

Matching Strategies to Course Level

Addressing the “regular and “honors” levels in science can prove challenging to teachers, because the core content of the courses as determined by the Florida Department of Education is identical. The difference is defined by the level at which the students are asked to think, solve, explain, design, develop and produce. It is important to remember, however, that all students should have strong experience in each of the identified science standards, with an emphasis on science process skills. While all students should have opportunities to pursue in-depth projects, experimental design, and original research, these activities should comprise a larger percentage of the “honors” curriculum.

Students in the “regular” courses will likely need to spend a larger percentage of their time working at the **Knowledge, Comprehension, and Application** competency levels, while students in the “honors” courses should spend more of their time on **Analysis, Synthesis, and Evaluation** competencies. See charts below for examples.

<u>Competency*</u>	<u>Sample Skills</u>	<u>Course</u>	<u>% Time</u>
Knowledge	Observe, Identify, Collect, Label, Examine	Regular	20
		Honors	10
Comprehension	Summarize, Interpret, Explain, Estimate	Regular	20
		Honors	10
Application	Apply, Construct, Modify, Solve, Model	Regular	30
		Honors	20
Analysis	Analyze, Compare, Infer, Conclude	Regular	10
		Honors	20
Synthesis	Design, Create, Improve, Theorize	Regular	10
		Honors	20
Evaluation	Evaluate, Verify, Prioritize, Defend	Regular	10
		Honors	20

* Based on Bloom’s Taxonomy

<u>Sample “Regular” Questions/Activities:</u>	<u>Sample “Honors” Questions Activities:</u>
“What happened?”	“Design a way to find out.”
“Why do you think that occurred?”	“Propose an alternative method.”
“Demonstrate how to do it.”	“Create a more efficient solution.”
“Build a working model.”	“Defend your recommendation.”