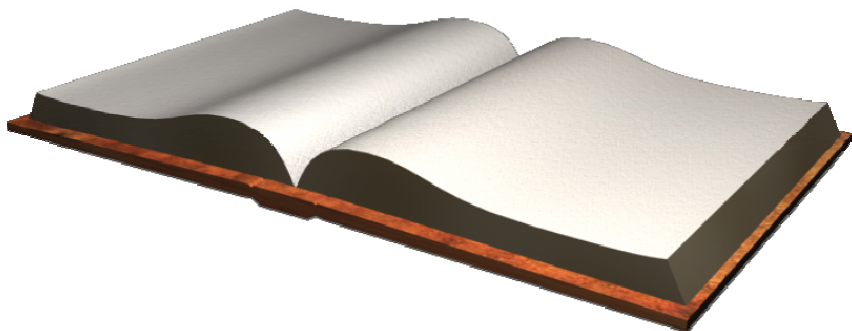


Criteria for Placement in Honors English Courses at PCHS



Philosophy

Port Charlotte High School (PCHS) will provide as the overarching goal of all English honors courses housed therein to offer the most advanced, challenging, and qualitative instructional path to educational excellence as determined by global, national, state, and site-based assessments, benchmarks, and standards. In addition, qualified honors students will be offered the most accelerated and appropriate resources, technology, and educational leadership/guidance to promote student success on the secondary and post-secondary levels. Through ongoing curricular mapping, course integration and development, and consistent communication among parents, teachers, administrators, and students, the PCHS honors program will regularly seek improvement by providing an array of opportunities for all students based on their aptitudes, affinities, and interests. Ultimately, all PCHS English honors students will acquire the effective literacy skills necessary to thrive in a democratic society, to function effectively in organizational communication, and to become leaders in the collegiate arenas they attend. The PCHS honors program is committed to providing the instruction, rigor, and support necessary to promote student success in Advanced Placement, dual credit, all honors level courses, PSAT/NMSQT, SAT, ACT, SAT II Subject Area Testing, CPT, and Global AP Examinations. Consequently, PCHS honors English students enter the post-secondary forum with the essential skills required to endure and thrive as they prepare for their respective careers.

Quest

Port Charlotte High School's path to excellence begins with developing the honors model to adapt to the students. As program initiatives and curricular modifications call, the teachers, guidance counselors, and administrators will amend the honors program to offer an array of Advanced Placement (AP), dual enrollment, and honors courses based on student need and ability. Students navigating the English honors path will be challenged to make significant yearly gains, realize academic success, and understand that multiple exposures to meta-cognition in meaningful ways fosters intrinsic motivation and ownership in perpetual learning.

Guiding Principles

1. Honors English students will develop essential meta-cognitive skills, acquire standardized test-taking strategies, plan for post-secondary attendance, and practice reflective exercises to formulate career paths.

2. Honors English students will have the opportunity to analyze an array of fictional and non-fictional genres geared toward the effective completion of prompt-based compositional endeavors either simulated in the class environment or required by standardized tests.
3. Honors English students will recognize the importance of standardized testing and take ownership for their scores.
4. Honors English students will envision the progress monitoring of standardized tests as crucial path to success.
5. Grades 9 & 10 English honors students will sit for the PSAT and excel on FCAT Reading and Writing+ exams.
6. Grade 11 honors students will sit for the PSAT/SAT/ACT.
7. Grade 12 honors students will be encouraged to sit for SAT-II Subject Area Tests related to potential career paths.
8. Advanced Placement English students will sit for the AP Exams in May.
9. English honors students will visit with regularity collegeboard.com and act.org for information regarding standardized tests.
10. English honors students will research the entrance criterion for Post-secondary schools of choice and seek to surpass those requirements.
11. Administrators, honors English educators, and guidance counselors will meet regularly to discuss and disaggregate SAT/PSAT/AP/ACT data.
12. Administrators, honors English educators, and guidance counselors will meet regularly to discuss student performance.
13. Honors English students will have the opportunity to earn high school and post-secondary credit concurrently.
14. Honors English students will have the opportunity to earn a segment of an AA degree through Edison College while earning a high school diploma.
15. Honors English students will have the opportunity to enroll in the Charlotte Edison Collegiate Institute (CECI) and receive guidance from the collaboration of Port Charlotte High school and Edison College.

16. Honors English students possess the collective goal of obtaining, through participation in the PCHS honors English program, some form of college credit while enrolled in high school.
17. Honors English students will take advantage of and consistently use databases and platforms purchased by the district.
18. Honors English students will understand how to navigate the ever-changing landscape associated with post-secondary admissions.
19. Honors English students will defray post-secondary costs by achieving success in college level courses and/or global assessments.
20. AP educators will pursue yearly invitations to the College Board's annual Reading of English examinations.
21. AP passing rates will remain considerably above global percentages.
22. SAT/ACT scores will remain considerably above state and national averages.
23. All honors English teachers will attend appropriate professional development opportunities and apply new knowledge in the honors courses they instruct.
24. All honors English students will acquire and master application, synthesis, and rhetorical skills in composition, comprehension, research, and vocabulary.
25. Honors English educators and students will adhere to clearly stated learning objectives, goals, standards and, entrance, maintenance, and exit requirements. Please visit <http://www.ncte.org/about/over/standards> for the essential standards governing the PCHS Honors English Program.

