transcribe intervals and melodies that are heard (advanced ear

## **Honors Courses in North Carolina: Arts Education**

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training).

**COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

### **Objectives**

- 7.01 Develop and apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.
- 7.02 Evaluate a given musical work in terms of its aesthetic qualities and analyze the musical means it uses to evoke feelings and emotions. Justify the analysis in a written and/or visual product or presentation.
- 7.03 Listen to, analyze and evaluate the blend and balance within a vocal ensemble. Recommend changes to the ensemble based on these evaluations.

**COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

### **Objectives**

- 8.01 Research and provide a written report analyzing the relationship between a selected piece of music and at least one other art form from the same culture and time period in terms of how those works reflect the artistic/cultural/historical context of the time.

**COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

### **Objectives**

- 9.01 Analyze distinguishing characteristics of representative examples of music to identify the genre, style, culture and/or historical period of the examples.

## HONORS VOCAL MUSIC IV Course Code 5233-5

### Focus Areas

- Advanced, more individualized work in authentic learning situations
- In-depth research, analysis, reflection, application and performance

### Overview:

- Honors Vocal Music IV is an advanced continuation of Honors Vocal Music III. Honors Vocal Music IV addresses the competency goals and objectives of the *North Carolina Standard Course of Study for Vocal Music IV* **and** provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports.

Honors Vocal Music IV will provide students with opportunities to:

- Develop and demonstrate advanced vocal practices and refine the use of the voice as an instrument
- Sing with increased technical accuracy and expression
- Refine sight reading and ear training skills
- Sing difficult vocal literature which requires advanced technical and interpretive skills, ability to perform in various meters, keys, unusual meters, complex rhythms, and subtle dynamic requirements
- Sing vocal literature representing diverse genres, styles and cultures
- Utilize instruments as appropriate
- Develop skills in improvising, composing, and arranging music
- Develop skills in listening to, analyzing, and evaluating musical experiences
- Apply reading and notating skills with traditional and non-traditional music
- Develop an understanding of vocal literature in relationship to history, culture, and other content areas

Additionally, students must create and/or maintain a portfolio that contains a combination of written, audio, or visual examples of their work. Participation in Honors Vocal Music IV prepares students for further vocal studies in music.

*NOTE: Throughout the music section of this document the \* indicates levels of music difficulty, which range from Level I to Level VI. Level I is defined as beginning and Level VI as the highest degree of difficulty. This level classification is universally used so that music educators, students and others can distinguish how difficult any given music composition may be to execute. This classification system applies only to the difficulty of the music and does not apply to the grade*

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*level or performance level of the student.*

Prerequisites for Honors Vocal Music IV:

- Completion of Honors Vocal Music III (5232) and/or
- Placement audition and teacher recommendation.

**Strands:** Creating, Performing, Responding, and Understanding

**COMPETENCY GOAL 1: The learner will sing, alone and with others, a varied repertoire of music.** (National Standard 1)

## Objectives

- 1.01 Sing moderately difficult vocal literature at a V-VI\* level (with and without accompaniment) which requires well-developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys.
- 1.02 Sing complex rhythmic patterns found in the music literature studied at the V-VI\* level including advanced syncopated and complex rhythms.
- 1.03 Sing level V-VI\* music as a member of a chamber ensemble(s), in four or more parts, with one student on a part, as well as in large ensemble(s) and as a soloist.
- 1.04 Sing vocalizes, major and minor scales, and arpeggios.
- 1.05 Demonstrate control of dynamic levels while maintaining appropriate tone control as required by the style of music.
- 1.06 Exhibit proper vocal care and maintenance of the voice in relation to vocal production and advanced vocal techniques required by ensemble and solo literature.
- 1.07 Demonstrate a mature, developed tone quality.

**COMPETENCY GOAL 2: The learner will play on instruments, alone and with others, a varied repertoire of music.** (National Standard 2)

## Objectives

- 2.01 Play vocal music parts in the study of vocal music and/or select appropriate instrumental accompaniments for designated vocal music.

**COMPETENCY GOAL 3: The learner will improvise melodies, variations, and**

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**accompaniments.** (National Standard 3)

### **Objectives**

3.01 Improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.

**COMPETENCY GOAL 4: The learner will compose and arrange music within specified guidelines.** (National Standard 4)

### **Objectives**

4.01 Create an arrangement of at least one full vocal score of a piece of existing music incorporating appropriate voicings and ranges.

4.02 Create at least two original compositions using individually developed criteria.

4.03 Use a variety of sound, notational, and technological sources to compose and arrange music.

**COMPETENCY GOAL 5: The learner will read and notate music.**  
(National Standard 5)

### **Objectives**

5.01 Demonstrate the ability to read a full vocal score by describing how the elements of music are used in a written analysis of the music.

5.02 Sight read with at least 80% accuracy music at a V-VI\* level of difficulty.

5.03 Use nonstandard notation symbols in an original composition.

**COMPETENCY GOAL 6: The learner will listen to, analyze, and describe music.**  
(National Standard 6)

### **Objectives**

6.01 Formally analyze the form, texture, chord structures and progressions, including atonal music, of selected vocal literature.

6.02 Analyze own singing and demonstrate refinement of intonation and advanced discrimination of pitch based on these evaluations.

6.03 Identify and transcribe intervals and melodies that are heard (advanced ear



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training).

6.04 Conduct a full musical score after preparation and analysis of the music.

### **COMPETENCY GOAL 7: The learner will evaluate music and music performances.** (National Standard 7)

#### **Objectives**

7.01 Develop and apply specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria to one's personal participation in music.

7.02 Evaluate a given musical work in terms of its aesthetic qualities and analyze the musical means it uses to evoke feelings and emotions. Justify the analysis in a written and/or visual product or presentation.

7.03 Listen to, analyze and evaluate the blend and balance within a vocal ensemble. Recommend changes to the ensemble based on these evaluations.

### **COMPETENCY GOAL 8: The learner will understand relationships between music, the other arts, and content areas outside the arts.** (National Standard 8)

#### **Objectives**

8.01 Research and provide a written report analyzing the relationship between a selected piece of music and at least one other discipline.

### **COMPETENCY GOAL 9: The learner will understand music in relation to history and culture.** (National Standard 9)

#### **Objectives**

9.01 Analyze distinguishing characteristics of representative examples of music to identify the genre, style, culture and/or historical period of the examples.

9.02 Provide a written analysis of patterns, relationships, and trends in music of selected cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.

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## **HONORS THEATRE ARTS III Course Code 5317-5**

### Focus Areas

- Advanced, more individualized and activity-based study and work in authentic learning situations
- Study and work often generated through and resulting from the seminar or ensemble approach
- Work that requires students to take significant responsibility for their study along with their production and/or performance
- Learning experiences that are often exploratory, experiential and/or open-ended, requiring students to think and operate at a higher than average level
- Use of technology to study, learn and, if applicable, to facilitate theatrical production
- Higher expectations for the quality of work generated, as well as, the thought and creative processes demonstrated
- In-depth research, analysis, reflection, application, and production and/or performance
- Use of technology to study, learn and, if applicable, to produce theatrical work

### Overview:

- Honors Theatre Arts III is an advanced continuation of 5315 Theatre Arts I and 5316 Theatre II. This course involves additional in-depth application of theatre arts knowledge, skills and processes. The course of study for Theatre Arts I and II is described in the North Carolina Arts Education Standard Course of Study.

### Prerequisite for Honors Theatre Arts III:

- Is completion of 5315 Theatre Arts I and 5316 Theatre Arts II
- And/or teacher recommendation.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, and Critiquing

**COMPETENCY GOAL 1: The learner will write based on personal experience and**

# **Honors Courses in North Carolina: Arts Education**

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**heritage, imagination, literature, and history.** (National Standard 1)

## **Objectives**

1.01 Develop and write quality theatre scripts in a variety of traditional forms that include original characters with unique dialogue that motivates action.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

## **Objectives**

2.01 Demonstrate advanced artistic competence and sustained characters in rehearsal and performance.

2.02 Create consistently believable characters from classical and realistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

## **Objectives**

3.01 Explain, compare and demonstrate, verbally or in writing, an understanding of the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions.

3.02 Demonstrate the ability to develop, safely construct and efficiently operate technical aspects of theatre, film, television, or electronic media productions.

3.03 Create and reliably implement production schedules, stage management plans, promotional ideas, and business and front of house procedures for informal and formal theatre, film, television, or electronic media productions.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

## **Objectives**

4.01 Explain, compare and demonstrate, verbally or in writing, an understanding of the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions.

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- 4.02 Operate as a director to conduct auditions, cast actors, direct scenes, and conduct production meetings to achieve production goals.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

### **Objectives**

- 5.01 Research, describe and be able to discuss appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions.
- 5.02 Research the uses of historical production designs, techniques, and performances from various cultures.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

### **Objectives**

- 6.01 Research and compare, verbally or through writing, the interpretive and expressive natures of several art forms in various cultures or historical periods.
- 6.02 Appropriately and logically integrate theatre arts into dance, music, visual arts, and new art forms.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

### **Objectives**

- 7.01 Construct personal meanings from nontraditional dramatic performances and justify one's interpretations or inferences from the observed performance either verbally or in writing.
- 7.02 Analyze and evaluate, verbally or in writing, critical comments about one's personal dramatic work explaining and taking action upon those points that are most appropriate to inform further development of the work.

**COMPETENCY GOAL 8: The learner will understand context by analyzing the**

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**role of theatre, film, television, and electronic media in the past and present.**  
(National Standard 8)

### **Objectives**

- 8.01 Analyze the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods for the purpose of knowing and using these in one's own work when appropriate
- 8.02 Understand and discuss, verbally or in writing, the influences of dramatic forms, production practices, and theatrical traditions across cultures and historical periods on contemporary theatre, film, television, and electronic media productions.

### **HONORS THEATRE ARTS IV**

# Honors Courses in North Carolina: Arts Education

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## Course Code 5318-5

### Focus Areas

- Advanced, more individualized and activity-based study and work in authentic learning situations
- Study and work often generated through and resulting from the seminar or ensemble approach
- Work that requires students to take significant responsibility for their study along with their production and/or performance
- Learning experiences that are often exploratory, experiential and/or open-ended, requiring students to think and operate at a higher than average level
- Use of technology to study, learn and, if applicable, to facilitate theatrical production
- Higher expectations for the quality of work generated, as well as, the thought and creative processes demonstrated
- In-depth research, analysis, reflection, application, and production and/or performance
- Use of technology to study, learn and, if applicable, to produce theatrical work
- Students becoming initiators of learning and accomplishment in theatre arts
- Students demonstrating leadership and expertise in doing theatre

### Overview:

- Honors Theatre Arts IV is an even more advanced continuation of Honors Theatre Arts III and will require students to become initiators of learning and accomplishment, as well as, demonstrate leadership and expertise in theatre arts.

### Prerequisite for Honors Theatre Arts IV:

- Is completion of Honors Theatre Arts III
- And teacher recommendation.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, and Critiquing

**COMPETENCY GOAL 1: The learner will write based on personal experience and heritage, imagination, literature, and history.** (National Standard 1)

### Objectives

- 1.01 Develop and write quality and unique film, television, electronic media, or theatre scripts in a variety of both traditional and new forms that include original characters with unique dialogue that motivates action.

**COMPETENCY GOAL 2: The learner will act by interacting in improvisations and assuming roles.** (National Standard 2)

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## **Objectives**

- 2.01 Demonstrate advanced artistic discipline and personal responsibility to achieve harmonious and proficient ensemble in rehearsal and performance.
- 2.02 Create consistent and believable characters from contemporary and non-realistic dramatic texts in informal and formal theatre, film, television, or electronic media productions.

**COMPETENCY GOAL 3: The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions.** (National Standard 3)

## **Objectives**

- 3.01 Research or create and implement scientific and technological advances in scenery, light, sound, and costume design for theatre, film, television, or electronic media productions.
- 3.02 Serve in and demonstrate the capability to carry out various leadership roles in technical theatre such as head of the costume, props, lighting, scenery, publicity or other such crew.
- 3.03 Design, safely construct and efficiently operate various technical aspects of theatre, film, television, or electronic media productions.
- 3.04 Collaborate with directors and other production staff to develop unified production concepts that convey the metaphorical nature of the drama for informal and formal theatre, film, television, or electronic media productions.

**COMPETENCY GOAL 4: The learner will direct through planning and presenting informal or formal productions.** (National Standard 4)

## **Objectives**

- 4.01 Demonstrate; verbally, in writing or through practice; a knowledge of the roles and interrelated responsibilities of the various personnel involved in theatre, film, television, and electronic media productions.
- 4.02 Develop one's own processes for conducting auditions, casting actors, directing scenes, and conducting production meetings to achieve production goals.

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- 4.03 Collaborate with designers and actors to develop aesthetically unified production concepts for directing informal and formal theatre, film, television, or electronic media productions.

**COMPETENCY GOAL 5: The learner will research by finding information to support informal or formal productions.** (National Standard 5)

### **Objectives**

- 5.01 Research and use appropriate historical production designs, techniques, and performances from various cultures to assist in making artistic choices for informal and formal theatre, film, television, or electronic media productions.
- 5.02 Apply and/or demonstrate the appropriate use of historical production designs, techniques, and performances from various cultures in one's own work or while doing theatre.

**COMPETENCY GOAL 6: The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms.** (National Standard 6)

### **Objectives**

- 6.01 Research and compare, verbally or in writing, the unique interpretive and expressive natures and aesthetic qualities of traditional arts from various cultures and historical periods with contemporary new art forms (such as performance art).
- 6.02 Suitably integrate other art forms or media into theatre, film, television, or electronic media productions.

**COMPETENCY GOAL 7: The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions.** (National Standard 7)

### **Objectives**

- 7.01 Analyze, compare, and evaluate; verbally or in writing; differing critiques of the same dramatic texts and performances for clarity and justifiable judgments.
- 7.02 Critique, verbally or in writing, several dramatic works in terms of other aesthetic philosophies (such as the underlying ethos of Greek drama, French classicism with its unities of time and place, Shakespeare and romantic forms, India classical drama, Japanese Kabuki, and others).



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**COMPETENCY GOAL 8: The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present.**

(National Standard 8)

### **Objectives**

- 8.01 Research and analyze, verbally or in writing, the development of dramatic forms, production practices, and theatrical traditions across cultures and historical periods to be able to identify them in performances or other art forms.
- 8.02 Explain, verbally or in writing, the influences of dramatic forms, production practices, and theatrical traditions across cultures and historical periods as they appear or apply to contemporary theatre, film, television, and electronic media productions.
- 8.03 Analyze, verbally or in writing, the social and aesthetic impact of under represented theatre and film artists.
- 8.04 Analyze, verbally or in writing, the relationships among cultural values, freedom of artistic expression, ethics, and artistic choices in various cultures and historical periods and how they impacted or impact the theatre.

**HONORS VISUAL ARTS III  
Course Code 5417-5**

## **Honors Courses in North Carolina: Arts Education**

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### Focus Areas

- Advanced, more individualized and activity-based work
- Learning experiences that are often exploratory, experiential and/or open-ended, requiring students to think and operate at a higher than average level
- Expanded use of vocabulary and terminology appropriate to visual arts processes, media, and history
- Students developing greater ability to name a specific artist to illustrate concepts, techniques, etc.
- Work often generated through and resulting from the studio and/or seminar approach
- Use of technology to study, learn and, if applicable, to produce art
- Work that requires students to take significant responsibility for their study and production of visual art
- Improving students understanding of where a specific artist or period fits into history and how the artist are a reflection of that time period
- Helping students exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative processes and, as a result, the student should demonstrate greater mastery of skills and processes
- High expectations for the quality of work generated, as well as, the thought and creative processes demonstrated
- Research, analysis, reflection, application, production and performance

### Overview

- Honors Visual Arts III is an advanced level course and involves more in-depth knowledge of art processes, media, history and the development of such. Since it is an advanced level course, it will build upon the curriculum as outlined in the 9-12 visual arts section of the North Carolina Arts Education Standard Course of Study.

### Prerequisite for Honors Visual Arts III:

- Is completion of Visual Arts I and II
- And/or teacher recommendation.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, and Critiquing

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

## **Honors Courses in North Carolina: Arts Education**

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- 1.01 Communicate ideas regularly at a high level of effectiveness in various visual mediums.
- 1.02 Readily recognize, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### **Objectives**

- 2.01 Demonstrate, verbally or in writing, the ability to compare two or more perspectives about the use of organizational principles and functions in artwork from different artists and periods of art.
- 2.02 Create satisfactory and credible solutions to specific visual arts problems.

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2)

### **Objectives**

- 3.01 Concisely describe, verbally or in writing, the origins of specific images and ideas and explain why they are of value in the work of others from different places and times.
- 3.02 Evaluate the validity of sources for content; and the manner in which subject matter, symbols, and images are used in one's own artwork and; in significant artworks by others.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

### **Objectives**

- 4.01 Analyze and interpret artworks for relationships among form, context, purposes, and critical models.
- 4.02 Analyze, verbally or in writing, common characteristics of visual arts evident across time and among cultural/ethnic groups to formulate analyses, evaluations, and interpretations of meaning.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

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### **Objectives**

- 5.01 Correlate, verbally or in writing, characteristics of works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions throughout history and in various cultures.
- 5.02 Create art that substantiates an understanding of visual arts in relationship to history and cultures.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

### **Objectives**

- 6.01 Determine the value, significance and/or extent of the critical and analytical principles and techniques of visual arts and selected other arts disciplines, the humanities, or the sciences.
- 6.02 Communicate verbally or in writing the thoughts that result from reflecting upon the characteristics and merits of one's own or others visual arts work.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

### **Objectives**

- 7.01 Research, describe and/or demonstrate through making art how visual art interrelates with all other disciplines.
- 7.02 Research, communicate and demonstrate through making art how visual arts relate to ideas, issues or themes in other disciplines.
- 7.03 Research, recognize, describe and/or demonstrate how current technology employed in visual arts may relate to other disciplines.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

### **Objectives**

- 8.01 Develop an awareness of and communicate how art may be an avocation.

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8.02 Develop an awareness of and communicate how art may be a beneficial profession.

8.03 Communicate how art provides an opportunity for lifelong learning.

### **HONORS VISUAL ARTS IV Course Code 5418-5**

**Focus Areas**

- Advanced, more individualized and activity-based work

## Honors Courses in North Carolina: Arts Education

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- Learning experiences that are often exploratory, experiential and/or open-ended, requiring students to think and operate at a higher than average level
- Expanded use of vocabulary and terminology appropriate to visual arts processes, media, and history
- Students developing a greater ability to name a specific artist to illustrate concepts, techniques, etc.
- Work often generated through and resulting from the studio and/or seminar approach
- Use of technology to study, learn and, if applicable, to produce art
- Work that requires students to take significant responsibility for their study and production of visual art
- Improving students understanding of where a specific artist or period of art fits into history and how both are a reflection of that time period
- Helping students exhibit fluency of ideas and products and understand the basic rationale and psychology behind the creative processes and, as a result, the student should demonstrate greater mastery of skills and processes
- Higher expectations for the quality of work generated, as well as, the thought and creative processes demonstrated
- In-depth research, analysis, reflection, application, production and performance
- Students becoming initiators of learning and accomplishment in visual arts
- Students demonstrating leadership and expertise in visual art

### Overview

- Honors Visual Arts IV is an even more advanced level of Honors Visual Arts III and involves additional in-depth knowledge of art processes, media, history and the development of such. In addition, students are expected to become initiators of learning and accomplishment, as well as, demonstrate leadership and expertise in visual arts. Since it is a more advanced level course, it will follow Honors Visual Arts III.

### Prerequisite for Honors Visual Arts IV:

- Is completion of Honors Visual Arts III
- And teacher recommendation.

**Strands:** Perceiving, Thinking, Comprehending, Applying, Integrating, Communicating, Creating, Analyzing, and Critiquing

**COMPETENCY GOAL 1: The learner will develop critical and creative thinking skills and perceptual awareness necessary for understanding and producing art.**

### Objectives

## **Honors Courses in North Carolina: Arts Education**

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- 1.01 Communicate complex ideas regularly at a high level of effectiveness to inform one's own artwork and that of others in a variety of visual medium
- 1.02 Initiate, define, and solve high-level visual arts problems independently and/or with others using intellectual skills such as analysis, synthesis, and evaluation.

**COMPETENCY GOAL 2: The learner will develop skills necessary for understanding and applying media, techniques, and processes.** (National Standard 1)

### **Objectives**

- 2.01 Demonstrate verbally, in writing or in practice the ability to competently compare perspectives about the use of organizational principles and functions in artwork and to credibly defend personal evaluations of these perspectives.
- 2.02 Create multiple solutions to specific visual arts problems that demonstrate competence in producing effective relationships between structural choices and artistic functions

**COMPETENCY GOAL 3: The learner will organize the components of a work into a cohesive whole through knowledge of organizational principles of design and art elements.** (National Standard 2)

### **Objectives**

- 3.01 Comprehensively describe and/or defend verbally, in writing or in practice the origins of specific images and ideas and explain why they are of value in one's own artwork and in the work of others.
- 3.02 Evaluate and defend, verbally, in writing or in practice, the validity of sources for content and the manner in which subject matter, symbols, and images are used in the one's work and in significant works by others.

**COMPETENCY GOAL 4: The learner will choose and evaluate a range of subject matter and ideas to communicate intended meaning in artworks.** (National Standard 3)

### **Objectives**

- 4.01 Analyze and interpret artworks verbally or in writing for relationships among form, context, purposes, and critical models, demonstrating a more

## **Honors Courses in North Carolina: Arts Education**

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thorough understanding of the work of critics, historians, aestheticians, and artists.

- 4.02 Analyze, verbally or in writing, characteristics of visual arts evident across time and among cultural/ethnic groups to astutely formulate analyses, evaluations, and interpretations of meaning that may be substantiated.

**COMPETENCY GOAL 5: The learner will understand the visual arts in relation to history and cultures.** (National Standard 4)

### **Objectives**

- 5.01 Correlate, verbally or in writing, responses to and characteristics of works of visual art with various techniques for communicating meanings, ideas, attitudes, views, and intentions throughout history and in different cultures.
- 5.02 Create art that reflects or personifies art from particular periods of history or cultures.

**COMPETENCY GOAL 6: The learner will reflect upon and assess the characteristics and merits of their work and the work of others.** (National Standard 5)

### **Objectives**

- 6.01 Demonstrate the ability to synthesize the critical and analytical principles and techniques of visual arts and selected other arts disciplines, the humanities, or the sciences.
- 6.02 Demonstrate the ability to reflect analytically on one's own or others work and concisely relate, verbally or in writing, the conclusions drawn from viewing the work.

**COMPETENCY GOAL 7: The learner will perceive connections between visual arts and other disciplines.** (National Standard 6)

### **Objectives**

- 7.01 Demonstrate independent research and establishment of area/s of specialization.
- 7.02 Demonstrate the ability through making art to synthesize multiple and various concepts in visual arts and other disciplines to enhance one's own visual expression in various media.
- 7.03 Recognize and demonstrate the ability through making art to show how current technology in other disciplines may influence or relate to visual arts.



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7.04 Compare the materials, technologies, media, and processes of visual arts with those of other arts disciplines as they are used in creation and types of analysis.

**COMPETENCY GOAL 8: The learner will develop an awareness of art as an avocation and profession.**

### **Objectives**

8.01 Know, explain and demonstrate how various aspects of art may be an avocation.

8.02 Know, explain and demonstrate an awareness of how various aspects of art may be a beneficial profession.

8.03 Know, explain and demonstrate how art provides an opportunity for lifelong learning in visual arts and other areas of life.

## **North Carolina Arts Education Honors Course Teaching Preparation Portfolio**

*This form should be used in the development of arts education honors courses. When completed, the form and any additional materials should be submitted to the appropriate administrators for approval, as required by the LEA.*

# Honors Courses in North Carolina: Arts Education

Curriculum Standards		
<p><b><u>General Course Information</u></b> Copy the state course code and title from the Honors Course Standards and fill in the length of the course in the area to the right.</p>	State course code:	
	State course title:	
	Length of course:	
<p><b><u>Course Description</u></b> Copy the course description from the Honors Course focus box at the beginning of the course, and paste into the area on the right. (Area will expand to needed size)</p>		
<p><b><u>Course Goals and Objectives</u></b> Copy from the honors course standards and paste the course competency goals and objectives into the area at right.</p>		
<p><b><u>Issues Particular to the Course</u></b> List issues particular to this course and describe how you will address them.</p>		
<p><b><u>Expectations of Performance</u></b> Explain how expectations of performance differ in the honors version of this course from the standard version of this course.</p>		
<p><b><u>Assignments</u></b> Provide selected assignments and explain how they differ in the honors course and the standard course (this may be incorporated in the course syllabus below).</p>		

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<p><b><u>Timetables and Deadlines</u></b> Attach or insert course syllabus.</p>		
<p><b><u>Pacing Guide</u></b> Attach or insert pacing guide.</p>		
<p><b><u>Assessments</u></b> Explain how students will be assessed in the course and attach selected assessments and rubrics.</p>		
<p><b><u>System for Grading</u></b> Describe system for grading.</p>		
<p><b><u>Instructional Materials, Equipment, and Technologies</u></b> List materials, equipment, and technologies needed for the course.</p>		
<p><b><u>Curriculum</u></b> There is evidence throughout the curriculum guide that the course builds upon, extends and emphasizes a focus; and, is specifically developed as an honors course that is more rigorous, sophisticated and/or accelerated than a standard course.</p>	Yes	No
	Comments:	

## Honors Courses in North Carolina: Arts Education

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<p><b><u>Instructional Materials</u></b>          There is evidence throughout the curriculum guide that students will be expected to read and/or interact to a wide spectrum of challenging, thought provoking, relevant instructional materials .</p>	Yes _____	No _____
Comments:		
<p><b><u>Acceleration</u></b>          There is evidence through timetables and deadlines in the curriculum guide of appropriate, accelerated pacing.</p>	Yes _____	No _____
Comments:		
<p><b><u>Extent of Learning</u></b>          There is evidence throughout the curriculum guide that student learning must go beyond the skills of recognition, fact gathering and recall.</p>	Yes _____	No _____
Comments:		

# Honors Courses in North Carolina: Arts Education

Instruction/Delivery Standards			
<p><b><u>Teacher Preparation</u></b> Provide documentation that the teacher possesses the necessary pedagogical skills, content knowledge and skills, and technological skills to deliver the course and that he/she has pursued continuous learning for knowledge and application of content and pedagogy in this content area.</p>	<b><u>Pedagogy, Knowledge and Skills</u></b>		
	<b>Continuous Learning</b>		
<p><b><u>Teaching Strategies</u></b> Use this checklist to ensure that the practices identified in the standards are evident in the curriculum guide and in classroom practices for the teacher:</p>	<b>Teaching Strategies</b>	<b>Yes, this practice is evident in the curriculum guide and teaching practices</b>	<b>No, this practice is not evident in the curriculum guide and teaching practices. If no, provide comments at the end of this checklist.</b>
	Interchange		
	Independent Study		
	Research		
	Technology		
	Integration of learning		
	Authentic and experiential learning		
	Higher level thinking skills		
	Instructional Diversity		
	Comments:		

# Honors Courses in North Carolina: Arts Education

Assessment/Student Work Standards			
Use this checklist to ensure that the assessment practices identified in the standards are evident in the curriculum guide and in classroom practices.	Assessment Standards	Yes, this practice is evident in the curriculum guide and teaching practices.	No, this practice is not evident in the curriculum guide and teaching practices.
	Numerous opportunities for student demonstration of goals, objectives, and concepts:  -performances; -presentations; -demonstrations; -applications; -processes; -products		
	Multiple and on-going forms of assessment are used to include:  -open-ended questions; -original interpretations; -authentic products; -analytical writing; -other forms of assessment		
	Use of On-going Teacher Assessment:  -to assess students to obtain feedback; -to plan; to guide and reshape instruction; -to help students gauge progress; -to determine individual needs; -to evaluate/grade students		

# Honors Courses in North Carolina: Arts Education

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	<b>Assessment Standards</b>	<b>Yes, this practice is evident in the curriculum guide and teaching practices.</b>	<b>No, this practice is not evident in the curriculum guide and teaching practices.</b>
	<b>Student Assessment</b>  -Opportunities for student self-evaluation -Opportunities for students to improve final assessments or products		
	<b>Multiple Types of Assessment to include:</b>  -self; -peer; -teacher; -outside expert		
	<b>Students have opportunities to:</b>  -establish learning targets; -monitor for clarity and accuracy; -adjust learning strategies.		
	<b>Comments:</b>  		

# Honors Courses in North Carolina: Arts Education

## Arts Education Honors Course Approval Form

Upon completion of the Teaching Preparation Portfolio, teacher should submit the developed honors course to the appropriate administration at the school and/or LEA level for approval.

