

LISD Honors: A Course Design Framework

Lewisville ISD is proud to offer a variety of Honors courses to secondary students. The purpose of these courses is to meet the needs of students eager to engage in a challenging curriculum as they consider the multiple pathways that will lead to future college and career success. Honors courses will offer an additional layer of depth and complexity applied to the standard core content that will result in the following student outcomes:

Honors: Positive Classroom Environment: Relationships and Belonging

- Students in an Honors course will see themselves as a connected part of a community of learners where perspectives, passions, and prior experiences are valued. The community of learners will build and foster a sense of belonging and support for taking risks in the pursuit of academic excellence.

Honors: Academic Clarity

- Students in an Honors course will express a clear vision of essential learning outcomes and a shared understanding of success. Pacing and content in Honors courses will enrich the grade-level TEKS for the course and ask students to apply their learning to new and novel situations. Students will routinely grapple with concepts, skills, and ideas that will require perseverance and time to build complex understanding.

Honors: Academic Ownership

- Students in an Honors course will routinely engage in exploratory experiences that generate questions and theories as a way to make meaning and gain a deep understanding of a concept. Students take on an appropriate amount of the thinking in the classroom, where justification and exploration are a means to building understanding together.

Honors: Academic Conversations

- Students in an Honors course will routinely engage in discourse with others around the essential questions/enduring understandings as they make connections and explore concepts. Equitable participation in conversations builds a community of engaged learners where ideas are explored.

Honors: Academic Evidence

- Students in an Honors course will routinely take an active role in measuring their learning in an ongoing cycle of feedback, reflection, and action to refine their understanding. Participation in unit performance tasks in the course will serve as a way for students to make connections across skills and concepts in a relevant and authentic context.