Characteristics of English Honors Courses

Honors English courses are primarily distinguished from standard English courses by qualitative requirements and not quantitative means. PCHS English Honors courses employ the standards established by the Florida Department of Education (FLDOE) as the framework for initial instruction. In addition, the educators, administrators, and guidance counselors meet regularly to add to the state standards to meet the school's philosophy and quest. Typically, honors educators cover material in greater depth, scope, sequence, pacing, and reflection. Critical analysis, exploration of content, critical thinking, increased attention to task, research, application, synthesis, and accepting constructive criticism are staples of the honors courses. Most courses call for honors students to complete summer assignments, use technological platforms to promote learning gains, and effectively complete entrance, maintenance, and exit assessments.

Teachers of Honors English Courses

Educators practicing in Port Charlotte High School's English honors program are fully committed to attending and implementing consistent, ongoing professional development opportunities to meet and exceed the standards, benchmarks, and assessments contained within the honors courses. Honors English educators understand that newly acquired concepts, theories, educational movements, and/or

strategies learned from professional development must be integrated into the honors curriculum. The educators consistently seek to identify their students' individual strengths and needs. As the educators determine their students' layers of ability, they use the data to drive instruction in all courses and ameliorate when needed. The key enhancement processes the honors English educators implement are differentiation, progress monitoring, and formative/summative assessments. Honors English teaching techniques include: Honors English educators understand that parental involvement in the learning process is paramount. Therefore, honors English educators are committed to notifying parents every two weeks of their students' current grades.

Honors English Standards

All courses designated as honors will adhere to, align with, and reflect the standards established by the Florida Department of Education (FLDOE). Depending on the honors course, additional standards developed by the district or school site may be implemented. Curriculum pacing guides, essential questions, course outlines, and entry/exit requirements are to be distributed yearly to honors parents/students.

Honors English Curriculum Guide Essential Components

Course Description (Syllabus)

Goals and Objectives

Concepts

Issues Relevant to the Course

Expectations of Performance and Conduct

Assignments

Time Table and Deadlines

Pacing Guide

Assessments (Progress Monitoring, Summative, State, Global Administration Dates)

Rubrics

A Basis for Grading

Instructional Materials, Equipment, and Technology

Definition of Rigor

To develop a uniformed vision of rigor, it is imperative that the educators teamed within the Honors English program understand what rigor is not.

Rigor is not a measure of quantity of content to be covered.

Rigor is not an attempt to revert to "the basics."

Rigor is not about hardship or severity.

Rigor is not a conservative or a liberal agenda that privileges the ideas of one civilization over another.

Rigor is not about simply restating facts.

Rigor is not a solitary study of isolated works (genres) with predetermined outcomes.

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

Courses Contained Within the Honors English Program

Honors English I

Honors English II

Honors English III

Advanced Placement English Literature and Composition

Advanced Placement English Language and Composition

ENC 1101

ENC 1102

CECI is The Charlotte Edison Collegiate Institute

Comprehensive Planning

Honors English Educators have created and will modify when needed detailed, strategic plans for:

Advanced Placement English Literature and Composition

Advanced Placement English Language and Composition

The PSAT

The SAT Reasoning Test

The ACT Plan

The ACT

The SAT-II (Literature)

The Modern Landscape of College Admissions

How to Create the Post-Secondary Application Essay

Honors English Program Academic Expectations

The requirements for potential honors students seeking enrollment are:

Un-weighted overall GPA of 3.0 or better

A grade of "B" or better in a prerequisite course

Qualifying standardized test score (SAT, ACT, FCAT, CPT)

Teacher recommendation

"C" or above in all core classes

Qualifying English Department entrance test score

Discretion resides with the principal for students appealing the entrance requirements to the honors English program.

Honors English students are required to maintain a minimum grade of "C" in the course by the end of the first marking period. If the student fails to meet this requirement, then he/she will be placed on probation (see the honors program overview for more details).

HONORS ENGLISH 1

FCAT score of 4 or above, spring of eighth grade
Completion of advanced English (8th grade) with a minimum semester grade of "B"
Teacher recommendation (form)
Qualifying score on entrance examination (PCHS English department)
"C" or above in all courses in Grade 8

HONORS ENGLISH 2

FCAT score of 4 or above, spring of ninth grade
Completion of English Honors I with a minimum semester grade of "B"
Teacher recommendation from English Honors I
Qualifying score on entrance examination
"C" or above in all core classes in Grade 9

AP ENGLISH LANGUAGE AND COMPOSITION

FCAT score of 4 or above, spring of tenth grade
Completion of English Honors II with a minimum semester grade of "B"
Teacher recommendation from English Honors II
Teacher recommendation from AP Language teacher
Qualifying score on entrance examination
"C" or above in all core classes in Grade 10

HONORS ENGLISH 3

FCAT score of 4 or above, spring of tenth grade
Completion of English Honors II with a minimum semester grade of "B"
Teacher recommendation from English Honors II
Qualifying score on entrance examination
"C" or above in all core classes in Grade 10

AP ENGLISH LITERATURE AND COMPOSITION

FCAT score of 4 or above, spring of tenth grade
Completion of English Honors III or AP Language with a minimum semester grade of "B"
Teacher recommendation from English Honors III or AP Language
Qualifying score on entrance examination
"C" or above in all core classes in Grade 11

DUAL ENROLLMENT --ENC 1101/1102:

Teacher Recommendation
Qualifying score on one of the following:
SAT: 440 Critical Reading ACT: 17 English; 18 Reading CPT: 83
GPA of 3.0 un-weighted or above