**This honors course has been submitted by the teacher below, and approved as meeting the NC Honors Course Standards and Honors Course Standards for Arts Education.**

State course code			
State course title			
Teacher name			
	<i>First</i>	<i>Middle Initial</i>	<i>Last</i>
School name			
School System			
Submitted			
	<i>Teacher signature</i>	<i>Date</i>	
Administrator			
	<i>Name</i>	<i>Title</i>	
Approved			
	<i>Administrator signature</i>	<i>Date</i>	



## **Honors Courses in North Carolina: Career-Technical Education**

### **CTE Courses Eligible for Honors Credit**

Selected Career-Technical Education completer courses are eligible to be developed as honors courses at the local level:

- 6422 Computer Programming II-VB.NET
- 6427 Computer Programming II-Other Languages
- 7992 Computer Engineering Technology II
- 6312 Computerized Accounting II
- 6451 Data Base Programming I-ORACLE Academy
- 6452 Data Base Programming II-ORACLE Academy
- 7962 Drafting-Architectural II
- 7963 Drafting-Architectural III
- 7972 Drafting-Engineering II
- 7973 Drafting-Engineering III
- 7112 Early Childhood Education II
- 6415 e-Commerce I
- 6416 e-Commerce II
- 7632 Electronics II
- 6842 Horticulture II
- 7222 Medical Sciences II
- 6345 Network Administration II-LINUX
- 6346 Network Administration II-NOVELL
- 6347 Network Administration II-Microsoft
- 7981 Network Engineering Technology II-CISCO
- 7982 Network Engineering Technology III-CISCO
- 7983 Network Engineering Technology II-NORTEL
- 7984 Network Engineering Technology III-NORTEL
- 8012 Principles of Technology II
- 7902 Scientific & Technical Visualization II (T&I)
- 8007 Scientific & Technical Visualization II (Technology Education)
- 6626 Strategic Marketing

### **Designation of CTE Honors Courses**

Local administrators are to ensure that all CTE honors courses have sufficient rigor, breadth, and depth to be awarded high school honors credit in accordance with North Carolina State Board Policy Number HSP-M-001. The North Carolina Honors Course Standards will be used as a basis for designing and implementing courses that will be given honors designation. Honors courses that will receive weighted credit (5 quality points) should be periodically reviewed by teachers and administrators. It should not be assumed that once an honors course has been developed by a teacher and approved by administration that it will remain the same throughout ensuing years and always be taught by the same teacher.

# **Honors Courses in North Carolina: Career-Technical Education**

## **Designation of CTE Honors Courses, cont'd.**

Each honors course should be reviewed and revised to ensure that the course is aligned with the current *North Carolina Standard Course of Study* (NCDPI, 2002) and *North Carolina Honors Course Standards* (NCDPI, 2004). This process must also ensure that courses are consistent with the following:

- Emerging instructional best practices
- How students best learn
- The latest content

Since honors courses receive weighted credit, teachers and administrators should periodically reexamine these courses to keep them current and reaffirm their rigor. Likewise, any time an honors course is assigned to be taught by someone other than the teacher who originated the course, it should be reviewed and, if necessary, modified, by the newly assigned teacher before it is assigned an honors designation.

---

## **Definition of CTE Honors Courses**

Career-Technical Education honors courses are designed to be developed and conducted to demand more challenging involvement than standard Career-Technical Education courses. They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. CTE honors courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

---

## **Purposes of CTE Honors Courses**

Career-Technical Education honors courses should be designed for students who have demonstrated an advanced level of interest and achievement in a given subject area. The rationale for honors courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher level courses for students who aspire to an advanced level of learning. Furthermore, students and parents should be informed that CTE honors courses are more demanding and have requirements beyond those of standard CTE courses.

The aims of CTE honors courses are to promote:

- Opportunities for advanced work.
- Rigorous study of CTE content areas.
- Practical application of knowledge and skills.
- Transfer of knowledge and skills to work-based situations.

# **Honors Courses in North Carolina: Career-Technical Education**

**Purposes of CTE Honors Courses, cont'd.** Honors courses should be developed as an integral component of a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, affinities, and interests. A well-developed Career-Technical program will have both standard and honors courses.

---

**Characteristics of CTE Honors Courses** CTE honors courses will follow the same course of study, including content outline, blueprint, and curriculum guide, as the corresponding CTE course in the *NC Standard Course of Study* (NCDPI 2002); however, they should address the content with greater complexity, novelty, acceleration, and /or pacing. CTE honors courses should reflect a differentiation of curriculum, both in breadth and depth of study. CTE honors courses should exemplify the following characteristics:

- Require a higher level of cognition and quality of work than the standard course
- Enable students to become actively involved in classroom and work-based learning experiences
- Involve students in exploratory, experimental, and open-ended learning experiences

CTE honors courses should provide opportunities for the following:

- Problem-seeking and problem-solving
  - Participation in scholarly and creative processes
  - Use of imagination
  - Critical analysis and application
  - Personalized learning experiences
  - Learning to express/defend ideas
  - Learning to accept constructive criticism
  - Becoming a reflective thinker
  - Becoming an initiator of learning
- 

**Teachers of CTE Honors Courses** Teachers of CTE honors courses should possess the skills, knowledge, and dispositions to challenge and inspire thought processes of honors level students. In addition, these teachers should be able to implement diverse kinds of best teaching practices for high school learners. The capability of developing, implementing, and evaluating defensibly differentiated curriculum is a key characteristic of teachers who work with honors students. They should know and use a variety of teaching techniques. They should be proficient in the use of both indirect and direct modes of instruction. They should be confident in their teaching roles as facilitator, model, and coach. Furthermore, they should be

**Teachers of CTE** aware of current curriculum innovations and research in the content area

## **Honors Courses in North Carolina: Career-Technical Education**

**Honors Courses, cont'd.** in order to be able to develop and implement CTE honors courses that are both challenging and rigorous.

---

**Facilities for CTE Honors Courses** Facilities and equipment for CTE honors courses should meet or exceed that specified for a standard course. Before CTE honors courses are developed, approved, and implemented, consideration should be given to the ability of a school or system to provide any special equipment, technology or materials that a specific honors course may demand.

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**Teaching Preparation Portfolio for CTE Honors Courses** Teachers interested in offering honors CTE courses **must** develop and submit for approval to local administrators a portfolio of curriculum materials for each honors course. This CTE Honors Teaching Preparation Portfolio must clearly and concisely include, but is not limited to, the following elements:

- Course description from *Standard Course of Study*\*
- Competency goals and objectives from course blueprint\*
- Concepts from course outline\*
- Generalizations/essential questions
- Issues particular to the course
- Expectations of performance
- Assignments
- Timetables and deadlines
- Pacing guide
- Assessments, including rubrics
- A system for grading
- Instructional materials, equipment, and technologies required

A electronic template for the [Teaching Preparation Portfolio](#) follows. An explanation of each of the elements in the Teaching Preparation Portfolio follows. Examples of selected elements appear in Appendix A. It is suggested that teachers present several of the portfolio elements in the form of a course syllabus, which may also be given to students upon enrollment. Note that honors students will take the same post-assessment as students in regular classes.

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**Course** CTE Course Descriptions are found in the Standard Course of Study

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\* *Starred items are already provided for CTE courses. For CTE honors courses, teachers should follow the course description found in the Standard Course of Study, competency goals and objectives from in the course blueprint and concepts from in the course outline*

# **Honors Courses in North Carolina: Career-Technical Education**

**Description** (NCDPI, 2002). The Standard Course of Study has been approved by the State Board of Education. Honors courses are to follow the Standard Course of Study, but extend the course to a higher, more challenging level.

The standard course description should be followed by a paragraph that explains the added expectations of students in an honors course, including local requirements. An example of an honors course description appears in Appendix A.

---

**Competency Goals and Objectives** Competency goals and objectives appear in course blueprints that are available for most CTE courses. Honors courses are to include all goals and objectives that are identified as CORE in the course blueprint. Blueprints for honors courses may be modified to add goals and objectives or include goals and objectives identified on the course blueprint as supplemental.

The course blueprint with appropriate enhancements should be included in the Teaching Preparation Portfolio.

---

**Concepts** Major concepts for each course are included in the course outline, which can be found in the course curriculum guide or other course documents. Honors courses are to include all major concepts identified in the outline. Outlines for honors courses may be modified to include additional concepts.

The outline with appropriate enhancements should be included in the Teaching Preparation Portfolio.

---

**Generalizations** Generalizations are general statements or ideas concerning any area of study. Generalizations are statements for which examples can be provided. Generalizations identify characteristics about abstractions (Marzano, 2001).

Students in honors courses are challenged to reason inductively as they make observations and gather evidence in order to develop generalizations from information they have learned. They also use generalizations deductively as they make specific inferences from general principles. This process, known as generalizing, is a sophisticated skill as it relates to organizing ideas (Marzano, 2001). Generalizing can also involve constructing and defending conclusions

## **Honors Courses in North Carolina: Career-Technical Education**

**Generalizations, cont'd.** about a set of skills or inferring new conclusions based on the understanding of two or more persons.

The Teaching Preparation Portfolio should include a list of generalizations with specific indications of how these generalizations are to be used in the honors class. Examples of generalizations are found in Appendix A.

---

### **Essential Questions**

Essential questions are interrogative statements designed to focus attention on main ideas. They are used in honors courses to prompt thinking and spark discussion of key elements within a larger context. Essential questions are helpful in working through the steps in problem-solving, planning, and decision-making processes. The answers to essential questions are often in the form of generalizations.

Essential questions reflect the most historically important issues, problems and debates in a field of study. For example, “Is history inevitably biased?” or “Nature or nurture?” are essential questions. By examining such questions, students are engaged in higher order thinking. Essential questions are open-ended with no single, correct answer. They are meant to stimulate inquiry, debate and further questions, and can be reexamined over time. They are designed to be thought-provoking to students, engaging them in sustained, focused inquiries, culminating in meaningful performances (McTighe & Wiggins, 2004).

Instructors of CTE honors courses are expected not only to pose essential questions to the students, but to guide students in generating their own essential questions as they study and master the curriculum. The Teaching Preparation Portfolio should include a list of essential questions with specific indications of how these essential questions are to be used in the honors class.

Examples of essential questions appear in Appendix A.

---

### **Issues Particular to the Course**

Because of the diverse nature of course content, many courses have issues or features that are unique to the course. Teachers must identify these issues and discuss with administrators and other appropriate individuals prior to implementation of the course.

Examples of issues particular to a specific course appear in Appendix A.

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## **Honors Courses in North Carolina: Career-Technical Education**

**Expectations of Performance** Students in CTE honors courses may have a different set of performance expectations than students in standard CTE courses. The Teaching Preparation Portfolio provides a place where teachers can compare the expectations of students in standard courses to those in honors courses.

Examples of expectations of performance appear in Appendix A.

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**Assignments** Students in CTE Honors courses will have assignments that reflect the inherent rigor of honors level courses. These are likely to be long-term project- or problem-based assignments and should offer students elements of choice so that their career aims and interests may be addressed. In many CTE course curriculum guides, assignment options that reflect honors-level work are already in place.

Examples of assignments appropriate for an honors course appear in Appendix A.

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**Timetables and Deadlines** Timetables for CTE Honors course projects and activities and deadlines for assignments are helpful in course planning and communication with students. These should be provided to students at the beginning of the course.

---

**Pacing Guide** A pacing guide is a calendar showing the pace of instruction, with time allocated for teaching and applying each essential concept. The pacing guide is a useful tool for teachers to ensure that instructional time is carefully used and that students have the appropriate amount of time for work-based learning and project-based experiences. Pacing guides should be planned in advance and revised as needed to accurately depict time allocations for units and objectives being taught.

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**Assessments** Good instruction involves assessment by multiple and varied means. The classroom assessment bank provided for most CTE courses provides a beginning point. A wide variety of evaluation methods and forms of assessments should be used in CTE courses to measure what students know and what they know how to do. This is particularly important in honors courses. These assessments should include both cognitive and performance-based tasks. Where appropriate, rubrics should be developed and provided to students and evaluators.

The following types of assessments should be included:

- Assessments,**
- Selected response – multiple choice items, checklists, informed decision-making, matching, surveys, questionnaires

## **Honors Courses in North Carolina: Career-Technical Education**

**cont'd.**

- Student written response – essays, research papers, scenarios, journals, newsletters, brochures, open-ended statements
- Performance tasks – lab practical tests, projects, problem-solving, original designs, portfolios, lesson plans, self-evaluations
- Conversation assessments – interviews, annotated discussions, panel discussions, debates, focus groups
- Observation assessments – case studies, anecdotal records, observation reports

An example of a performance task and scoring rubric are included in Appendix A.

### **A System for Grading**

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Each CTE honors course should have a clear, concise system for grading so that students will be accountable for course requirements and know in advance the relative weight of each component of their grades. The system for grading should be explained in the Teaching Preparation Portfolio.

The grading system, along with timetables and deadlines, assignments, and expectations for students, should be explained clearly in a course syllabus that is made available to students at the beginning of the course.

An example of a grading system is included in Appendix A.

### **Instructional Materials, Equipment, and Technologies**

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In many CTE honors courses, being able to complete honors-level learning experiences and assignments may be dependent upon having the necessary resources with which to work. In such instances, having a list of essential instructional materials, equipment, and technologies helps administrators and teachers plan course offerings and make program decisions.

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# Honors Courses in North Carolina: Career-Technical Education

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## REFERENCES

- Marzano, R. J. (2001). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press, Inc.
- McTighe, J., and Wiggins, G. (2004). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- NCDPI (2002). *The North Carolina Standard Course of Study Guide: Career-Technical Education*. Raleigh, NC: North Carolina Department of Public Instruction. [Available online at [http://www.ncpublicschools.org/workforce\\_development/publications/course\\_of\\_study/standard\\_course\\_of\\_study\\_2004-05.pdf](http://www.ncpublicschools.org/workforce_development/publications/course_of_study/standard_course_of_study_2004-05.pdf)].
- NCDPI (2004). Standards for Honors Courses. NC State Board of Education Policy HSP-M-001; HSP-L-004 approved November 2004. North Carolina Department of Public Instruction.

# Honors Courses in North Carolina: Career-Technical Education

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## Appendix A – Examples

The following examples are provided to illustrate how the elements of a Teaching Preparation Portfolio might be developed. Teachers are not expected to utilize these examples verbatim, but to create their own based upon their teaching situation.

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### Course Description

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#### Horticulture II

*This course covers instruction that expands the scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turfgrass management, career planning, and leadership/personal development. Skills in biology, chemistry, and algebra are reinforced in this class. Work-based learning strategies appropriate for this course are agriscience projects, cooperative education, apprenticeships, and supervised agricultural experience. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies.*

*This honors course extends the Standard Course of Study to a higher, more challenging level. Students can expect to complete extensive written assignments including a research paper and to make regular presentations of their work to the other students in their class. According to school system policy, to enroll in Horticulture II-Honors, students must successfully complete Horticulture I.*

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### Generalizations

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#### Computer Engineering II

- *Operating systems have essential characteristics that must be understood by a computer repair technician if he or she is to be successful in installation, upgrading, troubleshooting and repair.*
- *Through the use of correct procedures, network protocols, and a network operating system, computers may be configured to create a LAN.*

#### Network Engineering Technology II

- *LAN construction requires mastery of network topologies, the OSI Model, network hardware, router configuration and protocols.*
- *Access control statements provide one type of LAN Security*
- *Binary mathematics is the backbone of LAN routing configuration and control.*

#### Network Engineering Technology III

- *Broadband or baseband technologies will determine the flow of data through networks.*
- *Advanced binary mathematics determine Advanced IP Addressing within networks.*
- *LAN design is a complex process with specific characteristics best suited for optimal network usage.*

# Honors Courses in North Carolina: Career-Technical Education

## Appendix A – Examples

### Essential Questions

#### e-Commerce I

- *How do the basic business and marketing principles apply to e-businesses?*
- *What is the significance of the target market to the success of an e-commerce business?*
- *How do planning and design, including storyboarding, impact the success of an e-business website?*
- *Why should a website developer learn HTML coding?*

### Issues Particular to the Course

#### Medical Sciences II

- *Students/teachers must have liability insurance for negligent acts against a patient/client. Teachers need the insurance to cover both negligence and malpractice.*
- *Students must maintain patient/client confidentiality laws and adhere to HIPPA guidelines at all times.*
- *Students must adhere to clinical agency requirements relating to appropriate vaccinations such as TB skin test, Hepatitis B, Rubella.*
- *Students/teachers must comply with all JCAHO, OSHA, and other designated industry requirements while in the health care setting.*
- *Students must adhere to CDC's "standard precautions" in all clinical settings*
- *Students must adhere to the clinical uniform policy of the individual health care agency, demonstrating a professional appearance and professional behavior at all times. Students/schools may be required to purchase uniforms.*
- *Students must honor the Patients' Bill of Rights at all times.*

### Expectations of Students

#### Computerized Accounting II

In addition to mastering the course objectives listed in the Computerized Accounting II course blueprint, the honors Computerized Accounting II student is expected to analyze financial data and assist in making business decisions based upon the financial data.

<b>Expectations for Standard Course</b>	<b>Expectations for Honors Course</b>
<i>Prepare end-of-fiscal period financial statements from a worksheet.</i>	<i>Prepare end-of-fiscal period financial statements from a worksheet and analyze the financial statements to predict the fiscal health of the organization.</i>
<i>Establish and maintain a petty cash fund and record related journal entries.</i>	<i>Establish and maintain a petty cash fund and record related journal entries. Examine the uses for petty cash and determine the need to increase or decrease the petty cash fund.</i>

## Honors Courses in North Carolina: Career-Technical Education

### Appendix A – Examples

#### Expectations of Students (continued)

Expectations for Standard Course	Expectations for Honors Course
<i>Compute and journalize depreciation (using straight-line, declining balance, sum-of-the-years, units of production) and gains and losses on disposal of plant assets.</i>	<i>Compute and journalize depreciation (using straight-line, declining balance, sum-of-the-years, units of production) and gains and losses on disposal of plant assets. Compare the depreciation expense using the different methods and determine the most advantageous method for the business to use.</i>
<i>Compute and journalize transactions for uncollectible accounts.</i>	<i>Compute and journalize transactions for uncollectible accounts. Analyze the uncollectible accounts for the business.</i>
<i>Compute and journalize transactions relating to notes receivable and notes payable.</i>	<i>Compute and journalize transactions relating to notes receivable and notes payable. Explain circumstances when a business would obtain a note payable.</i>
<i>Compute the cost of merchandise inventory using the FIFO and LIFO methods.</i>	<i>Compute the cost of merchandise inventory using the FIFO and LIFO methods. Explain when it is more advantageous for a business to use the LIFO method and when it is more advantageous to use the FIFO method.</i>

#### Assignments

##### Strategic Marketing

- *Unit F, Comp 6, Obj 6.03*  
*Have students compare and contrast sequential product development and parallel (sequential) product development. After comparing these two methods of speeding the development process, students should decide which method would be most cost effective and justify their decisions.*
- *Unit F, Comp 6, Obj 6.05*  
*Have students write an article for the local newspaper discussing current trends in product packaging and labeling. Allow students share their work with the class. Focus on the effect legislation has on regulating product labeling.*
- *Unit project on "Conducting Research" in Unit D (4.00)*  
*As a summary: Student groups are to complete a research study in the field of marketing. The project must be planned, conducted, and reported by the group. When complete, the use of the study should be helpful to measurably improve the marketing activities of your school, and individual company, a group of companies, or the business community in which you live. (Length of the report may vary, but 30 pages total is reasonable.)*

# Honors Courses in North Carolina: Career-Technical Education

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## Appendix A – Examples

### Performance Task and Rubric

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Drafting III-Engineering

#### UNIT VI: Geometric Dimensioning and Tolerancing

##### Competency: D506.00

*Demonstrate basic geometric dimensioning and tolerancing techniques*

##### Objective: D506.02

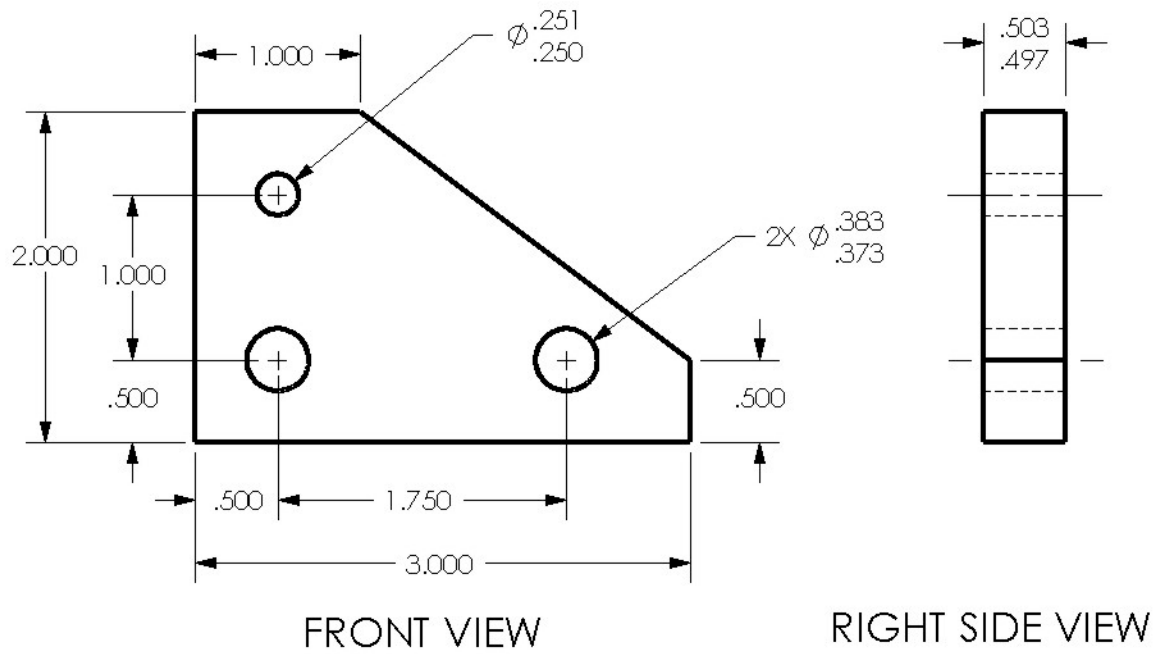
*Construct a drawing with geometric dimensions and tolerances*

**Requirements:** Each student is required to apply geometric dimensions to a simple drawing. Your instructor will either provide you with the drawing below or ask you to reproduce it using the appropriate CAD software.

1. The drawing should be completed at a scale of 1 : 1.
2. Use accepted drafting standards for all line weights.
3. Add your name, problem number (**D006.02.001**), scale, and date in the title block.
4. Time Limit = 90 minutes.
5. Your work should reflect an understanding of the basic concepts related to geometric dimensioning and tolerancing. It will be evaluated on your ability to correctly draw and apply geometric dimensions, feature control frames, datum feature symbols, and basic dimensions.
6. Apply the following information to the ANGLE PLATE:
  - a. Make the right-hand face in the side view flat within .005. Identify this surface as datum feature A.
  - b. Make the bottom surface in the front view perpendicular within .005 to datum A. Identify this bottom surface as datum feature B.
  - c. Make the left-hand surface in the front view perpendicular within .005 to datum A (primary) and B (secondary). Identify this left-hand surface as datum C.
  - d. Make all dimensions basic except the size tolerances (the limit dimensions).
  - e. Position the two larger holes within a diameter tolerance zone of .010 at MMC relative to datum A (primary), B (secondary), and C (tertiary).
  - f. Position the .250 diameter hole within a diameter tolerance zone of .008 at MMC relative to datum A (primary), B (secondary), and C (tertiary).
  - g. In the front view, identify the top left-hand corner as point X. Identify the bottom right-hand corner as point Y. On the surfaces between points X and Y (toward the top right of the view), apply a profile of a surface tolerance of .020 total referenced to datum A (primary), B (secondary), and C (tertiary). Under the profile feature control frame state that the tolerance applies between points X and Y.

