



General Education Classes

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❑ **Sentence Starters**

- ❑ Sentence starters provide a scaffold for students, assisting them in constructing well-developed sentences and paragraphs while fostering creativity and fluency in their writing.

❑ **Project Templates Provided**

- ❑ Templates provide students with a structured framework that supports organization, reduces anxiety, and fosters independent learning by guiding them through complex tasks and ensuring consistency in their work.

❑ **Scaffolded Readings**

- ❑ Scaffolded reading provides incremental support, breaking down complex texts into manageable chunks and offering guidance at each step.

❑ **Guided Checklists**

- ❑ Guided checklists promote student independence and success by providing a clear, step-by-step framework for completing tasks, fostering self-monitoring, and increasing confidence

LIBERTY MIDDLE SCHOOL
6801

Honors' Classes

Honors Classes

❑ **Ability to “Self Start”**

- ❑ Honors’ students should have a strong ability to self-start, consistently initiating tasks independently and proactively seeking opportunities for learning and growth.

❑ **No Project Templates Provided**

- ❑ Honors’ students will be able to create original products (not provided by the teacher) using multiple programs (Canva, Google Slides, etc.)

❑ **Reading at Grade-Level or Higher**

- ❑ Success in honors social studies requires strong reading comprehension skills to analyze complex primary and secondary sources, interpret dense historical texts, and engage in sophisticated academic discussions.

❑ **Expansion of Key Concepts**

- ❑ Honors’ Students will be able to use “Strategic Thinking Strategies” and “Extensive Thinking” to find success in assessments. (Review Webb’s Depth of Knowledge on Slide #5)

Webb's Depth of Knowledge

DOK-1

Assessment Ceiling

RECALL AND REPRODUCE

Who?
What?
Where?
When?

DOK-2

Assessment Ceiling

APPLY KNOWLEDGE AND SKILLS / BASIC REASONING

How did it take place?
Why did it take place?
How does it operate?
Why does it operate?

DOK-3

Assessment Ceiling

STRATEGIC THINKING

How can I make use of it to solve a problem?
Why does it solve the problem?
What is the cause, effect, or, reason?
What are the intended and unexpected outcomes?

DOK-4

Assessment Ceiling

EXTENSIVE THINKING

(Thinking creatively to transfer knowledge across content areas and over time.)
What do you think, feel, or believe?
What will or could happen?
What is the relationship?
How did it influence?
What if ?