

# Marion County Board of Education

Monitoring:

Descriptor Term:

Descriptor Code:

Issued Date:

**Review:**  
**Annually,**  
**in November**

**Honors Program**

**4.6021**

**06/19/18**

Rescinds:

Issued:

**4.6021**

**02/05/15**

## **TENNESSEE HONORS DIPLOMA**

### **HONORS/ACCELERATED COURSES**

Honors/Accelerated Courses are designed to challenge the academically talented student\*\*. Courses taken for honors credit are separate courses unless scheduling conflicts occur. Then, with required approval from the administration, students may take a grade level class with additional research, projects, reading, higher order thinking questions, and activities required in order to receive honors credit. Only English, Math, and Science classes coded as honors/accelerated will be counted for honors credit.

Honors/Accelerated Classes:

English I, II, III, IV (Accelerated)

Algebra IB (Accelerated)

Geometry Accelerated \*

Algebra II Accelerated\*

Advanced Algebra and Trigonometry Accelerated\*

Pre-Calculus Accelerated\*

Physical Science (Accelerated)

Biology I, II (Accelerated)

Chemistry (Accelerated)

Physics (Accelerated)

Architectural and Engineering Design II

All Dual Enrollment Classes

Introduction to Engineering Design

Principles of Engineering

Digital Electronics

Computer Integrated Manufacturing

Civil Engineering and Architecture

Engineering Design and Development

Aerospace Engineering  
Biotechnical Engineering  
Advanced Computer Applications  
Calculus  
Chemistry II  
Robotics & Automated Systems  
Nursing Education  
Spanish I (Accelerated)  
Spanish II (Accelerated)

### **MARION COUNTY SEAL OF EXCELLENCE**

In order for a student to receive the Marion County Seal of Excellence the student must:

1. Complete a path.
2. Achieve a grade of B or better in at least 10 accelerated courses.
3. Achieve a 3.2 GPA on a 4.0 scale.

\*\*Honors courses will exceed the content standards, learning expectations, and performance indicators approved by the SBE. Marion County Schools will ensure implementing the framework of standards for honors courses listed below is providing that additional rigor.

Teachers will model instructional approaches that facilitate maximum interchange of ideas among students:

- 1) Independent study
- 2) Self-directed research and learning
- 3) Appropriate use of technology
- 4) Include multiple assessments:
  - a. Short answer
  - b. CRA
  - c. Performance based tasks
  - d. Open-ended questions
  - e. Essays
  - f. Original or creative interpretations
  - g. Authentic products, portfolios, and analytical writing

All honors courses shall include a minimum of five (5) of the following components:

1. Extended reading assignments that connect with the specified curriculum.
2. Research-based writing assignments that address and extend the course curriculum.
3. Projects that apply course curriculum to relevant or real-world situations. These will include oral presentations, power point, or other modes of sharing findings. Connection of the project to the community is encouraged.
4. Open-ended investigations in which the student selects the questions and designs the research.
5. Writing assignments that demonstrate a variety of modes, purposes, and styles.
  - a. Examples of mode include narrative, descriptive, persuasive, expository, and expressive.
  - b. Examples of purpose include informing, entertaining, and persuading.
  - c. Examples of style include formal, informal, literary, analytical, and technical.
6. Integration of appropriate technology into the course of study.
7. Deeper exploration of the culture, values, and history of the discipline.
8. Extensive opportunities for problem solving experiences through imagination, critical analysis, and application.
9. Job shadowing experiences with presentations, which connect class of study to the world of work.