***Appendix A – Examples***

**Performance Task and Rubric (continued)**



# Honors Courses in North Carolina: Career-Technical Education

## Appendix A – Examples

### Performance Task and Rubric (continued)

#### Rubric for Geometric Dimensioning and Tolerancing – Construct a drawing with geometric dimensions and tolerances – D506.02

##### *Correct format and placement of feature control frames*

<i>Feature control frames do not have the correct format. Feature control frames are not placed in the correct location.</i>	<i>Most feature control frames have the correct format. Most feature control frames are placed in the correct location.</i>	<i>All feature control frames have the correct format. All feature control frames are placed in the correct location.</i>	<i>Total Points</i>
<i>0-35 points</i>	<i>36-45 points</i>	<i>46-50 points</i>	

##### *Correct format and placement of datum feature symbols*

<i>Datum feature symbols do not have the correct format. Datum feature symbols are not placed in the correct location.</i>	<i>Most datum feature symbols have the correct format. Most datum feature symbols are placed in the correct location.</i>	<i>All datum feature symbols have the correct format. All datum feature symbols are placed in the correct location.</i>	<i>Total Points</i>
<i>0-21 points</i>	<i>22-27 points</i>	<i>28-30 points</i>	

##### *Correct identification of basic dimensions*

<i>Basic dimensions are not correctly identified.</i>	<i>Most basic dimensions are identified correctly by placing a box around them.</i>	<i>All basic dimensions are identified correctly by placing a box around them.</i>	<i>Total Points</i>
<i>0-6 points</i>	<i>7-8 points</i>	<i>9-10 points</i>	

##### *Correct application for identifying points X and Y*

<i>Neither point is identified correctly.</i>	<i>Only one point is identified correctly.</i>	<i>Points X &amp; Y are identified correctly.</i>	<i>Total Points</i>
<i>0 points</i>	<i>3 points</i>	<i>5 points</i>	

##### *Titleblock information*

<i>Major errors in titleblock information.</i>	<i>Minor error in titleblock information.</i>	<i>All titleblock information is shown and spelled correctly.</i>	<i>Total Points</i>
<i>0 points</i>	<i>3 points</i>	<i>5 points</i>	

# Honors Courses in North Carolina: Career-Technical Education

## Appendix A – Examples

### System of Grading

Early Childhood Education II

<i>Classroom Assessments – 50%</i>		<i>Work-Based Learning Assessments – 50%</i>	
<i>Daily quizzes</i>	<i>5%</i>	<i>Performance Tests</i>	<i>20%</i>
<i>Projects</i>	<i>10%</i>	<i>Observations/Case Studies</i>	<i>10%</i>
<i>Presentation</i>	<i>5%</i>	<i>Electronic Portfolio</i>	<i>10%</i>
<i>Journals</i>	<i>10%</i>	<i>Lesson Presentations</i>	<i>10%</i>
<i>Unit tests</i>	<i>10%</i>		
<i>Final Written Exam</i>	<i>10%</i>		



# Honors Courses in North Carolina: Career-Technical Education

## **North Carolina Career-Technical Education Teaching Preparation Portfolio**

*This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.*

<p><b><u>General Course Information</u></b></p> <p>Copy from the Standard Course of Study and paste into the gray area at right.</p>	State course code:	
	State course title:	
	Recommended maximum enrollment:	
	Recommended hours of instruction:	
<p><b><u>Course Description</u></b></p> <p>Copy course description from the Standard Course of Study and paste into the gray area. (Area will expand to needed size.) Insert explanations of enhanced course expectations and locally-established requirements.</p>	<p><i>This honors course extends the Standard Course of Study to a higher, more challenging level. &lt;Insert sentence describing enhanced course expectations.&gt;&lt;Insert sentence describing locally-established requirements.&gt;</i></p>	
<p><b><u>Course Goals and Objectives</u></b></p>	Attach enhanced course blueprint.	
<p><b><u>Concepts</u></b></p>	Attach enhanced course outline.	

## Honors Courses in North Carolina: Career-Technical Education

<b><u>Generalizations</u></b>	Generalizations
List generalizations, then discuss briefly how they will be used in the course.	
	Describe how generalizations will be used in the course.
<b><u>Essential Questions</u></b>	Essential Questions
List essential questions, then discuss briefly how they will be used in the course.	
	Describe how Essential Questions will be used in the course
<b><u>Issues Particular to the Course</u></b>	
<b><u>Expectations of Performance</u></b>	

## Honors Courses in North Carolina: Career-Technical Education

<b><u>Assignments</u></b>	
Provide selected assignments and explain how they differ in the honors course and the standard course	
<b><u>Timetables and Deadlines</u></b>	Attach course syllabus.
<b><u>Pacing Guide</u></b>	Attach pacing guide.
<b><u>Assessments</u></b>	
Explain how students will be assessed in the course and attach selected assessments and rubrics.	
<b><u>System for Grading</u></b>	Include system for grading in the course syllabus.
<b><u>Instructional Materials, Equipment, and Technologies</u></b>	
List materials, equipment, and technologies needed for the course.	

Submitted \_\_\_\_\_  
*Teacher signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

# Honors Courses in North Carolina: English Language Arts

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## Overview

Like the rest of the *North Carolina English Language Arts Standard Course of Study (NCELASCS)*, the honors standards establish competency goals and objectives directing the teaching and learning of English Language Arts in high schools throughout North Carolina. However, it is designed as a flexible guide to instruction that focuses on overarching concepts and standards. It does not outline a detailed scope and sequence, is not content-specific, and does not reflect the beliefs, policies, and philosophy of each local school district. For this reason, to implement fully the *NCELASCS*, districts and teachers need to develop more specific local or individual curricula and will still be required to compile evidence of rigor as directed by the North Carolina Honors Course Standards.

The honors course standards begin with the *NCELASCS* itself. Honors courses should involve challenging opportunities for students to deepen engagement with that same curriculum focus as the standard level classes. The honors course descriptions and objectives reflect **amendment** of the *NCELASCS* for English I, II, III, and IV rather than replacement of it.

In addition to the course descriptions and objectives within the Honors *NCELASCS*, the Honors English Language Arts Courses Rigor Rubric has been developed as a tool for teachers and administrators to evaluate the rigor of the curriculum, instruction, and assessment of their honors English Language Arts courses. Local systems may decide how to use this tool in determining honors designation for required and elective English Language Arts courses.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described as honors are evident.

<b>English Language Arts Courses Eligible for Honors Credit</b>	English I, II, III, and IV are each eligible for honors credit and must follow the course description and standards developed by NCDPI. Additionally, elective courses are eligible to be developed as honors courses at the local level.
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<b>Designation of Honors Courses</b>	Local administrators are to ensure that all honors courses have sufficient rigor, breadth, and depth to be awarded high school honors credit in accordance with North Carolina State Board Policy Number HSP-M-001. The North Carolina Honors Course Standards will be used as a basis for designing and implementing courses that will be given honors designation. Honors courses that will receive weighted credit (5 quality points) should be periodically reviewed by teachers and administrators. It should not be assumed that once an honors course has been developed by a teacher and approved by administration that it will remain the same throughout ensuing years and always be taught by the same teacher. Each honors course should be reviewed and revised to ensure that the
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## Honors Courses in North Carolina: English Language Arts

### **Designation of Honors Courses, cont'd.**

course is aligned with the current *North Carolina Standard Course of Study* (NCDPI, 2002) and *North Carolina Honors Course Standards* (NCDPI, 2004). This process must also ensure that courses are consistent with the following:

- Emerging instructional best practices
- How students best learn
- The latest content

Since honors courses receive weighted credit, teachers and administrators should periodically reexamine these courses to keep them current and reaffirm their rigor. Likewise, any time an honors course is assigned to be taught by someone other than the teacher who originated the course, it should be reviewed and, if necessary, modified, by the newly assigned teacher before it is assigned an honors designation.

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### **Definition of Honors Courses**

Honors courses should be developed and conducted to demand more challenging involvement than standard courses. They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

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### **Purposes of Honors Courses**

Honors courses should be designed for students who have demonstrated an advanced level of interest and achievement in a given subject area. The rationale for honors courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher-level courses for students who aspire to an advanced level of learning. Furthermore, students and parents should be informed that honors courses are more demanding and have requirements beyond those of standard courses. Honors courses should be an integral component of a program of study that provides an array of opportunities for all students based on their aptitudes, affinities, and interests.

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### **Characteristics of Honors Courses**

Honors courses will follow the same course of study as the corresponding course in the NC Standard Course of Study (NCDPI 2004); however, they should address the content with greater complexity, novelty, and /or pacing. Honors courses should reflect a differentiation of curriculum, both in breadth and depth of study. Honors courses should exemplify the following characteristics:

- Require a higher level of cognition and quality of work than the standard course
- Enable students to become actively involved in classroom learning experiences

## Honors Courses in North Carolina: English Language Arts

### **Characteristics of Honors Courses, cont'd.**

- Involve students in exploratory, experimental, and open-ended learning experience

Honors courses should provide opportunities for the following:

- Problem-seeking and problem-solving
  - Participation in scholarly and creative processes
  - Use of imagination
  - Critical analysis and application
  - Personalized learning experiences
  - Learning to express/defend ideas
  - Learning to accept constructive criticism
  - Becoming a reflective thinker
  - Becoming an initiator of learning
- 

### **Teachers of Honors Courses**

Teachers of honors courses should possess the skills, knowledge, and dispositions to challenge and inspire thought processes of honors level students. In addition, these teachers should be able to implement diverse kinds of best teaching practices for high school learners. The capability of developing, implementing, and evaluating defensibly differentiated curriculum is a key characteristic of teachers who work with honors students. They should know and use a variety of teaching techniques. They should be proficient in the use of both indirect and direct modes of instruction. They should be confident in their teaching roles as facilitator, model, and coach. Furthermore, they should be aware of current curriculum innovations and research in the content area in order to be able to develop and implement honors courses that are both challenging and rigorous.

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# Honors Courses in North Carolina: English Language Arts

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## English I

### Course Description

Students in English I explore the ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. In English I, students will:

- Express reflections and reactions to literature and to personal experience.
- Explain meaning, describe processes, and answer research questions.
- Evaluate communication and critique texts.
- Make and support an informed opinion.
- Participate in conversations about and written analysis of literary genres, elements, and traditions.
- Use knowledge of language and standard grammatical conventions.

Students in the honors course will explore literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

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### Honors Competency Objective

1.04 Investigate expressive communication through

- exploring print and non-print texts to extend study of self-selected creators (author, artist, filmmaker, composer, etc.) or topics.
  - developing personal examples appropriate to purpose, audience, and context.
  - using precise language and sentence variety appropriate to the audience and purpose.
  - planning, designing, and self-monitoring as students create a variety of texts.
-

# Honors Courses in North Carolina: English Language Arts

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## English II

### Course Description

Students in English II read, discuss, and write about both classical and contemporary world literature (excluding British and American authors) through which students will identify cultural significance. They will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, although emphasis will be placed on informational contexts. In addition to literature study, students will:

- Examine non-literary texts related to cultural studies.
- Research material to use primarily in clarifying their own explanatory responses to situations and literary-based issues.
- Critically interpret and evaluate experiences, literature, language, and ideas.
- Use standard grammatical conventions and select features of language appropriate to purpose, audience, and context of the work.

Students in the honors course will explore world literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

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### Honors Competency Objective

- 2.04 Investigate informational communication through
- exploring print and non-print texts to extend study of self-selected topics relevant to world literature and/or history.
  - analyzing and developing effective strategies for integrating a variety of support (including direct quotations, personal experiences/observations, and current events) into written and oral products.
  - using precise language and sentence variety to create style and tone appropriate to the audience and purpose.
  - planning, designing, and self-monitoring as students create a variety of texts.



# Honors Courses in North Carolina: English Language Arts

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## English III

### Course Description

Students in English III analyze United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. The emphasis in English III is **critical analysis** of texts through reading, writing, speaking, listening, and using media. In addition, the student will:

- Relate the experiences of others to their own.
- Research the diversity of American experience.
- Examine relationships between past and present.
- Build increasing sophistication in defining issues and using argument effectively.
- Create products and presentations which maintain standard conventions of written and oral language.

Students in the honors course will explore United States literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

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### Honors Competency Objective

- 3.04 Investigate argumentative communication through
- exploring print and non-print texts to extend study of self-selected topics relevant to British literature and/or history.
  - analyzing and researching diverse perspectives on literary, historical, cultural, and/or social events.
  - constructing original arguments which address multi-faceted perspectives of complex issues.
  - applying a sophisticated understanding of stylistic elements in student products appropriate to audience and purpose.
  - planning, designing, and self-monitoring as students create a variety of texts.
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# Honors Courses in North Carolina: English Language Arts

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## Curriculum Guide

### Course Description

Students in English IV will integrate all the language arts skills gained throughout their education. The curriculum both affirms these skills and equips the students to be life-long learners. Students continue to explore expressive, expository, argumentative, and literary contexts with a focus on British literature. The emphasis in English IV is on **argumentation** by developing a position of advocacy through reading, writing, speaking, listening, and using media. Students will

- express reflections and reactions to texts.
- explain principles inspired by the curriculum.
- interpret and qualify texts.
- research and address issues of public or personal concern.
- create products and presentations which maintain standard conventions of the written and spoken language.

Students in the honors course will explore British literature more widely and deeply, including more challenging and/or complete print and non-print texts. The honors English course fosters intellectual curiosity by encouraging students to generate thought-provoking questions and topics and to research diverse sources. Honors courses will require students to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. Higher level thinking skills will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and other media/technology.

All courses should challenge students and incorporate opportunities for independent critical thinking; an honors English course can be distinguished from a standard English course by the consistency with which the characteristics described above are evident.

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### Honors Competency Objective

- 4.05 Investigate critical communication through
- exploring print and non-print texts to extend study of self-selected topics relevant to American literature and/or history.
  - analyzing and researching diverse perspectives on literary, historical, cultural, and/or social events.
  - constructing original responses to print or non-print media through one or more critical perspectives (e.g. historical, feminist, Marxist).
  - applying an understanding of stylistic elements in student products appropriate to audience and purpose
  - planning, designing, and self-monitoring as students create a variety of texts.
-

# Honors Courses in North Carolina: English Language Arts

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## Curriculum Guide

### Defining Curriculum Guide

In accordance with North Carolina State Board Policy Number HSP-M-001, “along with proof of approval from a local administrator, a curriculum guide is developed and in evidence for each honors course. The curriculum guide must clearly and concisely include but is not limited to the following:

- A course description (including length of the course)
- Goals and objectives
- Concepts (generalizations/essential questions)
- Issues particular to the course
- Expectations of performance
- Assignments
- Time tables and deadlines
- Pacing guide/s
- Assessments
- Rubrics
- A basis for grading and
- Instructional materials, equipment and/or technology.”

An explanation of each of the elements in the Teaching Preparation Portfolio follows. Examples of selected elements appear in Appendix A. It is suggested that teachers present several of these elements in the form of a course syllabus, which may also be given to students upon enrollment.

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### Course Descriptions

NCDPI has developed and provided mandatory course descriptions for honors English I, II, III, and IV which reflect the rigor and depth expected in each honors course.

Elective course descriptions will be developed by teachers within the school and/or system.

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### Competency Goals and Objectives

NCDPI has developed and provided mandatory competency objectives for honors English I, II, III, and IV. While honors courses should expect students to explore English Language Arts in more depth across all environments (goals) of the *NCELASCS*, each honors course includes an objective specifying extended investigation of the communication environment (goal) that is the focus of that course.

Elective course competency goals and objectives will be developed by teachers within the school and/or system.

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# Honors Courses in North Carolina: English Language Arts

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## Curriculum Guide

### **Concepts – Generalizations**

Generalizations are statements or ideas for which examples can be provided. Generalizations identify characteristics about abstractions (Marzano, 2001).

Students in honors courses are challenged to reason inductively as they make observations and gather evidence in order to develop generalizations from information they have learned. They also use generalizations deductively as they make specific inferences from general principles. This process, known as generalizing, is a sophisticated skill relating to organizing ideas (Marzano, 2001). Generalizing can also involve constructing and defending conclusions about a set of skills or inferring new conclusions based on the understanding of two or more persons.

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### **Concepts-- Essential Questions**

Essential questions are interrogative statements designed to focus attention on main ideas. They prompt thinking and spark discussion of key elements within a larger context. Essential questions are helpful in working through the steps in problem-solving, planning, and decision-making processes. The answers to essential questions are often in the form of generalizations.

Essential questions reflect the most historically important issues, problems and debates in a field of study. For example, “Is history inevitably biased?” or “Nature or nurture?” are essential questions. Examining such questions engages students in higher order thinking. Essential questions are open-ended with no single, correct answer. They are meant to stimulate inquiry, debate and further questions, and can be reexamined over time. They are designed to be thought-provoking to students, engaging them in sustained, focused inquiries, culminating in meaningful performances (McTighe & Wiggins, 2004).

Instructors of honors courses are expected not only to pose essential questions to the students, but also to guide students in generating their own essential questions as they study and master the curriculum.

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### **Issues Particular to the Course**

Because of the diverse nature of course content, many courses have issues or features that are unique to the course. Teachers must identify these issues and discuss with administrators and other appropriate individuals prior to implementation of the course.

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# Honors Courses in North Carolina: English Language Arts

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## Curriculum Guide

<b>Expectations of Performance</b>	Students in honors courses may have a different set of performance expectations than students in standard courses. Teachers may find it helpful to compare the expectations of students in standard courses to those in honors courses.
<b>Assignments</b>	Students in honors courses will have assignments that reflect the inherent rigor of honors level courses. These are likely to be long-term project- or problem-based assignments and should offer students elements of choice so that their goals and interests may be addressed.
<b>Timetables and Deadlines</b>	Timetables for Honors course projects and activities and deadlines for assignments are helpful in course planning and communication with students.
<b>Pacing Guide</b>	<p>A pacing guide is a calendar showing the pace of instruction, with time allocated for teaching and applying each essential concept. The pacing guide is a useful tool for teachers to ensure that instructional time is carefully used and that students have the appropriate amount of time for work-based learning and project-based experiences. Pacing guides should be planned in advance and revised as needed to accurately depict time allocations for units and objectives being taught.</p> <p>There is not now and has never been a state-suggested pacing guide for English Language Arts. Collaborative creation of such a guide by experienced teachers is an excellent staff development activity that not only draws upon the expertise of teachers but also serves as an affirmation of their experience.</p> <p>District and school-wide planning is important for establishing more in-depth expectations for each grade level as well as for discussing the vertical alignment from course to course. However, that is only an initial step to the teacher developing his or her own plan for the course. Although each teacher might incorporate the same core works into the course, if decided by the district or school department, individual teachers need to decide the depth of exploration for each text and the best works to supplement the students' learning. Classes that read a text first semester should have different experiences with it than those who read it much later in the course.</p> <p>The integrated and spiraling nature of the NCELASCS makes a simple linear or goal-based plan (with goals 1 first quarter, 2 and 5 second quarter, etc.) impractical and ineffective. Thus, each teacher should</p>

# Honors Courses in North Carolina: English Language Arts

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## Curriculum Guide

### **Pacing Guide, cont'd.**

have a plan for accomplishing objectives from state and local guidelines as well as the teacher's own goals. More developed than a syllabus or reading list, the plan can serve as a blueprint for the year's work. Teachers and students benefit from having a well-constructed yearly plan that allocates time according to curriculum priorities, while allowing teachers flexibility for addressing unexpected events or students' changing needs.

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### **Assessments**

Good instruction involves assessment by multiple and varied means. A wide variety of evaluation methods and forms of assessments should be used in courses to measure what students know and what they know how to do. This is particularly important in honors courses. These assessments should include both cognitive and performance-based tasks. Where appropriate, rubrics should be developed and provided to students and evaluators.

The following types of assessments should be included:

- Selected response – multiple choice items, checklists, informed decision-making, matching, surveys, questionnaires
  - Student written response – essays, research papers, scenarios, journals, newsletters, brochures, open-ended statements
  - Performance tasks – projects, problem-solving, original designs, portfolios, lesson plans, self-evaluations
  - Conversation assessments – interviews, annotated discussions, panel discussions, debates, focus groups
  - Observation assessments – case studies, anecdotal records, observation reports.
- 

### **A System for Grading**

Each honors course should have a clear, concise system for grading so that students will be accountable for course requirements and know in advance the relative weight of each component of their grades.

The grading system, along with timetables and deadlines, assignments, and expectations for students, should be explained clearly in a course syllabus that is made available at the beginning of the course.

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### **Instructional Materials, Equipment, and Technologies**

In many honors courses, being able to complete honors-level learning experiences and assignments may be dependent upon having the necessary resources (including technology and texts) with which to work. In such instances, having a list of essential instructional materials, equipment, and technologies helps administrators and teachers plan course offerings and make program decisions.

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# Honors Courses in North Carolina: English Language Arts

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## Rigor Rubric

The rubric below is a tool for teachers and administrators to evaluate the rigor of the curriculum, instruction, and assessment in their honors English Language Arts courses. Local systems may decide how to use this tool in determining Honors standards for required and elective English courses. Teaching is an art, and teachers continue to grow and evolve through their experiences and professional development. While Levels 2 and 3 are fairly specific, Level 4 becomes more flexible and open-ended, reflecting the cumulative nature of the rubric and the skill of the outstanding teacher to design curriculum, instruction, and assessment most suited to student needs.

For honors course descriptions and additional requirements for English I, English II, English III, and English IV, please see the *NC ELA Standard Course of Study*.

According to the “Non-Negotiables” of Academic Rigor developed by the Academically or Intellectually Gifted Program, Exceptional Children Division, NCDPI:

Academic rigor is an essential characteristic of effective curriculum, instruction and assessment. Students learn when they are challenged to use the full range of their talents and intellectual abilities to address authentic and complex academic tasks in professional and real-life events. All students should have the opportunity to participate in qualitatively different academic environments that build upon their interests, strengths and personal goals. These environments should engage them actively and consistently in sophisticated investigations of materials, texts, interactive technologies and learning activities, requiring them to understand and apply advanced critical and creative processes.

Rigorous academic environments represent true communities of learning, encouraging both students and teachers to be risk-takers engaged in experimental, investigative and open-ended learning processes. Together, members of inquiry-based learning communities can utilize effectively their existing knowledge while striving to create new knowledge. In these rigorous learning environments, students accept greater responsibility for developing and applying a deep understanding of significant concepts, generalizations, essential questions and skills and procedures to problem finding and problem solving for which there are no predetermined limits. As a result...students will become life-long learners and thinkers, capable of independent reflection, self-evaluation and reasoning.

*Academic Rigor ...*

- Has Qualitatively Different Academic Environments (More In-Depth, Complex and Abstract Concepts and Ideas)
- Builds Upon Interests, Strengths and Personal Goals
- Engages Consistently in Sophisticated Investigations of Materials, Texts, Interactive Technologies and Learning Activities
- Employs Advanced Critical and Creative Processes
- Embraces Teachers and Students as Risk-Takers in Experimental, Investigative and Open-Ended Learning Processes
- Utilizes Effectively Existing Knowledge and Creates New Knowledge
- Develops and Applies Deep Understanding of Significant Concepts, Generalizations and Essential Questions to Problem Finding and Problem Solving
- Sets No Predetermined Limits
- Creates Life-Long Learners and Thinkers Capable of Independent Reflection, Self-Evaluation, and Reasoning.

# Honors Courses in North Carolina: English Language Arts

## Rigor Rubric

The rubric below is a tool for teachers and administrators to evaluate the rigor of the curriculum, instruction, and assessment in their honors English Language Arts courses. Local systems may decide how to use this tool in determining Honors standards for required and elective English courses. Teaching is an art, and teachers continue to grow and evolve through their experiences and professional development. While Levels 2 and 3 are fairly specific, Level 4 becomes more flexible and open-ended, reflecting the cumulative nature of the rubric and the skill of the outstanding teacher to design curriculum, instruction, and assessment most suited to student needs.

For honors course descriptions and additional requirements for English I, English II, English III, and English IV, please see the *NC ELA Standard Course of Study*.

	<b>Level Four (Outstanding Honors Course)</b>	<b>Level Three (Strong Honors Course)</b>	<b>Level Two (Developing Honors Course)</b>	<b>Level One (Sub-standard course)</b>
<b>C U R R I C U L U M</b>	Advanced, sophisticated curriculum builds upon and extends standard course of study through universal concepts, complex generalizations, and development of essential questions derived from studying multiple perspectives of a given topic. By choosing their own reading texts and writing or speaking topics often, students accept greater responsibility and explore areas of interest in greater depth and with greater freedom.	Curriculum builds upon and extends the standard course of study through universal concepts, generalizations, and essential questions derived from studying various perspectives. Students engage in multiple, complex, thought-provoking, and challenging texts/materials that allow them to work and think independently as well as in cognitive collaboration. Students explore print and non-print texts from all genres and points of view. Students will make connections across instruction, curriculum, and life through the use of higher level thinking skills.	Curriculum focuses on reading materials that allow students to read various print and non-print genres from different points of view with similar underlying concepts and ideas. Students demonstrate an understanding of difficult concepts by communicating through oral language, written language, other media and technology. Students are exposed to a variety of resources, making connections from text to self, from text to text, and from text to world.	Curriculum develops around topic(s) or isolated texts and exploration occurs through activities. Student outcomes lack articulation. A superficial attempt exists to provide rigor through quantity rather than quality. An over reliance on the textbook as the predominant curriculum is evident. Readings superficially address the topic.



# Honors Courses in North Carolina: English Language Arts

## Rigor Rubric

The rubric below is a tool for teachers and administrators to evaluate the rigor of the curriculum, instruction, and assessment in their honors English Language Arts Courses. Local systems may decide how to use this tool in determining Honors standards for required and elective English Courses. Teaching is an art, and teachers continue to grow and evolve through their experiences and professional development. While Levels 2 and 3 are fairly specific, Level 4 becomes more flexible and open-ended, reflecting the cumulative nature of the rubric and the skill of the outstanding teacher to design curriculum, instruction, and assessment most suited to student needs.

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	<b>Level Four (Outstanding Honors Course)</b>	<b>Level Three (Strong Honors Course)</b>	<b>Level Two (Developing Honors Course)</b>	<b>Level One (Sub-standard course)</b>
<b>I N S T R U C T I O N</b>	Instructional delivery employs a large repertoire of research-based advanced instructional strategies and methods within curricular models. Opportunities for understanding the “whys” through scholarly discussions are consistently provided. Students reflect daily in a variety of modes (written, oral, and visual) on concepts, complex levels of generalizations and essential questions encountered within rigorous texts. Instruction broadens cultural awareness and consistently encourages interdisciplinary applications, as well as collaboration within the school and larger community. Instruction focuses on inquiry and includes such strategies as Paedeia, panel debates, seminars, small group discussion, and reflective writing. Teacher utilizes sophisticated and varied technologies to enhance instruction and models strategies of advanced literacy processes. Teacher consistently asks probing questions that challenge students to provide rationale for positions explored.	Instructional delivery uses multiple instructional strategies and methods that reflect best practices based on current educational theory and research. These strategies, used within lessons and sometimes larger curricular models of study to understand complex and sophisticated materials/texts, focus on quality questioning and might include such strategies as Paedeia, panel debates, seminars, small group discussion, and reflective writing. Opportunities for understanding the “whys” through discussions are frequently provided and students frequently reflect on concepts, generalizations, and essential questions encountered with rigorous texts. Instructional delivery regularly features technology, and students are encouraged to explore multi-media projects. Instruction frequently utilizes teacher modeling in literacy processes and reflects an interdisciplinary approach that encourages collaboration within the school and larger community.	Instructional delivery uses one or two instructional management strategies (learning and/or interest centers, learning styles, etc.) within lessons to understand complex and sophisticated materials/texts. Opportunities for understanding the “whys” are provided. Instructional delivery occasionally features technology to enhance instruction, and multi-media projects are sometimes offered, where applicable. Instruction occasionally utilizes teacher modeling in literacy processes.	Instructional delivery assumes students will independently construct meaning from sophisticated materials/texts through appropriate mental models (processes/graphic organizers). Teacher provides little, if any support and is primarily engaged in delivering content and coverage.

**\*adapted from the “Non-Negotiables” of Academic Rigor developed by the Academically or Intellectually Gifted Program, Exceptional Children Division, NCDPI**

# Honors Courses in North Carolina: English Language Arts

## Rigor Rubric

The rubric below is a tool for teachers and administrators to evaluate the rigor of the curriculum, instruction, and assessment in their honors English Language Arts Courses. Local systems may decide how to use this tool in determining Honors standards for required and elective English Courses. Teaching is an art, and teachers continue to grow and evolve through their experiences and professional development. While Levels 2 and 3 are fairly specific, Level 4 becomes more flexible and open-ended, reflecting the cumulative nature of the rubric and the skill of the outstanding teacher to design curriculum, instruction, and assessment most suited to student needs.

For honors course descriptions and additional requirements for English I, English II, English III, and English IV, please see the *NC ELA Standard Course of Study*.

	<b>Level Four (Outstanding Honors Course)</b>	<b>Level Three (Strong Honors Course)</b>	<b>Level Two (Developing Honors Course)</b>	<b>Level One (Sub-standard course)</b>
<b>A S S E S S M E N T</b>	<p>Multiple types of assessment are used consistently to monitor students' growing understanding of increasingly complex materials, ideas, issues, and problems encountered throughout the year. The teacher provides opportunities for students to reflect and to demonstrate their understanding and growth within advanced curricular studies.</p> <p>Using a variety of writing assignments, projects, and presentations, teacher evaluates and monitors student performance in accordance with the standard course of study for honors English and the more rigorous guidelines established in curriculum and instruction for Level IV.</p> <p>Teacher consistently provides opportunities for students to evaluate their own writing and that of their peers. Formal testing includes open-ended questions that foster critical and abstract thinking skills through in-depth analysis and response.</p> <p>Teacher provides opportunities for informal assessment of independent and interactive learning.</p>	<p>Multiple types of assessment are used frequently to monitor students' growing understanding of increasingly complex materials, ideas, issues, and problems encountered throughout the year. The teacher provides opportunities for students to reflect and to demonstrate their understanding and growth within advanced curricular studies</p> <p>Using a variety of writing assignments, projects and presentations, teacher evaluates and monitors student performance in accordance with the standard course of study for honors English.</p> <p>Teacher frequently provides opportunities for students to evaluate their own writing and that of their peers. Formal testing in an honors course should include open-ended questions that foster critical thinking skills through in-depth analysis and response.</p> <p>Teacher provides opportunities for informal assessment of independent and interactive learning.</p>	<p>Multiple types of assessment are occasionally used to monitor students' growing understanding of increasingly complex materials, ideas, issues, and problems encountered throughout the year. The teacher provides opportunities for students to reflect and to demonstrate their understanding and growth within curricular studies</p> <p>Using a variety of writing assignments, projects and presentations, teacher evaluates and monitors student performance in accordance to the standard course of study for English.</p> <p>Teacher occasionally provides opportunities for students to evaluate their own writing and that of their peers. Formal tests in a standard English course may include open-ended questions that foster critical thinking skills through in-depth response.</p>	<p>Assessments reflect a "one shoe fits all" approach with an emphasis upon end-of-unit tests comprised largely of short answer, multiple choice, true/false and/or fill-in the blank responses at the conclusion of unit(s). Little or no opportunity exists for the learner to refine skill(s) or major ideas/concepts.</p>

**\*adapted from the "Non-Negotiables" of Academic Rigor developed by the Academically or Intellectually Gifted Program, Exceptional Children Division, NCDPI**

## Honors Courses in North Carolina: English Language Arts

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### REFERENCES

- Marzano, R. J. (2001). *Designing a New Taxonomy of Educational Objectives*. Thousand Oaks, CA: Corwin Press, Inc.
- McTighe, J., and Wiggins, G. (2004). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- NCDPI (2004). *The North Carolina Standard Course of Study: English Language Arts*. Raleigh, NC: North Carolina Department of Public Instruction. [Available online at <http://www.ncpublicschools.org/curriculum/languagearts/2004/index.html> ]
- NCDPI (2004). Standards for Honors Courses. NC State Board of Education Policy HSP-M-001; HSP-L-004 approved November 2004. Raleigh, NC: North Carolina Department of Public Instruction.

# Honors Courses in North Carolina: English Language Arts

## North Carolina English Language Arts Teaching Preparation Portfolio

*This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.*

<b>General Course Information</b>	Course code:	
	Course title:	
<b>Course Description</b>  Refer to Standard Course of Study for English I – IV; develop locally for electives. (Area will expand to needed size.)		
<b>Course Goals and Objectives</b>  Refer to Standard Course of Study for English I – IV; develop locally for electives.		
<b>Generalizations</b>	Generalizations	
List generalizations, then discuss briefly how they will be used in the course.		
	Describe how generalizations will be used in the course.	
<b>Essential Questions</b>	Essential Questions	
List essential questions, then discuss briefly how they will be used in the course.		

## Honors Courses in North Carolina: English Language Arts

	Describe how Essential Questions will be used in the course
<p><b>Issues Particular to the Course</b></p> <p>List issues particular to this course and discuss how you plan to deal with them.</p>	
<p><b>Expectations of Performance</b></p> <p>Explain how expectations of performance are appropriate for an honors course.</p>	
<p><b>Assignments</b></p> <p>Provide selected assignments and explain how they are appropriate for an honors course.</p>	
<p><b>Timetables and Deadlines; Pacing Guide</b></p>	Attach course syllabus and/or pacing guide/calendar
<p><b>Assessments</b></p> <p>Explain how students will be assessed in the course and attach selected assessments and rubrics.</p>	
<p><b>System for Grading</b></p>	Include system for grading in the course syllabus.
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <p>List texts, materials and technology needed for the course.</p>	

# Honors Courses in North Carolina: English Language Arts

Submitted \_\_\_\_\_  
*Teacher signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

## **Honors Courses in North Carolina: Healthful Living**

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Honors course(s) for healthful living education will be included as a part of the *Standard Course of Study* revision, which will be approved by the State Board of Education in December 2005. The honors standards for healthful living education will be available at <http://www.ncpublicschools.org/curriculum/health/index.html> in January 2006; however, the 2006-2007 school year will be the first year that honors healthful living may be offered.

## **Honors Courses in North Carolina: Mathematics**

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### **Introduction and Definition of Honors Mathematics**

Honors Mathematics courses are intended to be more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors Mathematics courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

Honors Mathematics courses are designed for students who have demonstrated an advanced level of interest and achievement in mathematics. The rationale for honors courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher level courses for students who aspire to an advanced level of learning. Furthermore, students and parents should be informed that Honors Mathematics courses are more demanding and have requirements beyond those of standard Mathematics courses.

Honors Mathematics courses will follow goals and objectives built upon the standard versions of the same courses from the Mathematics Standard Course of Study. Honors Mathematics courses should reflect a differentiation of curriculum, both in breadth and depth of study.

Honors Mathematics courses should provide opportunities for the following:

- Problem-seeking and problem-solving
- Participation in scholarly and creative processes
- Use of imagination
- Critical analysis and application
- Personalized learning experiences
- Learning to express/defend ideas
- Learning to accept constructive criticism
- Becoming a reflective thinker
- Becoming an initiator of learning

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### **Teachers of Honors Mathematics Courses**

Teachers of Honors Mathematics courses should possess the skills, knowledge, and dispositions to challenge and inspire thought processes of honors level students. In addition, these teachers should be able to implement diverse kinds of best teaching practices for high school learners. The capability of developing, implementing, and evaluating defensibly differentiated curriculum is a key characteristic of teachers who work with honors students. They should know and use a variety of teaching techniques. They should be proficient in the use of both indirect and direct modes of instruction. They should be confident in their teaching roles as facilitator, model, and coach. Furthermore, they should be aware of current curriculum innovations and research in



## **Honors Courses in North Carolina: Mathematics**

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**Teachers of Honors Mathematics Courses, cont'd.** Mathematics in order to be able to develop and implement Honors Mathematics courses that are both challenging and rigorous.

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**Curriculum Guide for Honors Mathematics Courses** In order to offer Honors Mathematics courses, teachers and districts must develop a Curriculum Guide for each honors course. The Curriculum Guide for Honors Mathematics should clearly and concisely include, but is not limited to, the following elements:

- Course description
  - Competency goals and objectives
  - Issues particular to the course
  - Expectations of performance
  - Assignments
  - Timetables and deadlines
  - Pacing guide
  - Assessments, including rubrics
  - A system for grading
  - Instructional materials, equipment, and technologies required
- 

**Course Descriptions, Competency Goals and Objectives** Honors Mathematics Course Descriptions and Competency Goals and Objectives are provided by NCDPI. These are the minimum content expectations for each Honors Mathematics course.

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**Expectations of Performance** Students in Honors Mathematics courses may have a different set of performance expectations than students in standard Mathematics courses. The Curriculum Guide provides a place where teachers can compare the expectations of students in standard courses to those in honors courses.

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**Assignments** Students in Honors Mathematics courses will have assignments that reflect the inherent rigor of honors level courses. Included should be long-term project- or problem-based assignments that offer students the opportunity to directly apply Mathematics at a more complex level.

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**Timetables and Deadlines** Timetables and deadlines for Honors Mathematics course projects and activities are helpful in course planning and communication with students. These should be provided to students in a timely fashion.

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## **Honors Courses in North Carolina: Mathematics**

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### **Pacing Guides**

A pacing guide is a calendar showing the pace of instruction, with time allocated for teaching and applying each essential concept. The pacing guide is a useful tool for teachers to ensure that instructional time is carefully used. Pacing guides should be planned in advance with the flexibility to accurately depict time allocations for units and objectives being taught.

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### **Assessments**

Good instruction involves assessment by multiple and varied means. The *Indicators* provided for most Mathematics courses provide a beginning point. A wide variety of evaluation methods and forms of assessments should be used in Mathematics courses to measure what students know and what they know how to do. This is particularly important in honors courses. These assessments should include both cognitive and performance-based tasks. Where appropriate, rubrics should be developed and provided to students and evaluators.

The following types of assessments should be included:

- Student written response – extended free response, proofs, essays, research papers, scenarios, journals, questionnaires
  - Performance tasks - labs, projects, extended problems, original designs, portfolios, lesson plans, self-evaluations
  - Conversation assessments - interviews, annotated discussions, panel discussions, debates, focus groups
  - Observation assessments - case studies, anecdotal records, observation reports
- 

### **A System for Grading**

Each Honors Mathematics honors course should have a clear, concise system for grading so that students will be accountable for course requirements and know in advance the relative weight of each component of their grades. The system for grading should be explained in the Curriculum Guide. The grading system, along with timetables and deadlines, assignments, and expectations for students, should be explained clearly in a course syllabus that is made available to students at the beginning of the course.

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### **Instructional Materials, Equipment, and Technologies**

In many Mathematics courses, being able to complete honors-level learning experiences and assignments may be dependent upon having the necessary resources with which to work. In such instances, having a list of essential instructional materials, equipment, and technologies helps administrators and teachers plan course offerings and make program decisions.

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## Honors Geometry

Honors Geometry demands a more challenging approach to the student's study of geometric concepts. Students will rely primarily on deductive methods of proof in their study of two- and three-dimensional geometric figures. Students will have opportunities to take greater responsibility for their learning. Reasoning skills will be emphasized and students will broaden their use of the coordinate plane. Appropriate technology should be used regularly for instruction and assessment.

### Prerequisites

- Apply geometric properties and relationships to solve problems.
- Use formulas to solve problems.
- Define and use linear expressions to model and solve problems.
- Operate with matrices to model and solve problems.

**Strands:** Number and Operations, Geometry, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with real numbers to solve problems.**

### Objectives

- 1.01 Use trigonometric relationships to model and solve problems.
  - a) Identify and use the trigonometric ratios to solve problems with right triangles.
  - b) Define values of trigonometric relationships using the unit circle. Find exact values for angles  $\theta$  (radians, degrees) that are multiples of  $\pi/6$  ( $30^\circ$ ) and  $\pi/4$  ( $45^\circ$ ) and  $-2\pi \leq \theta \leq 2\pi$  ( $-360^\circ \leq \theta \leq 360^\circ$ ).
- 1.02 Use length, area, and volume of geometric figures to solve problems. Include arc length, area of sectors of circles; lateral area, surface area, and volume of three-dimensional figures; and perimeter, area, and volume of composite figures.
- 1.03 Use length, area, and volume to model and solve problems involving probability.

## **Honors Courses in North Carolina: Mathematics**

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**COMPETENCY GOAL 2: The learner will use geometric and algebraic properties of figures to solve problems and create proofs.**

### **Objectives**

- 2.01 Use logic and deductive reasoning to draw conclusions and solve problems.
- 2.02 Apply properties, definitions, and theorems of angles and lines to solve problems. Create direct (two-column, flow, and paragraph) and indirect proofs.
- 2.03 Apply properties, definitions, and theorems of two-dimensional figures (triangles, quadrilaterals, other polygons, and circles) to solve problems. Create direct (two-column, flow, and paragraph) and indirect proofs.
- 2.04 Create direct (two-column, flow, and paragraph) and indirect proofs by applying properties, definitions, and theorems among angles, lines, and two-dimensional figures.
- 2.05 Develop and apply properties of solids to solve problems.

**COMPETENCY GOAL 3: The learner will transform geometric figures in the coordinate plane algebraically.**

### **Objectives**

- 3.01 Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.
- 3.02 Use matrix operations (addition, subtraction, multiplication, scalar multiplication) to describe the transformation of polygons in the coordinate plane.

## Honors Algebra 2

Honors Algebra 2 continues students' study of advanced algebraic concepts including functions, polynomials, rational expressions, systems of functions and inequalities, and matrices. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relations and use those representations to solve problems. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications, modeling, and algebraic proof. Appropriate technology should be used regularly for instruction and assessment.

### Prerequisites

- Operate with matrices to solve problems.
- Create linear models, for sets of data, to solve problems.
- Use linear functions and inequalities to model and solve problems.
- Use quadratic functions to model problems and solve by factoring and graphing.
- Use systems of linear equations or inequalities to model and solve problems.
- Graph and evaluate exponential functions to solve problems.

**Strands:** Number and Operations, Geometry, Data Analysis, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with complex numbers, matrices, and polynomials.**

### Objectives

- 1.01 Simplify and perform operations with rational exponents and logarithms (common and natural) to solve problems.
- 1.02 Define and compute with complex numbers.
- 1.03 Operate with algebraic expressions (polynomial, rational, complex fractions) to solve problems.
- 1.04 Operate with matrices to model and solve problems.
- 1.05 Model and solve problems using direct, inverse, combined and joint variation.

## **Honors Courses in North Carolina: Mathematics**

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**COMPETENCY GOAL 2: The learner will use relations and functions to solve problems.**

### **Objectives**

- 2.01 Use the composition and inverse of functions to model and solve problems; justify results.
- 2.02 Use quadratic functions and inequalities to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.03 Use exponential functions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 2.04 Create, justify, and use best-fit mathematical models of linear, exponential, quadratic, and cubic functions to solve problems involving sets of data.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.
- 2.05 Use rational equations to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
  - c) Identify the asymptotes and intercepts graphically and algebraically.
- 2.06 Use polynomial equations (third degree and higher) to model and solve problems.
  - a) Solve using tables and graphs.
  - b) Interpret constants and coefficients in the context of the problem.
- 2.07 Use equations with radical expressions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the degree, constants, and coefficients in the context of the problem.
- 2.08 Use equations and inequalities with absolute value to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 2.09 Identify, compare, and construct the conic sections to model and solve problems; justify results.
  - a) Precisely describe parabolas and circles algebraically according to definitions, characteristics, and constituent parts.
  - b) Interpret the constants and coefficients of parabolas and circles in the context of the problem.
  - c) Identify and distinguish among the conic sections using tables, graphs, and algebraic properties.

## **Honors Courses in North Carolina: Mathematics**

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- 2.10 Use systems of two or more equations or inequalities to model and solve problems; justify results. Solve using tables, graphs, matrix operations, algebraic properties, and linear programming.

# Honors Courses in North Carolina: Mathematics

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## Honors Discrete Mathematics

Honors Discrete Mathematics introduces students to the mathematics of networks, social choice, and decision making. The course extends students' application of matrix arithmetic and probability. Applications and modeling are central to this course of study. In-depth investigations of municipal, state, and national elections and legislative and congressional apportionment will be conducted. Appropriate technology should be used regularly for instruction and assessment.

### Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, input/output, mapping.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear and exponential functions to model and solve problems.
- Operate with matrices to model and solve problems.
- Define complex numbers and perform basic operations with them.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will use matrices and graphs to model relationships and solve problems.**

### Objectives

- 1.01 Use matrices to model and solve problems.
  - a) Display and interpret data.
  - b) Write and evaluate matrix expressions to solve problems.
- 1.02 Use graph theory to model relationships and solve problems.



## **Honors Courses in North Carolina: Mathematics**

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**COMPETENCY GOAL 2: The learner will analyze data and apply probability concepts to solve problems.**

### **Objectives**

- 2.01 Describe data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.
  - c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of data.
  - f) Compare distributions of data.
- 2.02 Use theoretical and experimental probability to model and solve problems.
  - a) Use addition and multiplication principles.
  - b) Calculate and apply permutations and combinations.
  - c) Create and use simulations for probability models.
  - d) Find expected values and determine fairness.
  - e) Identify and use discrete random variables to solve problems.
  - f) Apply the Binomial Theorem.
- 2.03 Model and solve problems involving fair outcomes:
  - a) Apportionment.
  - b) Election Theory.
  - c) Voting Power.
  - d) Fair Division.
  - e) Conduct in-depth investigations of municipal, state, and national elections as they occur. Include pre-election polls, election law, and voting patterns.
  - f) Conduct in-depth investigations of legislative and congressional apportionment with respect to a recent census. Include legal and historical perspectives.

**COMPETENCY GOAL 3: The learner will describe and use recursively-defined relationships to solve problems.**

### **Objectives**

- 3.01 Use recursion to model and solve problems.
  - a) Find the sum of a finite sequence.
  - b) Find the sum of an infinite sequence.
  - c) Determine whether a given series converges or diverges.
  - d) Write explicit definitions using iterative processes, including finite differences and arithmetic and geometric formulas.
  - e) Verify an explicit definition with inductive proof.

# Honors Courses in North Carolina: Mathematics

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## Honors Integrated Mathematics 2

Honors Integrated Mathematics 2 continues students' study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions, matrix operations, and algebraic representations of geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

### Prerequisites

- Create linear and exponential models, for sets of data, to solve problems.
- Use linear expressions to model and solve problems.
- Collect, organize, analyze, and display data to solve problems.
- Apply geometric properties and relationships to solve problems.
- Apply the Pythagorean Theorem to solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with numbers, algebraic expressions, and matrices to solve problems.**

### Objectives

- 1.01 Write equivalent forms of algebraic expressions to solve problems.
- 1.02 Use algebraic expressions, including iterative and recursive forms, to model and solve problems.
- 1.03 Model and solve problems using direct variation.
- 1.04 Operate with matrices to model and solve problems.

**COMPETENCY GOAL 2: The learner will describe geometric figures in the coordinate plane algebraically.**

### Objectives

- 2.01 Find the lengths and midpoints of segments to solve problems.
- 2.02 Use the parallelism or perpendicularity of lines and segments to solve problems.

## **Honors Courses in North Carolina: Mathematics**

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- 2.03 Use trigonometric relationships to model and solve problems.
  - a) Identify and use the trigonometric ratios to solve problems with right triangles.
  - b) Define values of trigonometric relationships using the unit circle. Find exact values for angles  $\theta$  (radians, degrees) that are multiples of  $\pi/6$  ( $30^\circ$ ) and  $\pi/4$  ( $45^\circ$ ) and  $-2\pi \leq \theta \leq 2\pi$  ( $-360^\circ \leq \theta \leq 360^\circ$ ).
- 2.04 Describe the transformation (translation, reflection, rotation, dilation) of polygons in the coordinate plane in simple algebraic terms.

**COMPETENCY GOAL 3: The learner will collect, organize, and interpret data to solve problems.**

### **Objectives**

- 3.01 Describe data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.
  - c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of data.
  - f) Compare distributions of data.
- 3.02 Create, justify, and use, for sets of data, calculator-generated models of linear, exponential, and quadratic functions to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check the model for goodness-of-fit and use the model, where appropriate, to draw conclusions or make predictions.

**COMPETENCY GOAL 4: The learner will use relations and functions to solve problems.**

### **Objectives**

- 4.01 Use systems of linear equations or inequalities in two variables to model and solve problems. Solve using tables, graphs, and algebraic properties; justify steps used.
- 4.02 Use quadratic functions to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 4.03 Use power models to solve problems.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.

# **Honors Courses in North Carolina: Mathematics**

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## **Honors Integrated Mathematics 3**

Honors Integrated Mathematics 3 continues students' study of topics from algebra, geometry, and statistics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications in a problem-centered, connected approach. Functions and the deductive methods of proof with geometric concepts are the principle topics of study. Students will be expected to describe and translate among graphic, algebraic, numeric, tabular, and verbal representations of relationships and use those representations to solve problems. Appropriate technology should be used regularly for instruction and assessment.

### **Prerequisites**

- Use the trigonometric ratios to model and solve problems.
- Apply geometric properties and relationships to solve problems.
- Use systems of linear equations or inequalities to model and solve problems.
- Define and use linear and exponential functions to model and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Algebra

**COMPETENCY GOAL 1: The learner will perform operations with numbers and algebraic expressions to solve problems.**

### **Objectives**

- 1.01 Write equivalent forms of algebraic expressions to solve problems.
- 1.02 Use algebraic expressions, including iterative and recursive forms, to model and solve problems.
- 1.03 Simplify and perform operations with rational exponents and logarithms to solve problems.
- 1.04 Model and solve problems using direct, inverse, combined and joint variation.

## **Honors Courses in North Carolina: Mathematics**

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**COMPETENCY GOAL 2: The learner will use properties of geometric figures to solve problems.**

### **Objectives**

- 2.01 Use logic and deductive reasoning to draw conclusions and solve problems.
- 2.02 Apply the properties, definitions, and theorems of angles and lines to solve problems. Create direct (two-column, flow, and paragraph) and indirect proofs.
- 2.03 Apply the properties, definitions, and theorems of two-dimensional figures (polygons and circles) to solve problems. Create direct (two-column, flow, and paragraph) and indirect proofs.
- 2.04 2.04 Create direct (two-column, flow, and paragraph) and indirect proofs by applying properties, definitions, and theorems among angles, lines, and two-dimensional figures.
- 2.05 Use the law of sines and law of cosines to solve problems.

**COMPETENCY GOAL 3: The learner will use relations and functions to solve problems.**

### **Objectives**

- 3.01 Use systems of two or more equations or inequalities to model and solve problems; justify results. Solve using tables, graphs, matrix operations, algebraic properties, and linear programming.
- 3.02 Use quadratic functions and inequalities to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 3.03 Use rational equations to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
  - c) Identify the asymptotes and intercepts graphically and algebraically.
- 3.04 Use equations and inequalities with absolute value to model and solve problems; justify results.
  - a) Solve using tables, graphs, and algebraic properties.
  - b) Interpret the constants and coefficients in the context of the problem.
- 3.05 Transform functions in two dimensions; describe the results algebraically and geometrically.

## Honors Integrated Mathematics 4

Honors Integrated Mathematics 4 provides students an advanced study of trigonometry, functions, analytic geometry, and data analysis with a problem-centered, connected approach in preparation for college-level mathematics. Emphasis will be placed on higher order thinking skills that impact practical and increasingly complex applications and modeling, throughout the course of study. Appropriate technology should be used regularly for instruction and assessment.

### Prerequisites

- Describe phenomena as functions graphically, algebraically and verbally; identify independent and dependent quantities, domain, and range, and input/output.
- Translate among graphic, algebraic, numeric, tabular, and verbal representations of relations.
- Define and use linear, quadratic, cubic, exponential, rational, absolute value, and radical functions to model and solve problems.
- Use systems of two or more equations or inequalities to solve problems.
- Use the trigonometric ratios to model and solve problems.
- Use logic and deductive reasoning to draw conclusions and solve problems.

**Strands:** Number and Operations, Geometry and Measurement, Data Analysis and Probability, Algebra

**COMPETENCY GOAL 1: The learner will operate with complex numbers and vectors to solve problems.**

### Objectives

- 1.01 Operate with vectors in two dimensions to model and solve problems.
- 1.02 Define and compute with complex numbers.

**COMPETENCY GOAL 2: The learner will describe geometric figures in the coordinate plane algebraically.**

### Objectives

- 2.01 Use the quadratic relations (parabola, circle, ellipse, hyperbola) to model and solve problems; justify results.
  - a) Precisely describe the quadratic relations algebraically according to definitions, characteristics, and constituent parts.
  - b) Interpret the constants and coefficients in the context of the problem.
  - c) Identify and distinguish among the quadratic relations using tables, graphs, and algebraic properties.

## **Honors Courses in North Carolina: Mathematics**

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2.02 Estimate the area and volume of continuously varying quantities.

### **COMPETENCY GOAL 3: The learner will analyze data to solve problems.**

#### **Objectives**

- 3.01 Analyze univariate data to solve problems.
  - a) Apply and compare methods of data collection.
  - b) Apply statistical principles and methods in sample surveys.
  - c) Determine measures of central tendency and spread.
  - d) Recognize, define, and use the normal distribution curve.
  - e) Interpret graphical displays of distributions of univariate data.
  - f) Compare distributions of univariate data.
- 3.02 Use logarithmic transformations to achieve linearity of bivariate data; check for goodness-of-fit.
- 3.03 Create, justify, and use calculator-generated models of linear, polynomial, exponential, trigonometric, power, logistic, and logarithmic functions of bivariate data to solve problems.
  - a) Interpret the constants, coefficients, and bases in the context of the data.
  - b) Check models for goodness-of-fit; use the most appropriate model to draw conclusions or make predictions.

### **COMPETENCY GOAL 4: The learner will use relations and functions to solve problems.**

#### **Objectives**

- 4.01 Use functions (polynomial, power, rational, exponential, logarithmic, logistic, piecewise-defined, and greatest integer) to model and solve problems; justify results.
  - a) Solve using graphs and algebraic properties.
  - b) Interpret the constants, coefficients, and bases in the context of the problem.
- 4.02 Use recursively-defined functions to model and solve problems.
  - a) Find the sum of a finite sequence.
  - b) Find the sum of an infinite sequence.
  - c) Determine whether a given series converges or diverges.
  - d) Translate between recursive and explicit representations.
- 4.03 Use the composition and inverse of functions to model and solve problems.
- 4.04 Use trigonometric and inverse trigonometric functions to model and solve problems.
  - a) Solve using graphs and algebraic properties.
  - b) Create and identify transformations with respect to period, amplitude, and vertical and horizontal shifts.
- 4.05 Use polar equations to model and solve problems.
  - a) Solve using graphs and algebraic properties.

## **Honors Courses in North Carolina: Mathematics**

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- b) Interpret the constants and coefficients in the context of the problem.
- 4.06 Use parametric equations to model and solve problems.
- 4.07 Find the rate of change at any point of a function.



## Honors Courses in North Carolina: Science

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### Honors Science Courses

Course descriptions for the following high school science honors courses: Honors Biology, Honors Chemistry, Honors Earth/Environmental Science, Honors Physical Science and Honors Physics are included in this document. Local school districts may also develop local honors versions of such courses as Anatomy and Physiology or Molecular Genetics. All of the honors science courses share the following characteristics and assumptions:

- Students enrolled in honors courses will learn the material in the standard course of study for the course at greater depth than in the standard level version of the course. The support documents for the course include appropriate honors extensions by objective.
- Students enrolled in the honors version of the course will take the same EOC as students enrolled in the standard level version of the course.
- Students who choose an honors science course are expected to work more independently than students in standard level courses.
- Because students can be expected to cover the standard level material more independently there will be time for more enrichment topics as specified in the course descriptions for specific honors courses.
- Students who choose an honors science course will be expected to complete more independent in-depth scientific investigations and to report on them using a more formal scientific laboratory report format.
- Students who choose an honors science course will be expected to read and present orally and in writing recent scientific findings.

Many of the materials and activities suggested for honors courses will also be appropriate for some students enrolled in standard level versions of the course. The difference may be in the level of independence expected of students and the amount of time activities may take. All students, not just those in honors courses, should experience challenging work and some level of independent inquiry in their science courses. Teachers should include some of the enrichment topics for all students.

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## Honors Courses in North Carolina: Science

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### Honors Physical Science Phase-out

Honors Physical Science will be available for implementation from the 2005-2006 school year through the 2007-2008 school year. The honors committee had serious concerns about this course. Physical Science is an introductory level course similar to Algebra I. Many students are successful in the *North Carolina Standard Course of Study* Chemistry and Physics without the Physical Science course. Students who are interested in scientific and technical careers need to take more advanced courses including Chemistry, Physics, and second level courses. Physical Science is not an appropriate course for these students. After the implementation of the more rigorous 2004 science standards in the middle school and implementation of 5<sup>th</sup> and 8<sup>th</sup> grade science testing it is expected that students interested in an honors science program will be well prepared to take Honors Chemistry and Honors Physics without an introductory Physical Science course. Therefore, the Physical Science course will no longer be available as an honors course beginning in the 2008-2009 school year.

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### Designation of Honors Science Courses

Local administrators are to ensure that all honors courses have sufficient rigor, breadth, and depth to be awarded high school honors credit in accordance with North Carolina State Board Policy HSP-M-001. The North Carolina Honors Course Standards will be used as a basis for designing and implementing courses that will be given honors designation. Honors courses that will receive weighted credit (5 quality points) should be periodically reviewed by teachers and administrators. It should not be assumed that once an honors course has been developed by a teacher and approved by administration that it will remain the same throughout ensuing years and always be taught by the same teacher.

Each honors course should be reviewed to ensure that the course is aligned with the current *North Carolina Standard Course of Study* in Science (NCDPI, 2004) and *North Carolina Honors Course Standards* (NCDPI, 2004). This process must also ensure that courses are consistent with the following:

- Emerging instructional best practices
- The latest content

Since honors courses receive weighted credit, teachers and administrators should periodically reexamine these courses to keep them current and reaffirm their rigor. Likewise, any time someone other than the teachers who originated the course is assigned to teach an honors course, it should be reviewed and, if necessary, modified by the newly assigned teacher before it is continued as an honors course.

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## Honors Courses in North Carolina: Science

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### **Designation of Honors Science Courses, cont'd.**

If an honors course is designed at the district level, the district should ensure that all teachers assigned to teach it are well qualified and participate in appropriate professional development both in content and pedagogy.

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### **Definition of Honors Science Courses**

Honors science courses are designed to demand more challenging involvement than standard science courses. They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors science courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

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### **Purposes of Honors Science Courses**

Honors science courses should be designed for students who have demonstrated an advanced level of interest and achievement in a given subject area. The rationale for honors courses is not to provide a means to attract students to enroll in classes for additional credit, but rather to offer challenging, higher level courses for students who aspire to an advanced level of learning. Furthermore, students and parents should be informed that honors science courses are more demanding and have requirements beyond those of standard science courses.

Honors courses should be developed as an integral component of a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, affinities, and interests. A well-developed science program will have both standard and honors courses.

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### **Scheduling Honors Science Courses and Standard Level Courses Together**

Honors and standard levels may be offered in the same classroom simultaneously when necessary. For example, a small school with limited physics enrollment may find it necessary to combine these two groups of students for instruction. Teachers in this position will need to put special emphasis on appropriate differentiation in their planning. Professional development with a focus on differentiation is recommended in this case.

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### **Characteristics of Honors Science Courses**

Honors science courses will address the same goals and objectives as the corresponding *NC Standard Course of Study*; however, they should address the content with greater complexity, novelty, acceleration, and/or pacing. Honors science courses should reflect a differentiation of curriculum, both in breadth and depth of study. Honors science courses should exemplify the following characteristics:

- Require a higher level of cognition and quality of work than the

# Honors Courses in North Carolina: Science

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## Characteristics of Honors Science Courses, cont'd.

- standard course
- Enable students to become actively involved in classroom and laboratory learning experiences
- Involve students in exploratory, experimental, and open-ended learning experiences

Honors science courses should provide opportunities for the following:

- Problem-seeking and problem-solving
  - Participation in scholarly and creative processes
  - Use of imagination
  - Critical analysis and application
  - Personalized learning experiences
  - Learning to express/defend ideas
  - Learning to accept constructive criticism
  - Becoming a reflective thinker
  - Becoming an initiator of learning
- 

## Teachers of Honors Science Courses

Teachers of honors science courses should possess the skills, knowledge, and dispositions to challenge and inspire thought processes of honors level students. In addition, these teachers should be able to implement diverse kinds of best teaching practices for high school learners. The capability of developing, implementing, and evaluating defensibly differentiated curriculum is a key characteristic of teachers who work with honors students. They should know and use a variety of teaching techniques. They should be proficient in the use of both indirect and direct modes of instruction. They should be confident in their teaching roles as facilitator, model, and coach. Furthermore, they should be aware of current curriculum innovations and research in the content area in order to be able to develop and implement honors courses that are both challenging and rigorous.

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## Facilities for Honors Courses

Facilities and equipment for honors courses should meet or exceed that specified for a standard course. Before honors science courses are developed, approved, and implemented, consideration should be given to the ability of a school or system to provide any special equipment, technology or materials that a specific honors course may demand. It is particularly important that adequate laboratory equipment and supplies be provided so that students can develop laboratory skills and the ability to conduct scientific inquiry.

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## Honors Science

A portfolio of curriculum materials **must** support every honors science

## Honors Courses in North Carolina: Science

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### Portfolio

course. A fill-in form is attached to assist in organization and standardization of the portfolio. This Honors Science Portfolio must be submitted to local administrators for a review process. The portfolio must clearly and concisely include, but is not limited to, the following elements:

- Honors science course description from this document
- Introduction, competency goals and objectives from the NCSCS.
- Concepts from support document
- Essential questions
- Issues particular to the course
- Expectations of performance
- Assignments
- Timetables and deadlines
- Pacing guide
- Assessments, including rubrics
- A system for grading
- Instructional materials, equipment, and technologies required

This portfolio may be developed by the individual teacher or at the school or LEA level. It is important to allow creative teachers room for individualizing their courses; however, there is also much to be gained from some common assignments and joint examination of student work. A process of working together examining lessons and student work can help all teachers increase the rigor of their courses.

An explanation of each of the elements in the Honors Science Portfolio follows. Examples of selected elements appear in the Science Examples Section. It is suggested that teachers combine several of the portfolio elements into the course syllabus, which may be given to students upon enrollment. Note that honors students will take the same end-of-course test for Biology, Chemistry, Physical Science and Physics as students in the corresponding standard level classes. Additional honors assessments should be provided throughout the course. Earth/Environmental Science does not have a NC end-of -course test so a locally developed differentiated assessment may be provided.

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## Honors Courses in North Carolina: Science

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**Course Description** Honors course descriptions to **supplement** the *North Carolina Standard Course of Study* are provided in the course description section for science. The *Standard Course of Study* has been approved by the State Board of Education. Honors courses are to follow the *Standard Course of Study*, but extend the course to a higher, more challenging level.

The honors course description should be followed by a paragraph that includes any additional local requirements and then by the corresponding course description from the *Standard Course of Study*.

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**Competency Goals and Objectives** Competency goals and objectives appear in the *Standard Course of Study* for each course. All of these must be included. Additional honors science objectives are provided with the course descriptions. Local teachers may decide to supplement these further.

The *Standard Course of Study* goals and objectives and the additional honors objectives should be included in the portfolio.

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**Concepts** Major concepts for each course are included in the content outline in the support documents available online or through DPI publications for each course. The support documents detail more depth and quantitative rigor to enrich some of the objectives. Honors courses are to include all major concepts identified in the support documents for standard courses. Local teachers should decide on which of the selected enrichment content to include based on local resources, interests, and needs. Outlines for honors courses may be modified to include additional concepts.

The outline with appropriate enhancements should be included in the Honors Science Portfolio.

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## Honors Courses in North Carolina: Science

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**Generalizations**      Generalizations are general statements or ideas concerning any area of study. Generalizations are statements for which examples can be provided. Generalizations identify characteristics about abstractions (Marzano, 2001).

Students in honors courses are challenged to reason inductively as they make observations and gather evidence in order to develop generalizations from information they have learned. They also use generalizations deductively as they make specific inferences from general principles. This process, known as generalizing, is a sophisticated skill as it relates to organizing ideas (Marzano, 2001). Generalizing can also involve constructing and defending conclusions about a set of skills or inferring new conclusions based on the understanding of two or more persons.

The Honors Portfolio may include a list of generalizations with specific indications of how these generalizations are to be used in the honors class.

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### **Essential Questions**

Essential questions are designed to focus attention on main ideas. They are used in honors courses to prompt thinking and spark discussion of key elements within a larger context. Essential questions are helpful in working through the steps in problem-solving, planning, and decision-making processes.

Essential questions reflect the most historically important issues, problems and debates in a field of study. In the sciences, essential questions should be used to help students make connections across particular disciplines such as biology and chemistry to the larger unifying concepts of science as well as to focus on essential questions within disciplines. For example, “How do genes and the environment interact to produce a phenotype?” and “How does the periodic table help us to predict physical and chemical properties of an element?” are essential questions within their particular disciplines. “What other explanations could account for this data” and “How can we measure that?” are essential questions that are in all of the sciences. By examining such questions, students engage in higher order thinking. Essential questions are open-ended with no single, correct answer. They are meant to stimulate inquiry, debate and further questions, and can be reexamined over time. They are designed to be thought-provoking to students, engaging them in sustained, focused inquiries, culminating in meaningful performances (McTighe & Wiggins, 2004).

Instructors of honors science courses are expected not only to pose essential questions to the students, but also to guide students in

## Honors Courses in North Carolina: Science

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### **Essential Questions, cont'd.**

generating their own essential questions. The Honors Science Portfolio should include a list of essential questions with specific indications of how these essential questions are to be used in the honors class.

Examples of essential questions appear in the Science Examples Section.

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### **Issues Particular to the Course**

Because of the diverse nature of course content, many courses have issues or features that are unique to the course. Teachers must identify these issues and discuss with administrators and other appropriate individuals prior to implementation of the course.

One of the issues that must be addressed for all honors science courses is how the instructor plans to manage the laboratory so that students will have multiple opportunities to design and conduct investigations safely. Students must be allowed the opportunity to design experiments but the designs must be carefully checked for safety issues before allowing students to proceed. Issues of laboratory equipment, materials, chemicals, class size and safety should be addressed.

Examples of other issues particular to specific courses appear in the Science Examples Section.

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### **Expectations of Performance**

Students in honors science courses have a different set of performance expectations than students in standard science courses. The Teaching Preparation Portfolio provides a place where teachers can compare the expectations of students in standard courses to those in honors courses. This is not necessary for elective science courses for which there is no corresponding standard level course being offered in the district.

Examples of expectations of performance appear in the Science Examples Section.

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### **Assignments**

Students in honors science courses will have assignments that reflect the inherent rigor of honors level courses. These are likely to be investigations requiring more student design elements than those in a standard class and more long-term project or problem-based assignments. These should offer students elements of choice so that their interests and possibly career aims may be addressed.

An example of a laboratory investigation assignment appropriate for an honors course appears in the Science Examples Section.

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## Honors Courses in North Carolina: Science

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### Timetables and Deadlines

Timetables for honors science course projects and activities and deadlines for assignments are helpful in course planning and communication with students. These should be provided to students at the beginning of the course.

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### Pacing Guide

A pacing guide is a calendar showing the pace of instruction, with time allocated for teaching and applying each essential concept. The pacing guide is a useful tool for teachers to ensure that instructional time is carefully used and that students have the appropriate amount of time for project-based experiences. Pacing guides should be planned in advance and revised as needed to accurately depict time allocations for units and objectives being taught.

Information about appropriate pacing will be provided in the support documents for each course. Actual pacing guides will depend on local calendars, textbooks, sharing of equipment, etc. and therefore must be developed locally to meet local needs.

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### Assessments

Good instruction involves assessment by multiple and varied means. *Classroom Assessment and the National Science Standards* (National Research Council, 2001, <http://www.nap.edu/catalog/9847.html>) provides useful information for teachers in planning assessment for all science courses including honors courses. A wide variety of evaluation methods and forms of assessments should be used in science courses to measure what students know and what they know how to do. Students must become involved in self-assessment. This is particularly important in honors courses. These assessments should include both cognitive and performance-based tasks. Where appropriate, rubrics should be developed and provided to students and evaluators.

The following types of assessments should be included:

- Selected response – multiple choice items, checklists, informed decision-making, matching, surveys, questionnaires
  - Student written response – laboratory reports, science notebooks, essays, research papers, scenarios, journals, newsletters, brochures, open-ended statements
  - Performance tasks – lab practical tests, projects, presentations, problem-solving, original designs, portfolios, self-evaluations
  - Conversation assessments – interviews, annotated discussions, panel discussions, debates, focus groups
  - Observation assessments – case studies, anecdotal records, observation reports
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## Honors Courses in North Carolina: Science

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### **A System for Grading**

Each honors science course should have a clear, concise system for assigning grades so that students will be accountable for course requirements and know in advance the relative weight of each component of their grades. The system for grading should be explained in the Honors Science Portfolio.

The grading system, along with timetables and deadlines, assignments, and expectations for students, should be explained clearly in a course syllabus that is made available to students at the beginning of the course.

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### **Instructional Materials, Equipment, and Technologies**

In many honors science courses, being able to complete honors-level learning experiences and assignments may be dependent upon having the necessary resources with which to work. In such instances, having a list of essential instructional materials, equipment, and technologies helps administrators and teachers plan course offerings and make program decisions.

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## Honors Courses in North Carolina: Science

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# Honors Courses in North Carolina: Science

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## *Honors Science Course Descriptions*

### Course Descriptions

These course descriptions should be placed in the course description section of the Honors Science Portfolio. The honors course description should be followed by a paragraph that includes any additional local honors requirements and then by the corresponding course description from the *Standard Course of Study*.

#### **Honors Biology** Course Code 3020

Honors Biology is designed to give the student a more challenging and in-depth experience of the *North Carolina Standard Course of Study* in Biology. In Honors Biology, students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In addition to the SCS goals and objectives, students are expected to: design and carry out several independent investigations of biological questions, read and report on recent research in biology, and demonstrate a more in-depth conceptual understanding of all biology objectives. Suggested ways to develop this more in-depth understanding are embedded in the suggested content for Honors Biology which will be available as part of the support documents for the 2004 revision of the *Standard Course of Study*.

Honors biology is intended as a ninth or tenth grade course for highly motivated students who have demonstrated an interest in science. The Biology EOC exam is required to receive credit for this class. Students may not take Honors Biology in addition to standard level *Standard Course of Study* Biology.

- 1.02-1 H** Design and conduct independent scientific investigations to answer biological questions
- Perform inquiry activities that extend over time
  - Relate the investigation(s) to recent research
  - Use statistical techniques such as chi square to analyze data
  - Communicate findings in a formal written laboratory report
  - Evaluate possible sources of error and ways to improve the investigation(s)
  - Present findings to members of the community

Rather than creating additional objectives for honors biology, the honors guidelines committee has suggested that each existing objective be studied in greater depth. Students should demonstrate understanding by giving more detailed, quantitative and molecular explanations of biological phenomena and be able in more cases to explain the key experiments and insights behind current knowledge.

# Honors Courses in North Carolina: Science

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## *Honors Science Course Descriptions*

### Honors Chemistry

Course Code 3050

Honors Chemistry is an accelerated comprehensive laboratory course designed to give the students a more conceptual and in-depth understanding of the concepts in the *North Carolina Standard Course of Study* in Chemistry. In Honors Chemistry students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. The course will include the additional honors objectives and an in-depth study of at least two of the listed enrichment topics. Students will design and complete at least one in-depth independent study of chemistry directed questions. The curriculum will integrate inquiry and technology to explore the world of chemistry.

Honors Chemistry is intended to be a tenth or eleventh grade course for students accelerated in mathematics. Success in Honors Chemistry will require the student to: 1) operate with algebraic expressions to solve problems using direct, inverse, combined, and joint variation, 2) use logarithms and exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify the independent and dependent variables.

The *North Carolina End-of-Course Test for Chemistry* is required to receive credit for this class. Students may not take Honors Chemistry in addition to standard level *Standard Course of Study* Chemistry.

Enrichment topics: In-depth study of at least two of the following eight enrichment topics is required in addition to the extended objectives listed below.

1. Crystal structure
2. Environmental Chemistry
3. Organic Chemistry
4. Nuclear medicine
5. Textile chemicals
6. Polymers
7. Forensics
8. Chemistry of computers

Honors Objectives: The following objectives are extensions of those in the 2004 revision of the *Standard Course of Study* for Chemistry. The numbers are to show placement in the *Standard Course of Study*.

- 1.02-1 H** Design, conduct and evaluate independent scientific investigations.
- Evaluate student-generated hypotheses related to questions in chemistry by designing and carrying out independent investigations.
  - Relate the investigation(s) to current issues in chemistry (or research)
  - Prepare formal written lab reports with extensive analysis of data and sources of error.

## Honors Courses in North Carolina: Science

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### *Honors Science Course Descriptions*

- Present findings to members of the community.
- Develop creative approaches to chemistry topics.

**2.01-1 H** Apply quantum numbers to electron configurations.

**2.02-1 H** Analyze (calculate) average atomic mass from relative abundance and actual isotopic mass.

**3.03-1 H** Evaluate reactions to determine limiting reactant and percent yield.

**4.02-1 H** Summarize energy changes within a reaction to determine heats of reaction.

**4.03-1 H** Predict spontaneity by the use of Gibbs Free Energy.

**5.05-1 H** Analyze redox reactions by balancing via half reaction method or electron transfer method.

# Honors Courses in North Carolina: Science

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## *Honors Science Course Descriptions*

### **Honors Earth/Environmental Science**

Course Code 3038

Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. In Honors Earth/Environmental Science students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus. The results of student investigations should be communicated through presentations and formal laboratory reports. Enrichment and integration with other disciplines is encouraged.

Students may not take Honors Earth/Environmental Science in addition to the standard level *Standard Course of Study* Earth/Environmental Science course.

Honors Objectives: The following objectives are extensions of those in the 2004 revision of the *Standard Course of Study* for Earth/Environmental Science. The numbers are to show placement in the *Standard Course of Study*.

- 1.02 H** Design, conduct and evaluate independent scientific investigations.
- Evaluate student-generated hypotheses related to questions in earth and environmental science by designing and carrying out independent investigations.
  - Relate student investigations to current issues and research in earth and environmental science.
  - Prepare formal written lab reports with analysis of data.
  - Discuss sources of error and bias in investigations.
  - Present findings to members of the community.

Teachers should also choose at least three of the following six honors objectives for in-depth study and student projects.

- 1.08 H** Evaluate Earth and Environmental Science topics in materials from other subject areas (e.g. literature, social studies).
- Include print and electronic media
- 2.01 H** Evaluate the relationship between the density of magmas, heat, pressure, and the texture and mineral composition of igneous rocks.
- 2.08 H** Evaluate the impact of a community on local natural resources.
- Renewable and nonrenewable resources
  - Conservation/Stewardship
  - Technological solutions to pollution issues
  - Use of and recommendations for recycling technologies

## **Honors Courses in North Carolina: Science**

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### ***Honors Science Course Descriptions***

- Rehabilitation of disturbed lands

**3.03 H** Research and design a guide to the geologic history of the local area, including rock formations, faults, and sea level changes.

**4.06 H** Evaluate changes in local bodies of water and/or watershed over time:

- Stream studies
- Human and natural impacts

**6.01 H** Evaluate evidence related to theories of the origin and nature of the universe:

- Big Bang theory
- Dark matter
- Black holes



# Honors Courses in North Carolina: Science

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## *Honors Science Course Descriptions*

### Honors Physical Science

Course Code 3010

Honors Physical Science is an introductory course designed for highly motivated students who have demonstrated an advanced level of interest, learning, and achievement in the area of science and mathematics. The course will follow the *North Carolina Standard Course of Study* for Physical Science but will include more exploratory, experimental, open-ended work, and in-depth study of all *NCSCOS* goals. The course will require higher order thinking skills such as analysis, generating, integrating, and synthesis. The class will include inquiry lab investigations that will provide problem seeking and solving opportunities for students that relate to real life scenarios. The class will include at least four of the six honors objectives listed below and may also include two or three enrichment topics in addition to those required by the *Standard Course of Study* for Physical Science and will require students to complete an in-depth independent study. Students will be required to make a presentation of the independent, in-depth study.

Honors Physical Science is intended to be offered as a ninth grade course. The *North Carolina End-of-Course Test for Physical Science* is required to receive credit for this class. This course cannot be taken for credit after passing Chemistry or Physics. Students may not take Honors Physical Science in addition to standard level *Standard Course of Study* Physical Science.

Honors Objectives: The following objectives are extensions of or in some cases in addition to those in the 2004 revision of the *Standard Course of Study* for Physical Science. The numbers are to show placement in the *Standard Course of Study* for Physical Science.

- 1.06H** Design, conduct and evaluate scientific investigations to study physical science phenomena:
- Evaluate student-generated hypotheses by designing and carrying out independent physical science inquiry activities.
  - Assess the relevance of physical science phenomena to real world scenarios and recent research
  - Document scientific processes and analysis in formal writing on a continuing basis.
  - Assess qualitatively possible sources of error and suggest ways to improve investigations.
  - Summarize the results of scientific investigations and/or research to the larger community, including but not restricted to students, parents, and community groups.

Teachers should also include at least four of the following six honors objectives:

- 2.03H** Use the Law of Conservation of Momentum to predict the results of collisions.
- 3.05H** Examine the behavior of light in different media and applications in optics:
- Refraction
  - Reflection

## Honors Courses in North Carolina: Science

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### *Honors Science Course Descriptions*

- Diffraction
- Interference

**5.04H** Assess the behaviors of gases and liquids:

- Boyle's Law
- Charles's Law
- Archimedes' Principle
- Bernoulli's Law

**5.05 H** Investigate changes in thermal energy.

**6.07 H** Analyze movement of electrons in chemical reactions.

- Oxidation
- Reduction

**6.08H** Assess the formation of polymers.

# Honors Courses in North Carolina: Science

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## *Honors Science Course Descriptions*

### Honors Physics Course Code 3060

Honors Physics uses the *North Carolina Standard Course of Study* for Physics as a foundation for more challenging and advanced study that enriches key topics and broadens the student's view of the larger physics community including current research. Teachers will increase the depth of each topic specified in the *Standard Course of Study* for Physics. Substantial class time should be devoted to student-directed exploration and experimentation. In addition to the goals and objectives specified in the *Standard Course of Study*, teachers should include an in-depth study of at least two of the following enrichment topics: optics, nuclear, modern physics, electromagnetism, thermodynamics, or engineering.

Honors Physics is an appropriate course for students with a strong mathematics and science background. Success in Honors Physics will require the student to: 1) operate with algebraic expressions to solve complex equations which include trigonometric functions, 2) use exponents to solve problems, and 3) describe graphically, algebraically and verbally real-world phenomena as functions and identify independent and dependent variables. High school physical science is NOT a required prerequisite for this course. The Physics End-of-Course test is required to receive honors physics credit. Students may not take Honors Physics in addition to standard level *Standard Course of Study* Physics.

- 1.06H** Design, conduct, and evaluate scientific investigations of physics phenomena.
- Verify student generated hypothesis through independent inquiry activities over time
  - Assess possible sources of error and ways to improve the investigation
  - Explain scientific processes and analysis in formal writing on a continuing basis
  - Assess the relevance of physics phenomena to real world scenarios and recent research
  - Summarize the results of scientific investigations and/or research to the larger community, including but not restricted to students, parents, and community groups.

Include an in depth study of at least two of the following objectives:

- 1.07 H** Design and conduct investigations using engineering skills.
- 6.05 H** Evaluate thermodynamic processes with the laws of thermodynamics.
- 6.06 H** Evaluate nuclear energy as a storage and transfer mechanism.
- 7.06 H** Design and conduct investigations of optics (mirrors and lenses) and the laws of reflection and refraction.

## **Honors Courses in North Carolina: Science**

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### ***Honors Science Course Descriptions***

**8.05 H** Analyze the relationship between moving electric charges and magnetic fields (electromagnetism).

**8.06 H** Analyze and mathematically describe relationships within modern physics such as the Quantum Theory and study of the Atom.

# Honors Courses in North Carolina: Science

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## *Honors Science Examples*

### Examples

The following examples are provided to illustrate how the elements of an Honors Science Portfolio might be developed. Teachers are not expected to use these examples verbatim, but to create their own based upon their teaching situation.

### Essential Questions

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#### Biology

- *How do genes and the environment interact to produce a phenotype?*
- *How do organisms maintain homeostasis in changing conditions?*

#### Chemistry

- *How are models of atomic structure like and unlike the reality they represent?*

#### Earth/Environmental Science

- *How are global climate models developed by scientists and used by society?*

#### Physical Science

- *How do we know what we know about the structure of atoms and molecules?*
- *How has atomic theory developed over time?*

#### Physics

- *How are mathematical models used to represent motion? What limitations do current technologies impose?*

### Issues Particular to the Course

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All sciences courses should address the following:

- *Laboratory equipment*
- *Laboratory safety*
- *Independent student investigations*

Some courses may have additional issues such as:

- *What alternatives will be provided and under what circumstances may a student be excused from doing a dissection?*
- *How will differentiation provide adequate and appropriate opportunities for all students if honors and standard level students are accommodated in the same classroom?*
- *Which calculators will be provided for which activities?*

### Expectations of Students

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## Honors Courses in North Carolina: Science

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### *Honors Science Examples*

#### **Biology:**

This example shows how two objectives could be extended for honors students. More complete comparisons will be provided in the Support Documents for the 2004 Standard Course of Study. In general honors students should be expected to master the same objectives at a more abstract and quantitative level as well as write more formal reports of laboratory investigations, do more independent reading and study additional enrichment topics.

<b>Expectations for Standard Course</b>	<b>Expectations for Honors Course</b>
Students examine changes in gene frequencies over time calculating and graphing percentages of organisms with each phenotype present in the population for successive generations with and without selection.	Students examine changes in gene frequencies over time using the Hardy Weinberg equilibrium equation to calculate the number of organisms heterozygous for a particular trait present in the population for successive generations with and without selection.
Students demonstrate use of compound light microscope to determine percentages of cells in the different phases of mitosis in a dividing root tip.	Students use a compound light microscope to determine percentages of cells in different phases of mitosis in a dividing root cell and accurately measure size of various types of cells.

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#### **Assignments**

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#### **Chemistry Example:**

#### **Rate of Reaction An Inquiry Lab**

Three factors affecting the rate of reaction are particle size, temperature and concentration. Design an experiment to demonstrate the effect of each factor, using several separate experiments, each with all factors controlled except one variable: the factor you are studying. Be sure to control the amounts of each reactant, and to time each experiment. Write down the procedure for your experiments and a table to record your results. When your design is complete turn in to your teacher for checking before proceeding to carry out your investigation.

Materials: The following materials are available for you to use in your experiment. Your design should clearly indicate how much of each material you will need. Petri plates, small beakers, stirring rods, copper chloride powder, aluminum foil, ice, thermometer, deionized water.

## Honors Courses in North Carolina: Science

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### *Honors Science Examples*

Record all of your results on a chart. Write up your analysis and conclusions in a formal laboratory report. Prepare to share your results with the class and defend your conclusions.

#### **Teacher's Guide to Accompany Rate of Reaction Inquiry Lab**

Purpose: To introduce the concept of reaction rate and investigate the variables affecting the rate. Students will develop their own protocol and develop their understanding of the nature of variables and controls. They also practice experimental design and communicating their findings in a scientific, data-based manner.

#### **NC Curriculum Goals:**

- 1.01 Design, conduct, and analyze investigations to answer questions related to chemistry.
- Identify variables
  - Use a control where appropriate
  - Select and use appropriate measurement tools.
  - Collect and organize data.
  - Analyze and interpret data
  - Explain observations
- 5.03 Identify the indicators of chemical change:
- Formation of a precipitate
  - Evolution of a gas
  - Color change
  - Absorption or release of heat
- 5.06 Assess the factors that affect the rates of chemical reactions.
- The nature of the reactants
  - Temperature
  - Concentration
  - Surface Area
  - Catalyst

#### **Materials:**

Laboratory grade copper chloride ( $\text{CuCl}_2$ ) from scientific supply house  
Aluminum foil (from grocery store)  
Petri plates or small beakers or test tubes  
Stirring rods  
Thermometers  
Timers (students may use watch timers or clocks with second hands)  
Ice

#### **Safety Precautions:**

## Honors Courses in North Carolina: Science

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### *Honors Science Examples*

Teachers should check the design carefully for safety. (Do not tell the student whether their experiment will “work” or whether they have controlled for all variables as this understanding should be developed with questions during the investigation.) Students should follow normal chemistry lab procedures (goggles, closed-toe shoes, lab aprons). Since the reaction may get quite hot, hot hands are recommended especially if students do the reaction in test tubes. A few adventurous students may figure out that if they use very small pieces of aluminum and a large amount of copper chloride, they can generate a lot of heat and a significant amount of gas. The gas tests as hydrogen: it is not enough to be dangerous as it is a mixture of steam and  $H_2$ , but it will produce a nice “pop” characteristic of hydrogen if tested with a match. You may want to do this as a demonstration or as an extension to the lab.

Because the reaction is exothermic, it is safer to investigate the temperature variable by using ice to lower the temperature rather than by heating the reaction mixture. Students will start by mixing the dry chemicals together. After they struggle with the fact that there is no visible reaction, the teacher can suggest that they add water and ask them why. This provides a good introduction into collision theory.

#### **Follow-up:**

Students should be able to write the reaction as a single displacement reaction, and determine that the reaction is exothermic. They often have difficulty with the concept of one variable. A follow-up discussion of this issue can expand into a discussion of how scientists work. It can also lead to a discussion of “good” vs. “bad” science by looking at recent news reports and considering the variables cited in the report.



**Honors Courses in North Carolina: Science**  
***Honors Science Portfolio Documentation Form***

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**North Carolina Honors Science  
Portfolio Documentation Form**

*This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.*

<b>General Information</b>	State course code:	
	State course title:	
	Recommended maximum enrollment:	24
	Recommended hours of instruction:	
<b><u>Course Description</u></b>	<p>Copy the appropriate course description from the Honors Science Document and paste into the gray area. Add the course description information from the <i>Standard Course of Study</i> for the course.</p> <p>For other honors science courses (e.g. anatomy and physiology) it is a local responsibility to write the course description. (Area will expand to needed size.) Insert any further locally established requirements if any.</p> <p align="center"><i>&lt;Insert sentence(s) describing any locally established requirements.&gt;</i></p>	
<b><u>Course Goals and Objectives</u></b>	Attach <i>Standard Course of Study</i> Goals and Objectives <b>and</b> the additional honors objectives from the <i>Honors Science Document</i> .	
<b><u>Concepts</u></b>	Identify main concepts for learning selected from the suggested enrichment topics.	

# Honors Courses in North Carolina: Science

## *Honors Science Portfolio Documentation Form*

<b><u>Essential Questions</u></b>	Essential Questions	
List essential questions, and then discuss briefly how they will be used in the course.		
	Describe how Essential Questions will be used in the course.	
<b><u>Issues Particular to the Course</u></b>		
List issues particular to this course and discuss how you plan to deal with them		
<b><u>Expectations of Performance</u></b>		
Explain how expectations of performance differ in the honors course from the standard course. For those courses for which there is no standard course for comparison use this section to explain and demonstrate appropriate rigor for an honors course.	<b>Expectations for Standard Course</b>	<b>Expectations for Honors Course</b>
<b><u>Assignments</u></b>		
Provide selected assignments and explain how they differ from those in the standard course.		

**Honors Courses in North Carolina: Science**  
***Honors Science Portfolio Documentation Form***

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<u><b>Timetables and Deadlines</b></u>	Attach course syllabus.
<u><b>Pacing Guide</b></u>	Attach pacing guide.
<u><b>Assessments</b></u>  Explain how students will be assessed in the course and attach selected assessments and rubrics.	
<u><b>System for Grading</b></u>	Include system for grading in the course syllabus.
<u><b>Instructional Materials, Equipment, and Technologies</b></u>  List materials, equipment, and technologies needed for the course.	

Submitted \_\_\_\_\_  
*Teacher signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

## **Honors Courses in North Carolina: Second (Foreign) Languages**

### **Foreign Language Courses Eligible for Honors Credit**

Honors goals and objectives for Level III and above Second Language Courses (Modern Foreign Languages and Latin) have been developed and were approved by the State Board of Education in December 2004. These standards are included as a part of the *Second Language Standard Course of Study* that may be accessed using the following URL:  
[http://www.ncpublicschools.org/curriculum/second\\_languages/index.html](http://www.ncpublicschools.org/curriculum/second_languages/index.html).

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

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

Local administrators are to ensure that all Second Language honors courses have sufficient rigor, breadth, and depth to be awarded high school honors credit in accordance with North Carolina State Board Policy HSP-M-001. These courses should be reviewed periodically by teachers and administrators. It should not be assumed that once an honors course has been developed by a teacher and approved by administration that it will remain the same throughout ensuing years and always be taught by the same teacher.

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# Honors Courses in North Carolina: Social Studies

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## Overview

The honors social studies courses contain the same competency goals and objectives as the *9-12 Social Studies Standard Course of Study*. Course descriptions have been created for the following required courses: *Honors Civics and Economics*, *United States History*, and *World History*. In addition to the course descriptions, the following items were added to the social studies support documents to assist LEA's in developing courses which are aligned to the new honors standards established by the State Board of Education:

- Honors Course Expectations
- Essential Questions (aligned to each competency goal)
- Thinking Skills and Suggested Activities
- Additional web sites, which are aligned to the suggested activities
- A bold (**H**) in the social studies support documents indicates activities and web sites appropriate for these honors courses.

Many of the materials and activities suggested for honors courses will also be appropriate for some students enrolled in standard level versions of the course. The difference may be in the level of independence expected of students and the amount of time activities may take. All students, not just those in honors courses, should experience challenging work and some level of independent inquiry in their social studies courses. Teachers should include enrichment topics for all students.

A CD is available through the North Carolina Department of Public Instruction that contains the three required social studies courses, with suggested honors criteria. LEAs may develop additional honors courses for social studies electives, using the new criteria outlined by the State Board of Education. Local LEAs will need to create a:

## Curriculum Guide

The curriculum guide must clearly and concisely include, but is not limited to the following:

- A course description (including length of the course)
- Goals and objectives
- Concepts (generalizations/essential questions)
- Issues particular to the course
- Expectations of performance
- Assignments
- Time tables and deadlines
- Pacing guide(s)
- Assessments
- Rubrics
- A basis for grading and
- Instructional materials, equipment and/or technology.

## Honors Courses in North Carolina: Social Studies

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### **Civics and Economics Course Description**

Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. Students will need a practical understanding of these systems of civics and economics that affect their lives as consumers and citizens. Furthermore, this course serves as a foundation for United States History. It is recommended that this course, Civics and Economics, directly precede the eleventh grade United States History survey course to maintain continuity and build historical perspective.

As informed decision-makers, students will apply acquired knowledge to real life experience. When studying the legal and political systems, students will become aware of their rights and responsibilities and put this information into practice. The economic, legal, and political systems are balanced for presentation and, like other social studies subjects; this course lends itself to interdisciplinary teaching. The goals and objectives are drawn from disciplines of political science, history, economics, geography, and jurisprudence.

*Honors Civics and Economics* should cover the material in greater complexity, novelty, acceleration and/or pacing, and reflect a defensible differentiated curriculum. Honors students should learn to express and defend their ideas while attaining the distance necessary to accept constructive criticism. Teachers should incorporate opportunities for each student to become a reflective thinker who possesses the potential to become an initiator of learning and accomplishments, exploring areas of his/her interests within the designated course of study. *Honor Civics and Economics* is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

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## Honors Courses in North Carolina: Social Studies

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### **United States History Course Description**

The study of United States History in high school builds on historical and geographical perspectives gained from the elementary and middle level study of North Carolina and the United States. The study of World History in grade nine will now enable students to place the United States in a world context as well. The economic and political perspectives and historical foundations gained from the study of Civics and Economics will prepare students for the examination of our nation's history. In order to include the perspectives of the twenty-first century, the study of United States History will begin with the Federalist Period and continue through the changes in America following the terrorist attack on September 11<sup>th</sup>. In North Carolina, the study of history no longer supports memorization of unexamined and isolated facts but emphasizes the thinking skills to detect trends, analyze movements and events, and develop a "sense of history".

### **Honors United States History**

*Honors United States History* provides the opportunity for advanced work, rigorous academic study, and the practical application of the major ideas and concepts found in the study of United States history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking and problem-solving, scholarly and creative processes, critical analysis and application, reflective thinking, and the expression and defense of ideas generated through the study of the content. *Honors United States History* follows the same course of study as the corresponding standard *United States History* course; however, the material is taught with greater complexity, novelty, acceleration, and reflects a differentiated curriculum. *Honors United States History* is distinguished by a difference in the quality of the work expected, not merely an increase in quantity.

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## Honors Courses in North Carolina: Social Studies

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**World History Course Description**

*World History* at the ninth grade level is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times. A historical approach will be at the center of the course. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions. To become informed citizens, students require knowledge of the civilizations that have shaped the development of the United States. *World History* provides the foundation that enables students to acquire this knowledge which will be used in the study of *Civics and Economics* and *United States History*.

*Honors World History* provides the opportunity for advanced work, rigorous study, and systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking. Although the goals and objectives are the same as those found in the *North Carolina Standard Course of Study (NCSCS)*, the material is taught with greater complexity and reflects a differentiated curriculum.

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# Honors Courses in North Carolina: Social Studies

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## Designation of Honors Social Studies Courses

Each honors course should be reviewed and revised to ensure that the course is aligned with the current *North Carolina Standard Course of Study*, and *North Carolina Honors Course Standards* (NCDPI, 2004). This process must also ensure that courses are consistent with the following:

- Emerging instructional best practices
- How students best learn
- The latest content

Since honors courses receive weighted credit, teachers and administrators should periodically reexamine these courses to keep them current and reaffirm their rigor. Likewise, any time an honors course is assigned to be taught by someone other than the teacher who originated the course, it should be reviewed and, if necessary, modified, by the newly assigned teacher before it is assigned honors designation. If an honors course is designed at the district level, the district should ensure that all teachers assigned to teach it are well qualified and participate in appropriate professional development both in content and pedagogy.

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## Definition of Honors Social Studies Courses

Honors social studies courses are designed to be developed and conducted to demand more challenging involvement than standard social studies courses. They must be demonstrably more challenging than standard courses and provide multiple opportunities for students to take greater responsibility for their learning. Honors social studies courses should be distinguished by a difference in the quality of the work expected rather than merely by the quantity of the work required.

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## Purposes of Honors Social Studies Courses

Honors social studies courses should be designed to provide students the opportunity for advanced work, rigorous academic study, and systematic study of major ideas and concepts. The rationale for honors courses to offer challenging, higher level courses for students who aspire to an advanced level of learning. Students and parents should be informed that honors social studies courses are more demanding and have expectations beyond those of standard social studies courses.

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## Honors Courses in North Carolina: Social Studies

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**Purposes of Social Studies Honors Courses, cont'd.** Honors courses should be developed as an integral component of a differentiated program of study that provides an array of opportunities for all students based on their aptitudes, affinities, and interests.

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**Characteristics of Honors Social Studies Courses** Honors social studies courses will address the same goals and objectives as the corresponding *North Carolina Standard Course of Study*; however, they should address the content with greater complexity, novelty, acceleration, and /or pacing. Honors social studies courses should reflect a differentiation of curriculum, both in breadth and depth of study. Honors social studies courses should exemplify the following characteristics:

- Require a higher level of cognition and quality of work than the standard course
  - Enable students to become actively involved in classroom and field/study learning experiences
  - Involve students in exploratory, experimental, and open-ended learning experiences
- 

**Teachers of Honors Social Studies Courses** Teachers of honors social studies courses should possess the skills, knowledge, and dispositions to challenge and inspire thought processes of honors level students. In addition, these teachers should be able to implement diverse kinds of best teaching practices for high school learners. The capability of developing, implementing, and evaluating defensibly differentiated curriculum is a key characteristic of teachers who work with honors students. They should know and use a variety of teaching techniques and be proficient in the use of both direct and indirect modes of instruction. Teachers should be confident in their roles as facilitator, model, and coach. In addition, they should be aware of current curriculum innovations and research in the content area in order to be able to develop and implement honors courses that are both challenging and rigorous.

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## Honors Courses in North Carolina: Social Studies

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### Teaching Preparation Portfolio for Honors Social Studies Courses

Every honors social studies course **must be** supported by a portfolio of curriculum materials. The portfolio must be submitted to local administrators for a review process. The Honors Social Studies Portfolio must clearly and concisely include, but is not limited to, the following elements:

- Honors Social Studies Course description from this document
- Introduction, competency goals and objectives from the NCSCS
- Concepts from support document
- Generalizations/essential questions
- Issues particular to the course
- Expectations of performance
- Assignments
- Timetables and deadlines
- Pacing guide
- Assessments, including rubrics
- A system for grading
- Instructional materials, equipment, and technologies required

The portfolio may be developed by the individual teacher, or at the school or LEA level. While it is important to allow creative teachers room for individualizing their courses, there is also much to be gained from common assignments and joint examination of student work. A process of working together, examining lessons and student work can help all teachers increase the rigor of honor social studies courses.

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### Course Descriptions

NCDPI has developed and provided mandatory course descriptions for honors Civics and Economics, United States History, and World History which reflects the rigor and depth expected in each honors course.

Elective course descriptions will be developed by teachers within the school and/or system.

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## Honors Courses in North Carolina: Social Studies

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**Generalizations** Generalizations are general statements or ideas concerning any area of study. Generalizations are statements for which examples can be provided. Generalizations identify characteristics about abstractions (Marzano, 2001).

Students in honors courses are challenged to reason inductively as they make observations and gather evidence in order to develop generalizations from information they have learned. They also use generalizations deductively as they make specific inferences from general principles. This process, known as generalizing, is a sophisticated skill as it relates to organizing ideas (Marzano, 2001). Generalizing can also involve constructing and defending conclusions about a set of skills or inferring new conclusions based on the understanding of two or more persons.

The Honors Portfolio should include a list of generalizations with specific indications of how these generalizations are to be used in the honors class.

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**Essential Questions**

Essential questions are interrogative statements designed to focus attention on main ideas. They are used in honors courses to prompt thinking and spark discussion of key elements within a larger context. Essential questions are helpful in working through the steps in problem-solving, planning, and decision-making processes. The answers to essential questions are often in the form of generalizations.

By examining essential questions, students are engaged in higher order thinking. Essential questions are open-ended with no single, correct answer. They are meant to stimulate inquiry, debate and further questions, and can be reexamined over time. They are designed to be thought-provoking to students, engaging them in sustained, focused inquiries, culminating in meaningful performances (McTighe & Wiggins, 2004).

Instructors of honors social studies courses are expected not only to pose essential questions to the students, but to guide students in generating their own essential questions as they study and master the curriculum. The Teaching Preparation Portfolio should include a list of essential questions with specific indications of how these essential questions are to be used in the honors class.

Examples of essential questions appear in each of the social studies support documents. The essential questions are aligned to each competency goal.

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## Honors Courses in North Carolina: Social Studies

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**Issues Particular to the Course** Because of the diverse nature of course content, many courses have issues or features that are unique to the course. Teachers must identify these issues and discuss them with administrators and other appropriate individuals prior to implementation of the course.

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**Expectations of Performance** Students in honors social studies courses have a different set of performance expectations than students in standard social studies courses. The Teaching Preparation Portfolio provides a place where teachers can compare the expectations of students in standard courses to those in honors courses.

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**Assignments** Students in honors social studies courses will have assignments that reflect the inherent rigor of honors level courses. Examples of Thinking Skills and Suggested Activities appropriate for an honors course appear in each of the social studies support documents. A bold **(H)** in the social studies support documents indicates activities and web sites which are appropriate for an honors course. These activities may also be modified for use in any classroom.

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**Timetables and Deadlines** Timetables for honors social studies course projects and activities and deadlines for assignments are helpful in course planning and communication with students. These should be provided to students at the beginning of the course.

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**Pacing Guide** A pacing guide is a calendar showing the pace of instruction, with time allocated for teaching and applying each essential concept. The pacing guide is a useful tool for teachers to ensure that instructional time is carefully used and that students have the appropriate amount of time for project-based experiences. Pacing guides should be planned in advance and revised as needed to accurately depict time allocations for units and objectives being taught.

Sample Pacing Guides are provided in the support documents for each course. These are samples and must be modified to meet local needs.

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## Honors Courses in North Carolina: Social Studies

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**Assessments** Good instruction involves assessment by multiple and varied means. A wide variety of evaluation methods and forms of assessments should be used in social studies courses to measure what students know and what they know how to do. Students must become involved in self-assessment. This is particularly important in honors courses. These assessments should include both cognitive and performance-based tasks. Where appropriate, rubrics should be developed and provided to students and evaluators.

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**A System for Grading** Each honors social studies course should have a clear, concise system for grading so that students will be accountable for course requirements and know in advance the relative weight of each component of their grades. The system for grading should be explained in the Teaching Preparation Portfolio.

The grading system, along with timetables and deadlines, assignments, and expectations for students, should be explained clearly in a course syllabus that is made available to students at the beginning of the course.

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**Instructional Materials, Equipment, and Technologies** In many honors courses, being able to complete honors-level learning experiences and assignments may be dependent upon having the necessary resources (including technology and texts) with which to work. In such instances, having a list of essential instructional materials, equipment, and technologies helps administrators and teachers plan course offerings and make program decisions.

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## Honors Courses in North Carolina: Social Studies

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### REFERENCES

Marzano, R. J. (2001). *Designing a new taxonomy of educational objectives*. Thousand Oaks, CA: Corwin Press, Inc.

McTighe, J., and Wiggins, G. (2004). *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development.

NCDPI (2004). Standards for Honors Courses. NC State Board of Education Policy HSP-M-001; HSP-L-004 approved November 2004. North Carolina Department of Public Instruction.

# Honors Courses in North Carolina: Social Studies

## North Carolina Social Studies Teaching Preparation Portfolio

*This form should be completed and additional requested material attached. The form should be submitted to appropriate administrators for approval as required by the LEA.*

<b>General Course Information</b>	Course code:	
	Course title:	
<b>Course Description</b>  <i>Refer to <b>Standard Course of Study for Social Studies</b>; develop locally for electives. (Area will expand to needed size.)</i>		
<b>Course Goals and Objectives</b>  <i>Refer to <b>Standard Course of Study for Social Studies</b>; develop locally for electives.</i>		
<b>Generalizations</b>	Generalizations	
<b>List generalizations, then discuss briefly how they will be used in the course.</b>		
	Describe how generalizations will be used in the course.	
<b>Essential Questions</b>	Essential Questions	
<b>List essential questions, then discuss briefly how they will be used in the course.</b>		



## Honors Courses in North Carolina: Social Studies

	Describe how Essential Questions will be used in the course
<p><b>Issues Particular to the Course</b></p> <p>List issues particular to this course and discuss how you plan to deal with them.</p>	
<p><b>Expectations of Performance</b></p> <p>Explain how expectations of performance are appropriate for an honors course.</p>	
<p><b>Assignments</b></p> <p>Provide selected assignments and explain how they are appropriate for an honors course.</p>	
<p><b>Timetables and Deadlines; Pacing Guide</b></p>	Attach course syllabus and/or pacing guide/calendar
<p><b>Assessments</b></p> <p>Explain how students will be assessed in the course and attach selected assessments and rubrics.</p>	
<p><b>System for Grading</b></p>	Include system for grading in the course syllabus.
<p><b>Instructional Materials, Equipment, and Technologies</b></p> <p>List texts, materials and technology needed for the</p>	

# Honors Courses in North Carolina: Social Studies

course.	
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Submitted \_\_\_\_\_  
*Teacher signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

Approved \_\_\_\_\_  
*Administrator signature* *Date*

# Honors Courses in North Carolina

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## CURRICULUM STANDARDS

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

# Honors Courses in North Carolina

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## INSTRUCTION/ DELIVERY STANDARDS

<b>Alignment</b>	There is evidence through the curriculum guide and should be demonstrated through teacher instruction/facilitation that the taught curriculum and the chosen methodology are aligned with the written and assessed curriculum.
<b>Teacher preparation:</b>	
<b>Pedagogy, Knowledge And Skills</b>	There is evidence through prior classroom observation or proven expertise that the teacher demonstrates application of teaching pedagogy, content knowledge and skills, and instructional technology necessary for the course.
<b>Continuous Learning</b>	There is evidence through research, documented professional development or documented attendance at professional organizations that the teacher demonstrates continuous learning to improve knowledge and application of content and pedagogy.
<b>Teaching Strategies:</b>	
<b>Interchange</b>	There is evidence throughout the curriculum guide and should be demonstrated through teacher instruction that maximum interchange of ideas among students is required with an emphasis on activities such as panels, debates, reaction groups, scholarly dialogue, group investigation, seminars, etc.
<b>Independent Study</b>	There is evidence through the curriculum guide and should be demonstrated through teacher instruction/facilitation that independent study is required.
<b>Research</b>	There is evidence through the curriculum guide and should be demonstrated through teacher instruction/facilitation that self-directed, advanced student research and learning are required.
<b>Technology</b>	There is observable evidence throughout the curriculum plan and should be demonstrated through instructional approaches that technology is integrated within the honors course curriculum and students are required to utilize appropriate technology to support their learning.
<b>Integration of Learning</b>	There is evidence of integration of learning in the curriculum guide and should be reflected through instruction that students are required to utilize understandings from multiple content areas in order to master course objectives.
<b>Authentic and Experiential Learning</b>	There is evidence throughout the curriculum plan and should be reflected through instructional approaches that the instructor provides multiple opportunities for authentic (real world) and experiential learning opportunities.
<b>Higher Level Thinking Skills</b>	There is evidence throughout the curriculum guide and should be demonstrated through instruction that higher level critical and creative thinking skills such as interpretation, analysis, constructive criticism and knowledge utilization (decision making, problem-solving, investigation, logical thought) and knowledge creation are required.
<b>Instructional Diversity</b>	There is evidence in the curriculum guide and should be demonstrated through instruction that the teacher addresses instructional diversity (interests, cultures, learning styles, multiple intelligences, and readiness).

# Honors Courses in North Carolina

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## ASSESSMENT/STUDENT WORK STANDARDS

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

## **Honors Courses in North Carolina**

### ***Appendix A – Memorandum of Understanding***

January 16, 2004

Pursuant to G.S. §116-11 (10a), The University of North Carolina through its President and the North Carolina Community College System through its President agree that the grade point average and class rank shall be calculated and reported on the standardized transcript for all NC public school students according to the following method:

- 1) Grades in Standard high school courses as defined by DPI will continue to receive up to 4 quality points.
- 2) Grades in Honors courses as defined by DPI will receive up to 5 quality points. We strongly support the review of the standards for honors courses as proposed by the State Department of Public Instruction.
- 3) Grades in community college courses that have been approved for the Comprehensive Articulation Agreement (CAA) will receive up to 5 quality points. This list includes courses that have been reviewed and approved for transfer by the Transfer Advisory Committee, but does not include any of the physical education courses, the three health courses (HEA 110, 112 and 120), and the following pre-major/elective courses: BUS 110, CHEM 115 and 115A, FRE 111 and 181, GER 111 and 181, LAT 111 and 181, PHS 110, SPA 111 and 181.
- 4) Independent colleges and universities and UNC campuses may also have any of the CAA courses (lower division courses typically taught in the freshman or sophomore year of college) taught by their colleges receive quality points in the same way as provided in #3 for the community colleges. Each independent college and university and UNC campus may forward to DPI a list of general education courses and/or any pre-major or elective courses that match courses from the CAA course listing except for those course exceptions as noted in item #3.
- 5) Grades in AP courses, IB courses, and upper division (junior and senior level) college courses may receive up to 6 quality points.

Implementation of this agreement will commence with the incoming 9<sup>th</sup> and 10<sup>th</sup> grade classes in Fall 2004. Current 11<sup>th</sup> and 12<sup>th</sup> grade students in Fall 2004 will continue under the original weighted grade agreement that is currently in place.

Comparability studies will be conducted by UNC and NCCCS faculty no less than every five years at the request of either of the chief academic officers of UNC or NCCCS. Only courses accepted in the CAA (except as noted in item #3) will be eligible for awarding of additional quality points.

## **Honors Courses in North Carolina**

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### ***Appendix A – Memorandum of Understanding, cont'd.***

A review and study of the policies and impact of the new weighting system will be conducted following the fourth year of implementation. Results of the study and any recommendations will be presented to the Education Cabinet by December 31 of the following academic year.

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Molly Corbett Broad, President  
The University of North Carolina

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H. Martin Lancaster, President  
North Carolina Community College System

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Date

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Date

1-16-04  
10:52am

# **HONORS COURSES IN NORTH CAROLINA**

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## *Appendix B – Comprehensive Articulation Agreement*

### *Transfer Course List*

**Revised: December 16, 2003**

<u>Community College Course</u>	<u>AA/AS Requirement Satisfied</u>	
ACC 120	Prin of Financial Accounting	Pre-Major/Elective
ACC 121	Prin of Managerial Accounting	Pre-Major/Elective
ANT 210	General Anthropology	GEN ED: Social/Behavioral Science
ANT 220	Cultural Anthropology	GEN ED: Social/Behavioral Science
ANT 221	Comparative Cultures	GEN ED: Social/Behavioral Science
ANT 230	Physical Anthropology	GEN ED: Social/Behavioral Science
ANT 230A	Physical Anthropology Lab	GEN ED: Social/Behavioral Science
ANT 240	Archaeology	GEN ED: Social/Behavioral Science
ART 110	Introduction to Art	Pre-Major/Elective
ART 111	Art Appreciation	GEN ED: Humanities/Fine Arts
ART 113	Art Methods and Materials	Pre-Major/Elective
ART 114	Art History Survey I	GEN ED: Humanities/Fine Arts
ART 115	Art History Survey II	GEN ED: Humanities/Fine Arts
ART 116	Survey of American Art	GEN ED: Humanities/Fine Arts
ART 117	Non-Western Art History	GEN ED: Humanities/Fine Arts
ART 121	Design I	Pre-Major/Elective
ART 122	Design II	Pre-Major/Elective
ART 130	Basic Drawing	Pre-Major/Elective
ART 131	Drawing I	Pre-Major/Elective
ART 132	Drawing II	Pre-Major/Elective
ART 135	Figure Drawing I	Pre-Major/Elective
ART 140	Basic Painting	Pre-Major/Elective
ART 171	Computer Art I	Pre-Major/Elective
ART 212	Gallery Assistantship I	Pre-Major/Elective
ART 213	Gallery Assistantship II	Pre-Major/Elective
ART 214	Portfolio and Resume	Pre-Major/Elective
ART 222	Wood Design I	Pre-Major/Elective
ART 223	Wood Design II	Pre-Major/Elective
ART 231	Printmaking I	Pre-Major/Elective
ART 232	Printmaking II	Pre-Major/Elective
ART 235	Figure Drawing II	Pre-Major/Elective
ART 240	Painting I	Pre-Major/Elective
ART 241	Painting II	Pre-Major/Elective
ART 242	Landscape Painting	Pre-Major/Elective
ART 243	Portrait Painting	Pre-Major/Elective
ART 244	Watercolor	Pre-Major/Elective
ART 245	Metals I	Pre-Major/Elective
ART 246	Metals II	Pre-Major/Elective
ART 247	Jewelry I	Pre-Major/Elective
ART 248	Jewelry II	Pre-Major/Elective
ART 250	Surface Design: Textiles	Pre-Major/Elective
ART 251	Weaving I	Pre-Major/Elective



## **HONORS COURSES IN NORTH CAROLINA**

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### *Appendix B – Comprehensive Articulation Agreement*

ART 252	Weaving II	Pre-Major/Elective
ART 260	Photography Appreciation	Pre-Major/Elective
ART 261	Photography I	Pre-Major/Elective
ART 262	Photography II	Pre-Major/Elective
ART 263	Color Photography	Pre-Major/Elective
ART 264	Digital Photography I	Pre-Major/Elective
ART 265	Digital Photography II	Pre-Major/Elective
ART 266	Videography I	Pre-Major/Elective
ART 267	Videography II	Pre-Major/Elective
ART 271	Computer Art II	Pre-Major/Elective
ART 274	Lettering Design	Pre-Major/Elective
ART 275	Intro to Commercial Art	Pre-Major/Elective
ART 281	Sculpture I	Pre-Major/Elective
ART 282	Sculpture II	Pre-Major/Elective
ART 283	Ceramics I	Pre-Major/Elective
ART 284	Ceramics II	Pre-Major/Elective
ART 285	Ceramics III	Pre-Major/Elective
ART 286	Ceramics IV	Pre-Major/Elective
ART 288	Studio	Pre-Major/Elective
ART 289	Museum Study	Pre-Major/Elective
ASL 111	Elementary ASL I	GEN ED: Humanities/Fine Arts
ASL 112	Elementary ASL II	GEN ED: Humanities/Fine Arts
ASL 181	ASL Lab 1	Pre-Major/Elective
ASL 182	ASL Lab 2	Pre-Major/Elective
ASL 211	Intermediate ASL I	GEN ED: Humanities/Fine Arts
ASL 212	Intermediate ASL II	GEN ED: Humanities/Fine Arts
ASL 281	ASL Lab 3	Pre-Major/Elective
ASL 282	ASL Lab 4	Pre-Major/Elective
AST 111	Descriptive Astronomy	GEN ED: Natural Science
AST 111A	Descriptive Astronomy Lab	GEN ED: Natural Science
AST 151	General Astronomy I	GEN ED: Natural Science
AST 151A	General Astronomy I Lab	GEN ED: Natural Science
AST 152	General Astronomy II	GEN ED: Natural Science
AST 152A	General Astronomy II Lab	GEN ED: Natural Science
AST 251	Observational Astronomy	Pre-Major/Elective
BIO 110	Principles of Biology	GEN ED: Natural Science
BIO 111	General Biology I	GEN ED: Natural Science
BIO 112	General Biology II	GEN ED: Natural Science
BIO 120	Introductory Botany	GEN ED: Natural Science
BIO 130	Introductory Zoology	GEN ED: Natural Science
BIO 140	Environmental Biology	GEN ED: Natural Science
BIO 140A	Environmental Biology Lab	GEN ED: Natural Science
BIO 143	Field Biology Minicourse	Pre-Major/Elective
BIO 145	Ecology	Pre-Major/Elective
BIO 146	Regional Natural History	Pre-Major/Elective
BIO 150	Genetics in Human Affairs	Pre-Major/Elective

## HONORS COURSES IN NORTH CAROLINA

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### *Appendix B – Comprehensive Articulation Agreement*

BIO 155	Nutrition	Pre-Major/Elective
BIO 163	Basic Anat & Physiology	Pre-Major/Elective
BIO 165	Anatomy and Physiology I	Pre-Major/Elective
BIO 166	Anatomy and Physiology II	Pre-Major/Elective
BIO 168	Anatomy and Physiology I	Pre-Major/Elective
BIO 169	Anatomy and Physiology II	Pre-Major/Elective
BIO 173	Microbes in World Affairs	Pre-Major/Elective
BIO 175	General Microbiology	Pre-Major/Elective
BIO 176	Adv General Microbiology	Pre-Major/Elective
BIO 180	Biological Chemistry	Pre-Major/Elective
BIO 221	Botany I	Pre-Major/Elective
BIO 222	Botany II	Pre-Major/Elective
BIO 223	Field Botany	Pre-Major/Elective
BIO 224	Local Flora Spring	Pre-Major/Elective
BIO 225	Local Flora Summer	Pre-Major/Elective
BIO 226	Local Flora Fall	Pre-Major/Elective
BIO 227	Winter Plant ID	Pre-Major/Elective
BIO 230	Entomology	Pre-Major/Elective
BIO 231	Invertebrate Zoology	Pre-Major/Elective
BIO 232	Vertebrate Zoology	Pre-Major/Elective
BIO 235	Ornithology	Pre-Major/Elective
BIO 236	Mammalogy	Pre-Major/Elective
BIO 240	Waste Management	Pre-Major/Elective
BIO 242	Natural Resource Conservation	Pre-Major/Elective
BIO 243	Marine Biology	Pre-Major/Elective
BIO 250	Genetics	Pre-Major/Elective
BIO 271	Pathophysiology	Pre-Major/Elective
BIO 272	Cardiopulmonary Biology	Pre-Major/Elective
BIO 273	Radiation Biology	Pre-Major/Elective
BIO 275	Microbiology	Pre-Major/Elective
BIO 280	Biotechnology	Pre-Major/Elective
BIO 285	Research & Measurement	Pre-Major/Elective
BUS 115	Business Law I	Pre-Major/Elective
BUS 228	Business Statistics	Pre-Major/Elective
CHM 130	Gen, Org, & Biochemistry	Pre-Major/Elective
CHM 130A	Gen, Org, & Biochemistry Lab	Pre-Major/Elective
CHM 131	Introduction to Chemistry	GEN ED: Natural Science
CHM 131A	Introduction to Chemistry Lab	GEN ED: Natural Science
CHM 132	Organic and Biochemistry	GEN ED: Natural Science
CHM 135	Survey of Chemistry I	GEN ED: Natural Science
CHM 136	Survey of Chemistry II	GEN ED: Natural Science
CHM 151	General Chemistry I	GEN ED: Natural Science
CHM 152	General Chemistry II	GEN ED: Natural Science
CHM 251	Organic Chemistry I	Pre-Major/Elective
CHM 252	Organic Chemistry II	Pre-Major/Elective
CHM 261	Quantitative Analysis	Pre-Major/Elective
CHM 263	Analytical Chemistry	Pre-Major/Elective

## **HONORS COURSES IN NORTH CAROLINA**

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### *Appendix B – Comprehensive Articulation Agreement*

CHM 265	Instrumental Analysis	Pre-Major/Elective
CHM 271	Biochemical Principles	Pre-Major/Elective
CHM 271A	Biochemical Principles Lab	Pre-Major/Elective
CIS 110	Introduction to Computers (option)	GEN ED: Mathematics (quantitative)
CIS 115	Intro to Programming & Logic (option)	GEN ED: Mathematics (quantitative)
CJC 111	Intro to Criminal Justice	Pre-Major/Elective
CJC 121	Law Enforcement Operations	Pre-Major/Elective
CJC 141	Corrections	Pre-Major/Elective
COM 110	Introduction to Communications (substitute)	GEN ED: Humanities/Fine Arts
COM 111	Voice and Diction I	Pre-Major/Elective
COM 120	Interpersonal Communications (substitute)	GEN ED: Humanities/Fine Arts
COM 130	Nonverbal Communications	Pre-Major/Elective
COM 140	Intercultural Communications	Pre-Major/Elective
COM 231	Public Speaking (substitute)	GEN ED: Humanities/Fine Arts
COM 232	Election Rhetoric	Pre-Major/Elective
COM 233	Persuasive Speaking	Pre-Major/Elective
COM 251	Debate I	Pre-Major/Elective
COM 252	Debate II	Pre-Major/Elective
CSC 120	Computing Fundamentals I	Pre-Major/Elective
CSC 130	Computing Fundamentals II	Pre-Major/Elective
CSC 134	C++ Programming	Pre-Major/Elective
CSC 136	FORTRAN Programming	Pre-Major/Elective
CSC 148	JAVA Programming	Pre-Major/Elective
CSC 220	Machine Implem of Algor	Pre-Major/Elective
DAN 110	Dance Appreciation	GEN ED: Humanities/Fine Arts
DAN 211	Dance History I	GEN ED: Humanities/Fine Arts
DAN 212	Dance History II	GEN ED: Humanities/Fine Arts
DFT 170	Engineering Graphics	Pre-Major/Elective
DRA 111	Theatre Appreciation	GEN ED: Humanities/Fine Arts
DRA 112	Literature of the Theatre	GEN ED: Humanities/Fine Arts
DRA 115	Theatre Criticism	GEN ED: Humanities/Fine Arts
DRA 120	Voice for Performance	Pre-Major/Elective
DRA 122	Oral Interpretation	GEN ED: Humanities/Fine Arts
DRA 124	Readers Theatre	Pre-Major/Elective
DRA 126	Storytelling	GEN ED: Humanities/Fine Arts
DRA 128	Children's Theatre	Pre-Major/Elective
DRA 130	Acting I	Pre-Major/Elective

## **HONORS COURSES IN NORTH CAROLINA**

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### *Appendix B – Comprehensive Articulation Agreement*

DRA 131	Acting II	Pre-Major/Elective
DRA 135	Acting for the Camera I	Pre-Major/Elective
DRA 136	Acting for the Camera II	Pre-Major/Elective
DRA 140	Stagecraft I	Pre-Major/Elective
DRA 141	Stagecraft II	Pre-Major/Elective
DRA 142	Costuming	Pre-Major/Elective
DRA 143	Costume Design	Pre-Major/Elective
DRA 145	Stage Make-up	Pre-Major/Elective
DRA 147	Sound Technology	Pre-Major/Elective
DRA 150	Stage Management	Pre-Major/Elective
DRA 151	Mechanics and Maintenance	Pre-Major/Elective
DRA 160	Box Office and Publicity	Pre-Major/Elective
DRA 170	Play Production I	Pre-Major/Elective
DRA 171	Play Production II	Pre-Major/Elective
DRA 175	Teleplay Production I	Pre-Major/Elective
DRA 176	Teleplay Production II	Pre-Major/Elective
DRA 211	Theatre History I	GEN ED: Humanities/Fine Arts
DRA 212	Theatre History II	GEN ED: Humanities/Fine Arts
DRA 230	Acting III	Pre-Major/Elective
DRA 231	Acting IV	Pre-Major/Elective
DRA 240	Lighting for the Theatre	Pre-Major/Elective
DRA 241	Lighting Design	Pre-Major/Elective
DRA 243	Scene Design	Pre-Major/Elective
DRA 245	Drafting and Scenography	Pre-Major/Elective
DRA 250	Theatre Management	Pre-Major/Elective
DRA 251	Production Management	Pre-Major/Elective
DRA 260	Directing	Pre-Major/Elective
DRA 270	Play Production III	Pre-Major/Elective
DRA 271	Play Production IV	Pre-Major/Elective
DRA 275	Teleplay Production III	Pre-Major/Elective
DRA 276	Teleplay Production IV	Pre-Major/Elective
ECO 151	Survey of Economics	GEN ED: Social and Behavioral
Science		
ECO 251	Prin of Microeconomics	GEN ED: Social and Behavioral
Science		
ECO 252	Prin of Macroeconomics	GEN ED: Social and Behavioral
Science		
EDU 116	Intro to Education	*Pre-Major/Elective
EGR 150	Intro to Engineering	Pre-Major/Elective
EGR 210	Intro to Elect/Com Eng Lab	Pre-Major/Elective
EGR 211	Intro to Computer Org	Pre-Major/Elective
EGR 212	Logic System Design I	Pre-Major/Elective
EGR 213	Electric Circuits	Pre-Major/Elective
EGR 215	Network Theory I	Pre-Major/Elective
EGR 216	Logic and Networks Lab I	Pre-Major/Elective
EGR 218	Network Theory II	Pre-Major/Elective
EGR 219	Instru & Network Lab	Pre-Major/Elective

## HONORS COURSES IN NORTH CAROLINA

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### *Appendix B – Comprehensive Articulation Agreement*

EGR 220	Engineering Statics	Pre-Major/Elective
EGR 225	Engineering Dynamics	Pre-Major/Elective
EGR 228	Intro to Solid Mechanics	Pre-Major/Elective
EGR 230	Engineering Materials	Pre-Major/Elective
ENG 111	Expository Writing	GEN ED: English Composition
ENG 112	Argument-Based Research	GEN ED: English Composition
ENG 113	Literature-Based Research	GEN ED: English Composition
ENG 114	Prof Research and Reporting	GEN ED: English Composition
ENG 125	Creative Writing I	Pre-Major/Elective
ENG 126	Creative Writing II	Pre-Major/Elective
ENG 131	Introduction to Literature	GEN ED: Humanities/Fine Arts
ENG 132	Introduction to Drama	Pre-Major/Elective
ENG 133	Introduction to the Novel	Pre-Major/Elective
ENG 134	Introduction to Poetry	Pre-Major/Elective
ENG 135	Intro to Short Fiction	Pre-Major/Elective
ENG 231	American Literature I	GEN ED: Humanities/Fine Arts
ENG 232	American Literature II	GEN ED: Humanities/Fine Arts
ENG 233	Major American Writers	GEN ED: Humanities/Fine Arts
ENG 234	Modern American Poets	Pre-Major/Elective
ENG 241	British Literature I	GEN ED: Humanities/Fine Arts
ENG 242	British Literature II	GEN ED: Humanities/Fine Arts
ENG 243	Major British Writers	GEN ED: Humanities/Fine Arts
ENG 251	Western World Literature I	GEN ED: Humanities/Fine Arts
ENG 252	Western World Literature II	GEN ED: Humanities/Fine Arts
ENG 253	The Bible as Literature	Pre-Major/Elective
ENG 261	World Literature I	GEN ED: Humanities/Fine Arts
ENG 262	World Literature II	GEN ED: Humanities/Fine Arts
ENG 265	Thematic World Lit I	Pre-Major/Elective
ENG 266	Thematic World Lit II	Pre-Major/Elective
ENG 271	Contemporary Literature	Pre-Major/Elective
ENG 272	Southern Literature	Pre-Major/Elective
ENG 273	African-American Literature	Pre-Major/Elective
ENG 274	Literature by Women	Pre-Major/Elective
ENG 275	Science Fiction	Pre-Major/Elective
FRE 112	Elementary French II	GEN ED: Humanities/Fine Arts
FRE 141	Culture and Civilization	Pre-Major/Elective
FRE 151	Francophone Literature	Pre-Major/Elective
FRE 161	Cultural Immersion	Pre-Major/Elective
FRE 182	French Lab 2	Pre-Major/Elective
FRE 211	Intermediate French I	GEN ED: Humanities/Fine Arts
FRE 212	Intermediate French II	GEN ED: Humanities/Fine Arts
FRE 221	French Conversation	Pre-Major/Elective
FRE 231	Reading and Composition	Pre-Major/Elective
FRE 281	French Lab 3	Pre-Major/Elective
FRE 282	French Lab 4	Pre-Major/Elective
GEL 111	Introductory Geology	GEN ED: Natural Science
GEL 113	Historical Geology	GEN ED: Natural Science

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## *Appendix B – Comprehensive Articulation Agreement*

GEL 120	Physical Geology	GEN ED: Natural Science
GEL 220	Marine Geology	Pre-Major/Elective
GEL 230	Environmental Geology	GEN ED: Natural Science
GEO 110	Introduction to Geography	Pre-Major/Elective
GEO 111	World Regional Geography	GEN ED: Social/Behavioral Science
GEO 112	Cultural Geography	GEN ED: Social/Behavioral Science
GEO 113	Economic Geography	GEN ED: Social/Behavioral Science
GEO 121	North Carolina Geography	Pre-Major/Elective
GEO 130	General Physical Geography	GEN ED: Social/Behavioral Science
GEO 131	Physical Geography I	Pre-Major/Elective
GEO 132	Physical Geography II	Pre-Major/Elective
GER 112	Elementary German II	GEN ED: Humanities/Fine Arts
GER 141	Culture and Civilization	Pre-Major/Elective
GER 182	German Lab 2	Pre-Major/Elective
GER 211	Intermediate German I	GEN ED: Humanities/Fine Arts
GER 212	Intermediate German II	GEN ED: Humanities/Fine Arts
GER 221	German Conversation	Pre-Major/Elective
GER 231	Reading and Composition	Pre-Major/Elective
GER 281	German Lab 3	Pre-Major/Elective
GER 282	German Lab 4	Pre-Major/Elective
HIS 111	World Civilizations I	GEN ED: Social/Behavioral Science
HIS 112	World Civilizations II	GEN ED: Social/Behavioral Science
HIS 114	Comparative World History	GEN ED: Social/Behavioral Science
HIS 115	Intro to Global History	GEN ED: Social/Behavioral Science
HIS 116	Current World Problems	Pre-Major/Elective
HIS 117	History of Religions	Pre-Major/Elective
HIS 121	Western Civilization I	GEN ED: Social/Behavioral Science
HIS 122	Western Civilization II	GEN ED: Social/Behavioral Science
HIS 124	Western Cultural History	Pre-Major/Elective
HIS 131	American History I	GEN ED: Social/Behavioral Science
HIS 132	American History II	GEN ED: Social/Behavioral Science
HIS 141	Genealogy & Local History	Pre-Major/Elective
HIS 151	Hispanic Civilization	Pre-Major/Elective
HIS 153	Russian Cultural History	Pre-Major/Elective
HIS 161	Science and Technology	Pre-Major/Elective
HIS 162	Women and History	Pre-Major/Elective
HIS 163	The World Since 1945	Pre-Major/Elective
HIS 164	History of Sports	Pre-Major/Elective
HIS 165	Twentieth-Century World	Pre-Major/Elective
HIS 167	The Vietnam War	Pre-Major/Elective
HIS 211	Ancient History	Pre-Major/Elective
HIS 212	Medieval History	Pre-Major/Elective
HIS 213	Modern Europe to 1815	Pre-Major/Elective
HIS 214	Modern Europe Since 1815	Pre-Major/Elective
HIS 215	Nineteenth-Century Europe	Pre-Major/Elective
HIS 216	Twentieth-Century Europe	Pre-Major/Elective

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HIS 221	African-American History	Pre-Major/Elective
HIS 222	African-American Hist I	Pre-Major/Elective
HIS 223	African-American Hist II	Pre-Major/Elective
HIS 224	US Diplomatic History	Pre-Major/Elective
HIS 225	American Business History	Pre-Major/Elective
HIS 226	The Civil War	Pre-Major/Elective
HIS 227	Native American History	Pre-Major/Elective
HIS 228	History of the South	Pre-Major/Elective
HIS 229	History of the Old South	Pre-Major/Elective
HIS 230	The Changing South	Pre-Major/Elective
HIS 231	Recent American History	Pre-Major/Elective
HIS 232	History of the Old West	Pre-Major/Elective
HIS 233	History of Appalachia	Pre-Major/Elective
HIS 234	Cherokee History	Pre-Major/Elective
HIS 235	The Spanish Borderlands	Pre-Major/Elective
HIS 236	North Carolina History	Pre-Major/Elective
HIS 241	Russian History to 1917	Pre-Major/Elective
HIS 242	Russian History from 1917	Pre-Major/Elective
HIS 251	English History I	Pre-Major/Elective
HIS 252	English History II	Pre-Major/Elective
HIS 260	History of Africa	Pre-Major/Elective
HIS 261	East Asian History	Pre-Major/Elective
HIS 262	Middle East History	Pre-Major/Elective
HIS 271	The French Revolution Era	Pre-Major/Elective
HUM 110	Technology and Society	GEN ED: Humanities/Fine Arts
HUM 115	Critical Thinking	GEN ED: Humanities/Fine Arts
HUM 120	Cultural Studies	GEN ED: Humanities/Fine Arts
HUM 121	The Nature of America	GEN ED: Humanities/Fine Arts
HUM 122	Southern Culture	GEN ED: Humanities/Fine Arts
HUM 123	Appalachian Culture	Pre-Major/Elective
HUM 130	Myth in Human Culture	GEN ED: Humanities/Fine Arts
HUM 140	History of Architecture	Pre-Major/Elective
HUM 145	History of Landscape Arch	Pre-Major/Elective
HUM 150	American Women's Studies	GEN ED: Humanities/Fine Arts
HUM 160	Introduction to Film	GEN ED: Humanities/Fine Arts
HUM 161	Advanced Film Studies	GEN ED: Humanities/Fine Arts
HUM 170	The Holocaust	Pre-Major/Elective
HUM 211	Humanities I	GEN ED: Humanities/Fine Arts
HUM 212	Humanities II	GEN ED: Humanities/Fine Arts
HUM 220	Human Values and Meaning	GEN ED: Humanities/Fine Arts
HUM 225	Cultural Influences	Pre-Major/Elective
HUM 240	Math and the Arts	Pre-Major/Elective
ITA 111	Elementary Italian I	GEN ED: Humanities/Fine Arts
ITA 112	Elementary Italian II	GEN ED: Humanities/Fine Arts
ITA 181	Italian Lab 1	Pre-Major/Elective
ITA 182	Italian Lab 2	Pre-Major/Elective
ITA 211	Intermediate Italian I	GEN ED: Humanities/Fine Arts
ITA 212	Intermediate Italian II	GEN ED: Humanities/Fine Arts

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### *Appendix B – Comprehensive Articulation Agreement*

ITA 221	Italian Conversation	Pre-Major/Elective
ITA 231	Reading and Composition	Pre-Major/Elective
ITA 281	Italian Lab 3	Pre-Major/Elective
ITA 282	Italian Lab 4	Pre-Major/Elective
JOU 110	Intro to Journalism	Pre-Major/Elective
JPN 111	Elementary Japanese I	GEN ED: Humanities/Fine Arts
JPN 112	Elementary Japanese II	GEN ED: Humanities/Fine Arts
JPN 211	Intermediate Japanese I	GEN ED: Humanities/Fine Arts
JPN 212	Intermediate Japanese II	GEN ED: Humanities/Fine Arts
LAT 112	Elementary Latin II	GEN ED: Humanities/Fine Arts
LAT 141	Culture and Civilization	GEN ED: Humanities/Fine Arts
LAT 142	Lit. & the Roman Republic	GEN ED: Humanities/Fine Arts
LAT 182	Latin Lab II	Pre-Major/Elective
LAT 211	Intermediate Latin I	GEN ED: Humanities/Fine Arts
LAT 212	Intermediate Latin II	GEN ED: Humanities/Fine Arts
LAT 231	Reading and Composition	GEN ED: Humanities/Fine Arts
LAT 232	Imperial Literature	GEN ED: Humanities/Fine Arts
LAT 281	Latin Lab III	Pre-Major/Elective
LAT 282	Latin Lab IV	Pre-Major/Elective
MAT 140	Survey of Mathematics	GEN ED: Mathematics
MAT 140A	Survey of Mathematics Lab	Pre-Major/Elective
MAT 141	Mathematical Concepts I	GEN ED: Mathematics
MAT 141A	Mathemat Concepts I Lab	Pre-Major/Elective
MAT 142	Mathematical Concepts II	GEN ED: Mathematics
MAT 142A	Mathemat Concepts II Lab	Pre-Major/Elective
MAT 145	Analytical Math	Pre-Major/Elective
MAT 145A	Analytical Math Lab	Pre-Major/Elective
MAT 151	Statistics I	GEN ED: Mathematics (quantitative option)
MAT 151A	Statistics I Lab	Pre-Major/Elective
MAT 155	Statistical Analysis	GEN ED: Mathematics (quantitative option)
MAT 155A	Statistics Analysis Lab	Pre-Major/Elective
MAT 161	College Algebra	GEN ED: Mathematics
MAT 161A	College Algebra Lab	Pre-Major/Elective
MAT 162	College Trigonometry	GEN ED: Mathematics
MAT 162A	College Trig Lab	Pre-Major/Elective
MAT 165	Finite Mathematics	GEN ED: Mathematics
MAT 165A	Finite Math Lab	Pre-Major/Elective
MAT 167	Discrete Mathematics	Pre-Major/Elective
MAT 167A	Discrete Mathematics Lab	Pre-Major/Elective
MAT 171	Precalculus Algebra	GEN ED: Mathematics
MAT 171A	Precalculus Algebra Lab	Pre-Major/Elective
MAT 172	Precalculus Trigonometry	GEN ED: Mathematics
MAT 172A	Precalculus Trigonometry Lab	Pre-Major/Elective
MAT 175	Precalculus	GEN ED: Mathematics



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MAT 175A	Precalculus Lab	Pre-Major/Elective
MAT 210	Logic	Pre-Major/Elective
MAT 210A	Logic Lab	Pre-Major/Elective
MAT 252	Statistics II	Pre-Major/Elective
MAT 252A	Statistics II Lab	Pre-Major/Elective
MAT 263	Brief Calculus	GEN ED: Mathematics
MAT 263A	Brief Calculus Lab	Pre-Major/Elective
MAT 271	Calculus I	GEN ED: Mathematics
MAT 272	Calculus II	GEN ED: Mathematics
MAT 273	Calculus III	GEN ED: Mathematics
MAT 280	Linear Algebra	Pre-Major/Elective
MAT 285	Differential Equations	Pre-Major/Elective
MUS 110	Music Appreciation	GEN ED: Humanities/Fine Arts
MUS 111	Fundamentals of Music	Pre-Major/Elective
MUS 112	Introduction to Jazz	GEN ED: Humanities/Fine Arts
MUS 113	American Music	GEN ED: Humanities/Fine Arts
MUS 114	Non-Western Music	GEN ED: Humanities/Fine Arts
MUS 115	Orchestral Music	Pre-Major/Elective
MUS 121	Music Theory I	Pre-Major/Elective
MUS 122	Music Theory II	Pre-Major/Elective
MUS 123	Music Composition	Pre-Major/Elective
MUS 131	Chorus I	Pre-Major/Elective
MUS 132	Chorus II	Pre-Major/Elective
MUS 133	Band I	Pre-Major/Elective
MUS 134	Band II	Pre-Major/Elective
MUS 135	Jazz Ensemble I	Pre-Major/Elective
MUS 136	Jazz Ensemble II	Pre-Major/Elective
MUS 137	Orchestra I	Pre-Major/Elective
MUS 138	Orchestra II	Pre-Major/Elective
MUS 141	Ensemble I	Pre-Major/Elective
MUS 142	Ensemble II	Pre-Major/Elective
MUS 151	Class Music I	Pre-Major/Elective
MUS 152	Class Music II	Pre-Major/Elective
MUS 161	Applied Music I	Pre-Major/Elective
MUS 162	Applied Music II	Pre-Major/Elective
MUS 170	Business of Music	Pre-Major/Elective
MUS 173	Opera Production I	Pre-Major/Elective
MUS 174	Opera Production II	Pre-Major/Elective
MUS 175	Recording Techniques I	Pre-Major/Elective
MUS 176	Recording Techniques II	Pre-Major/Elective
MUS 210	History of Rock Music	Pre-Major/Elective
MUS 211	History of Country Music	Pre-Major/Elective
MUS 212	American Musical Theatre	Pre-Major/Elective
MUS 213	Opera and Musical Theatre	GEN ED: Humanities/Fine Arts
MUS 214	Electronic Music I	Pre-Major/Elective
MUS 215	Electronic Music II	Pre-Major/Elective
MUS 217	Elementary Conducting	Pre-Major/Elective
MUS 221	Music Theory III	Pre-Major/Elective
MUS 222	Music Theory IV	Pre-Major/Elective

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### *Appendix B – Comprehensive Articulation Agreement*

MUS 231	Chorus III	Pre-Major/Elective
MUS 232	Chorus IV	Pre-Major/Elective
MUS 233	Band III	Pre-Major/Elective
MUS 234	Band IV	Pre-Major/Elective
MUS 235	Jazz Ensemble III	Pre-Major/Elective
MUS 236	Jazz Ensemble IV	Pre-Major/Elective
MUS 237	Orchestra III	Pre-Major/Elective
MUS 238	Orchestra IV	Pre-Major/Elective
MUS 241	Ensemble III	Pre-Major/Elective
MUS 242	Ensemble IV	Pre-Major/Elective
MUS 251	Class Music III	Pre-Major/Elective
MUS 252	Class Music IV	Pre-Major/Elective
MUS 253	Big Band	Pre-Major/Elective
MUS 261	Applied Music III	Pre-Major/Elective
MUS 262	Applied Music IV	Pre-Major/Elective
MUS 263	Jazz Improvisation I	Pre-Major/Elective
MUS 264	Jazz Improvisation II	Pre-Major/Elective
MUS 265	Piano Pedagogy	Pre-Major/Elective
MUS 270	Music Literature	Pre-Major/Elective
MUS 271	Music History I	Pre-Major/Elective
MUS 272	Music History II	Pre-Major/Elective
MUS 273	Opera Production III	Pre-Major/Elective
MUS 274	Opera Production IV	Pre-Major/Elective
MUS 280	Music for the EI Classroom	Pre-Major/Elective
PHI 210	History of Philosophy	GEN ED: Humanities/Fine Arts
PHI 215	Philosophical Issues	GEN ED: Humanities/Fine Arts
PHI 220	Western Philosophy I	GEN ED: Humanities/Fine Arts
PHI 221	Western Philosophy II	GEN ED: Humanities/Fine Arts
PHI 230	Introduction to Logic	GEN ED: Humanities/Fine Arts
PHI 240	Introduction to Ethics	GEN ED: Humanities/Fine Arts
PHI 250	Philosophy of Science	Pre-Major/Elective
PHS 121	Applied Physical Sci I	Pre-Major/Elective
PHS 122	Applied Physical Sci II	Pre-Major/Elective
PHS 130	Earth Science	Pre-Major/Elective
PHS 140	Weather and Climate	Pre-Major/Elective
PHY 110	Conceptual Physics	GEN ED: Natural Science
PHY 110A	Conceptual Physics Lab	GEN ED: Natural Science
PHY 151	College Physics I	GEN ED: Natural Science
PHY 152	College Physics II	GEN ED: Natural Science
PHY 153	Modern Topics in Physics	Pre-Major/Elective
PHY 251	General Physics I	GEN ED: Natural Science
PHY 252	General Physics II	GEN ED: Natural Science
PHY 253	Modern Physics	Pre-Major/Elective
POL 110	Intro to Political Science	GEN ED: Social/Behavioral Science
POL 120	American Government	GEN ED: Social/Behavioral Science
POL 130	State & Local Government	Pre-Major/Elective

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POL 210	Comparative Government	GEN ED: Social/Behavioral Science
POL 220	International Relations	GEN ED: Social/Behavioral Science
POR 111	Elementary Portuguese I	GEN ED: Humanities/Fine Arts
POR 112	Elementary Portuguese II	GEN ED: Humanities/Fine Arts
POR 141	Culture and Civilization	Pre-Major/Elective
POR 181	Portuguese Lab I	Pre-Major/Elective
POR 182	Portuguese Lab II	Pre-Major/Elective
POR 211	Intermediate Portuguese I	GEN ED: Humanities/Fine Arts
POR 212	Intermediate Portuguese II	GEN ED: Humanities/Fine Arts
POR 221	Portuguese Conversation	Pre-Major/Elective
POR 231	Reading and Composition	Pre-Major/Elective
POR 281	Portuguese Lab III	Pre-Major/Elective
POR 282	Portuguese Lab IV	Pre-Major/Elective
PSY 150	General Psychology	GEN ED: Social/Behavioral Science
PSY 211	Psychology of Adjustment	Pre-Major/Elective
PSY 237	Social Psychology	GEN ED: Social/Behavioral Science
PSY 239	Psychology of Personality	GEN ED: Social/Behavioral Science
PSY 241	Developmental Psych	GEN ED: Social/Behavioral Science
PSY 243	Child Psychology	Pre-Major/Elective
PSY 246	Adolescent Psychology	Pre-Major/Elective
PSY 247	Psychology of Adulthood	Pre-Major/Elective
PSY 249	Psychology of Aging	Pre-Major/Elective
PSY 259	Human Sexuality	Pre-Major/Elective
PSY 263	Educational Psychology	Pre-Major/Elective
PSY 271	Sports Psychology	Pre-Major/Elective
PSY 275	Health Psychology	Pre-Major/Elective
PSY 281	Abnormal Psychology	GEN ED: Social/Behavioral Science
REL 110	World Religions	GEN ED: Humanities/Fine Arts
REL 111	Eastern Religions	GEN ED: Humanities/Fine Arts
REL 112	Western Religions	GEN ED: Humanities/Fine Arts
REL 211	Intro to Old Testament	GEN ED: Humanities/Fine Arts
REL 212	Intro to New Testament	GEN ED: Humanities/Fine Arts
REL 221	Religion in America	GEN ED: Humanities/Fine Arts
RUS 111	Elementary Russian I	GEN ED: Humanities/Fine Arts
RUS 112	Elementary Russian II	GEN ED: Humanities/Fine Arts
RUS 181	Russian Lab 1	Pre-Major/Elective
RUS 182	Russian Lab 2	Pre-Major/Elective
RUS 211	Intermediate Russian I	GEN ED: Humanities/Fine Arts
RUS 212	Intermediate Russian II	GEN ED: Humanities/Fine Arts
RUS 221	Russian Conversation	Pre-Major/Elective
RUS 231	Reading and Composition	Pre-Major/Elective
RUS 281	Russian Lab 3	Pre-Major/Elective
RUS 282	Russian Lab 4	Pre-Major/Elective
SOC 210	Introduction to Sociology	GEN ED: Social/Behavioral Science

## **HONORS COURSES IN NORTH CAROLINA**

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SOC 213	Sociology of the Family	GEN ED: Social/Behavioral Science
SOC 215	Group Processes	Pre-Major/Elective
SOC 220	Social Problems	GEN ED: Social/Behavioral Science
SOC 225	Social Diversity	GEN ED: Social/Behavioral Science
SOC 230	Race and Ethnic Relations	GEN ED: Social/Behavioral Science
SOC 232	Social Context of Aging	Pre-Major/Elective
SOC 234	Sociology of Gender	Pre-Major/Elective
SOC 240	Social Psychology	GEN ED: Social/Behavioral Science
SOC 242	Sociology of Deviance	Pre-Major/Elective
SOC 244	Soc of Death & Dying	Pre-Major/Elective
SOC 250	Sociology of Religion	Pre-Major/Elective
SOC 252	Sociology of Work	Pre-Major/Elective
SOC 254	Rural and Urban Sociology	Pre-Major/Elective
SPA 112	Elementary Spanish II	GEN ED: Humanities/Fine Arts
SPA 141	Culture and Civilization	Pre-Major/Elective
SPA 151	Hispanic Literature	Pre-Major/Elective
SPA 161	Cultural Immersion	Pre-Major/Elective
SPA 182	Spanish Lab 2	Pre-Major/Elective
SPA 211	Intermediate Spanish I	GEN ED: Humanities/Fine Arts
SPA 212	Intermediate Spanish II	GEN ED: Humanities/Fine Arts
SPA 221	Spanish Conversation	Pre-Major/Elective
SPA 231	Reading and Composition	Pre-Major/Elective
SPA 281	Spanish Lab 3	Pre-Major/Elective
SPA 282	Spanish Lab 4	Pre-Major/Elective

# **HONORS COURSES IN NORTH CAROLINA**

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## *Appendix C – Frequently Asked Questions*

### **1. When do honors courses based on the new standards have to be in place?**

The policy adopted by the SBE, provides LEAs that are ready, the option of implementing the revised honors standards at the beginning of the 2005-06 school year. For LEAs that need additional time, they will have until December 31, 2005 to develop honors courses based on the revised honors standards. The new standards will become effective for the 2006-07 school year.

### **2. Can a local school system develop one curriculum guide for an honors course and use that common curriculum guide throughout the high schools in the system? Or, must the school system with multiple high schools have a separate honors course curriculum guide for each high school?**

This is a local decision. Some systems for greater consistency might develop a common curriculum guide for U.S. History, for example, and also have a common set of resource materials that might be collected for use. Common curriculum guides save time and resources and ensure there is a high consistency of alignment to the standards in each high school.

### **3. Who will monitor honors courses for alignment to the new honors standards?**

The State Board of Education charged the high school instructional content consultants with periodically reviewing by random sample locally developed courses to determine their alignment with the new standards. The Department of Public Instruction is currently developing a procedure for conducting the random sample and for reviewing courses obtained from the sample.

### **4. Why is the state giving the school systems such a short time frame to implement the new honors standards?**

The State Board of Education adopted the standards to provide a process for consistency in locally developed honors courses. Some school systems have honors courses that are already aligned with the standards. Other systems will use the materials provided for Minimum Course Requirements (MCRs) as a guide. Other systems may decide to postpone full implementation of the new honors standards beyond the extended December 2005 deadline until teachers have opportunity for professional development, if needed. These systems may decide to only offer the 600+ honors courses that are available through the community college system and/or Advanced Placement/International Baccalaureate (AP/IB) courses that already have nationally developed criteria.

# HONORS COURSES IN NORTH CAROLINA

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## Appendix C – Frequently Asked Questions

### 5. What are the minimum course requirements (MCRs) for admission to UNC? How will these honors course descriptions influence how local school systems are developing honors course descriptions?

The following courses are the minimum course requirements for admission to UNC universities and colleges. (These courses are established by UNC):

English I, II, III, IV

Algebra II, Geometry, Integrated Mathematics II, III (Algebra I and Integrated Mathematics I, although required, may not receive honors credit)

Three units in science, including at least one unit in a life or biological science and at least one unit in a physical science, and at least one laboratory course. (Honors versions of Biology, Chemistry, Earth/Environmental Science, Physical Science, and Physics are provided.)

Government/Economics (C&E), US History, World Studies

<sup>1</sup>Two courses of the same Second Language (Second Language courses Level III and above receive honors credit)

<sup>2</sup>A selected Health/Physical Education course

The State Board of Education has charged the Department of Public Instruction instructional content consultants with providing additional information on developing honors courses for these courses. The SBE's request was made to ensure a greater degree of conformity and consistency for honors versions of these courses. The MCRs Honors Document will be ready to distribute to schools in July.

### 6. Will the state give schools a “grace period” or allow additional time to create honors courses?

The policy becomes effective for the 2005-06 school year. School systems that need additional time will have until December 2005 to develop honors courses aligned to the new standards. These courses will become effective the 2006-07 school year. If a school evaluates existing honors courses and determines that the current courses are not aligned and teachers need additional time and/or professional development in order to align honors courses to the new standards, the following options are available:

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<sup>1</sup> Honors goals and objectives for Level III and above Second Language courses have been developed and were approved by the State Board of Education in December 2004. These standards are included as a part of the *Second Language Standard Course of Study* that may be accessed using the following URL: [http://www.ncpublicschools.org/curriculum/second\\_languages/index.html](http://www.ncpublicschools.org/curriculum/second_languages/index.html).

<sup>2</sup> An honors course for healthful living/physical education is currently being developed by a curriculum revision committee and will be presented to the State Board of Education for approval in December 2005. No locally developed healthful living/physical education courses are eligible for honors credit.

# **HONORS COURSES IN NORTH CAROLINA**

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## *Appendix C – Frequently Asked Questions*

- a) Offer to freshmen, sophomores, and juniors the 600+ honors courses that are approved for honors credit through the Memorandum of Understanding adopted by UNC-General Administration and the NC Community College System. Under this policy, seniors are exempt from receiving honors credit for these courses.
- b) Offer AP/IB courses which may be awarded six (6) quality points.
- c) Offer courses such as third- and fourth-year second languages, pre-calculus or non-AP/IB calculus that are already described as “honors” in the *North Carolina Standard Course of Study*.
- d) Continue to offer local honors courses for the 2005-06 school year that follow the old honors policy.

### **7. What is the purpose for having the extra paperwork, when teachers already have honors courses in place and plenty of paperwork?**

The SBE approved the honors standards in order to have consistency in the implementation of honors courses throughout the state. Currently the implementation of honors courses is very uneven with some school systems already offering well-defined courses that are aligned with the new standards. Yet, there are other schools where honors courses are distinguished from non-honors courses by an assignment of a research paper or more homework. Often students who have taken a number of honors courses have to take remedial courses during their first year of matriculation at a two- or four-year college. The SBE has adopted these standards to provide teachers and principals with guidelines as to what should be included and assessed in honors courses.

### **8. Are there any existing honors courses that are exempt from the new process?**

The following courses are defined as “inherently advanced” and are therefore exempt from this policy:

3<sup>rd</sup> and 4<sup>th</sup> year second language

The following 2<sup>nd</sup> Language courses are eligible for honors credit:  
1043 French III, 1044 French IV, 1048 Chinese III, 1049 Chinese IV, 1053 Spanish III, 1054 Spanish IV, 1062 German III, 1063 German IV, 1068 Japanese III, 1069 Japanese IV, 1082 Latin III, 1083 Latin IV, 1402 Spanish for Native Speakers II, 1097 Other Foreign Languages III, 1098 Other Foreign Languages IV.

AP/IB courses

Pre-calculus

Non-AP/IB calculus

### **9. What students (class, grade level, etc.) will the new honors standards effect?**

The new standards will be in effect for all 9-12 students beginning in 2005-06. (School systems that need additional time will have until December 2005 to

# **HONORS COURSES IN NORTH CAROLINA**

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## *Appendix C – Frequently Asked Questions*

develop the courses aligned to the new standards. Their courses will go into effect for the 2006-07 school year.)

### **10. Do locally-developed honors courses have to follow and/or be aligned with the NC Standard Course of Study?**

Yes. Locally developed courses should be aligned to the *NC Standard Course of Study*. In addition, locally developed courses must be aligned to the Curriculum, Instruction, and Assessment Standards adopted by the State Board of Education.

### **11. When should parents and students be informed about honors courses?**

Because the 600+ honors courses that are offered in the community college system are currently in effect for freshmen, sophomores, and juniors, parents and students should already be informed about the availability of these courses. It is important that they know the process for registering for these courses and the calendar for these courses may differ from the public school calendar.

The new honors standards will go into effect for the 2005-06 school year. Therefore, parents and students should receive information about the new standards and the implementation date for an individual school system as soon as possible.

### **12. How do honors courses differ from AP/IB courses?**

Honors courses are defined at the local or state level based on the new honors standards. They receive five (5) quality points on the standardized transcript. AP/IB courses are defined by either the College Board Advanced Placement (AP) or the International Baccalaureate Organization (IB) based on their national standards. These courses also have national assessments that are aligned to the course and require additional funds to take. AP/IB courses receive six (6) quality points on the standardized transcript.

### **13. May students take the same course repeatedly to receive honors credit over and over again for the same course?**

No. A student may only take an honors version of a course one time for credit.

### **14. Does the following previous rule still apply? “In order to offer an honors level course at a school, the school must offer the regular level course as well.”**

No. This rule no longer applies. A school may decide to only offer an honors version of a course.



# **HONORS COURSES IN NORTH CAROLINA**

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## *Appendix C – Frequently Asked Questions*

### **15. What are the CTE courses that are eligible for honors credit? What does “eligible for honors credit” mean as applied to CTE?**

- a) The following CTE courses are eligible for honors credit for the 2004-05 school year:

e-Commerce I
e-Commerce II
Network Administration II – Linux
Network Administration II – Microsoft
Network Administration II – Novell
Computer Programming II
Database Programming I
Database Programming II
Computer Engineering Technology II
Network Engineering Technology II
Network Engineering Technology III

For this school year only, local administrators may decide to award one (1) point of honors credit to students enrolled in these courses. These students do not have to achieve proficiency on the industry certification criteria.

- b) For the 2005-06 school year, the above referenced 11 courses plus the following courses will be eligible for honors credit if local administrators determine that the locally implemented course is aligned to the Curriculum, Instruction, and Assessment Standards as adopted by the State Board of Education.

Computerized Accounting II  
Drafting II/III Architecture  
Drafting II/III Engineering  
Early Childhood Education II  
Electronics II  
Horticulture II  
Medical Sciences II  
Principles of Technology II  
Scientific and Technical Visualization II  
Strategic Marketing

### **16. Will each honors course have a separate honors course that differs from the “regular” or “traditional” course?**

Honors courses will be designated by placing a “5” in the academic level field.

### **17. What will the July document include?**

# **HONORS COURSES IN NORTH CAROLINA**

## *Appendix C – Frequently Asked Questions*

The honors course document will have the following format:

- I. Introduction
- II. The Honors Policy
- III. Rationale for the policy
- IV. Honors course material by content area -- the Minimum Course Requirements (MCRs) for UNC will be included here. The types of information included in this section will vary among content areas. There will be course descriptions, course outlines and some strategies for expanding standard course of study goals and objectives.
- V. Appendix -- other information that content areas may want to include as additional resources for the development of honors courses in a specific content area.

Code	Course Title	Description
3020 3038 3050 3010 3060	Biology Earth/Environmental Science Chemistry Physical Science Physics	A course description with extended objectives for all of the courses will be provided. Sample materials, appropriate assignments and rubrics, will also be provided.
2030 2024 2050 2052 2053	Geometry Algebra II Discrete Mathematics Integrated Mathematics II Integrated Mathematics III	A course description and a list of goals and objectives for each course similar to the SCS will be provided.
Code	Course Title	Description
4021 4024 4052	U.S. History World History Civics and Economics	A course description and administrator checklist will be provided. Sample essential questions, teaching strategies, and instructional resources will be included as optional information.
1021 1022 1023 1024	English I English II English III English IV	A course description and additional objectives to emphasize depth and self-study in focus area of each course will be provided. Rubric for evaluation of curriculum, instruction, and assessment will also be included.
5117 5118 5232 5233 5242	Dance III Dance IV Vocal Music III Vocal Music IV Orchestra III	There will be Arts Education honors course standards. The document will have an introduction that will explain which arts education courses may have honors versions and how the honors

# HONORS COURSES IN NORTH CAROLINA

## Appendix C – Frequently Asked Questions

<p>5243 5257 5358 5317 5318 5417 5418</p>	<p>Orchestra IV Band III Band IV Theatre Arts III Theatre Arts IV Visual Arts III Visual Arts IV</p>	<p>course standards relate and may be used along with the new generic honors course standards adopted in 2005. In addition, there will be standards for each of the courses developed in the current SCS format including a course description, strands, competency goals, and objectives. These new standards are revised versions of the Arts Education Honors Course Standards that have been in place since 1994.</p>
<p>6312 6345 6346 6347 6415 6416  6422 6427 6451 6452 6626 6842 7112 7222 7632 7902  7962 7963 7972 7973 7981 7982 7983 7984 7992</p>	<p>Computerized Accounting II Network Adm. II-Linux Network Adm. II-Novell Network Adm. II-Microsoft e-Commerce I e-Commerce II  Computer Programming II- VB.NET Computer Programming II- Other Languages Database Programming I (Oracle Academy) Database Programming II (Oracle Academy) Strategic Marketing Horticulture II Early Childhood Education II Medical Sciences II Electronics II Scientific &amp; Technical Visualization II (T &amp; I) Drafting-Architectural II Drafting – Architectural III Drafting-Engineering II Drafting-Engineering III Network Engineering Technology II - CiscoNetwork Engineering Technology III - Cisco Network Engineering Technology II - NortelNetwork Engineering Technology III - Nortel Computer Engineering</p>	<p>Along with proof of approval from a local administrator, a curriculum guide (really more of a “teaching preparation portfolio”) is to be developed and in evidence for each honors course. The curriculum guide<sup>1</sup> must clearly and concisely include but is not limited to the following:</p> <ul style="list-style-type: none"> <li>• A course description (including length of the course) <b>meeting local standards</b></li> <li>• Goals and objectives</li> <li>• Conceptions <b>(generalizations/essential questions)</b></li> <li>• <b>Issues particular to the course</b></li> <li>• <b>Expectations of performance</b></li> <li>• <b>Assignments</b></li> <li>• <b>Timetables and deadlines</b></li> <li>• <b>Pacing guide(s)</b></li> <li>• <b>Assessments</b></li> <li>• Rubrics <b>(additional rubrics may have to be developed)</b></li> <li>• <b>A basis for grading, and</b></li> <li>• <b>Instructional materials, equipment, and/or technology.</b></li> </ul>

# HONORS COURSES IN NORTH CAROLINA

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## *Appendix C – Frequently Asked Questions*

8007	Technology II	
8012	Scientific & Technical Visualization II (TE) Principles of Technology II	

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<sup>i</sup> Items listed in regular font are components of the Career-Technical Education’s existing curriculum. Items listed in bold need to be developed or compiled by the teacher. Strategies that may be used to extend existing standards will be included.