

TENAFLY HIGH SCHOOL CURRICULA AUDIT RUBRIC

Each and every course should:

- Provide multiple opportunities for students to take responsibility for their learning
- Offer challenges for students who aspire to learn more
- Encourage students to become reflective thinkers
- Provide differentiated instruction
- Sometimes involve risk-taking
- Incorporate challenging and relevant objectives that meet or exceed state curriculum standards
- Use numerous teaching techniques
- Address different learning styles

ENGLISH

	College Prep B	College Prep A	Honors/AP Courses
Instructional design	<ul style="list-style-type: none"> • Reading materials selected for lower reading proficiency • Design of lessons and activities emphasize understanding plot and basic details of reading • Topics and skills broken down into small parts with a high level of teacher support and motivation • Significant scaffolding provided for reading comprehension analytical thinking • More shared reading than independent reading • Frequent visual reinforcement of content • Homework used to reinforce content and skills 	<ul style="list-style-type: none"> • Reading materials selected for average to above average reading proficiency • Design of lessons and activities assume basic comprehension of reading material, though the teacher provides some scaffolding • Teacher provides scaffolding for analytical thinking and synthesis of ideas across texts • Almost all reading done independently • Homework involves study/reading of new material 	<ul style="list-style-type: none"> • Reading materials selected for advanced reading proficiency • Design of lessons and activities assume basic comprehension and students' development of independent lines of inquiry • Teacher assumes students' ability to think analytically and synthesize ideas across texts • Almost all reading done independently • Homework involves study and application of new material
Breadth and/or depth of content	<ul style="list-style-type: none"> • Use of some adapted or abridged texts • Number of texts selected accommodates slower reading pace • Study of basic literary devices and their functions 	<ul style="list-style-type: none"> • Number of texts selected requires substantial amount of independent reading • Use of sophisticated reading material • Study of sophisticated literary devices and their functions 	<ul style="list-style-type: none"> • Number of texts selected requires substantial amount of independent reading • Use of highly sophisticated reading material • Emphasis on reading texts at the micro- and macro- levels. • Study of classical and other sophisticated rhetorical devices
Prerequisite expectations	<ul style="list-style-type: none"> • Basic organizational skills • Preparation for daily learning • Willingness to contribute to discussions 	<ul style="list-style-type: none"> • Knowledge of fundamental composition skills • Ability to read sophisticated texts independently • Willingness to contribute frequently to discussions 	<ul style="list-style-type: none"> • Mastery of fundamental composition skills • Ability to read sophisticated texts independently • Ability to analyze sophisticated texts and develop lines of inquiry independently • Willingness to contribute regularly to discussions

<p>Quality and proficiency of student work</p>	<ul style="list-style-type: none"> • Emerging analytical skills • Relatively short essays and term papers • Comprehension of global meanings of texts • References to texts in writing • By twelfth grade: use of secondary sources in writing 	<ul style="list-style-type: none"> • Evidence of analysis • Extended essays and term papers • Synthesis of ideas across texts • Comprehension of global meanings of texts and literary devices that contribute to these meanings • Use of direct quotations smoothly integrated in writing • Use of secondary sources in writing 	<ul style="list-style-type: none"> • Intellectual interest and curiosity • Evidence of nuanced analysis • Extended essays and term papers • Extended synthesis essays • Independent analysis of how the finer details of a text contribute to larger themes • Independent selection of topics by student • Use of sophisticated literary criticism as secondary sources in writing • Stylistic grace or flair in composition
<p>Learner outcomes</p>	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content 	<ul style="list-style-type: none"> • Mastery of skills and fluency with respect to essential content • Development of analytical abilities 	<ul style="list-style-type: none"> • Highly developed analytical skills and mastery of both essential content and subtleties and nuances of material • Students are expected to seek authentic, external audiences for their work in various modes of discourse (e.g., through contests or publication)

ELL

	College Prep B	College Prep A
Instructional Design	<ul style="list-style-type: none"> • Reading materials selected for lower reading proficiency • Topics and skills broken down into small parts with a high level of teacher support • Writing on a variety of topics and genres 	<ul style="list-style-type: none"> • Reading materials selected for average proficiency • Design of lessons and activities assume basic comprehension of reading material. • Teacher provides scaffolding for analytical thinking • Homework involves study/reading of new material
Breadth and/or Depth of content	<ul style="list-style-type: none"> • Number of texts selected accommodates slower reading pace • Study of basic literary devices and their functions • Development of writing skills 	<ul style="list-style-type: none"> • Use of level appropriate reading material • Understand and apply vocabulary, syntax, intonation, patterns of English through integrated contextualized developmentally appropriate activities.
Prerequisite expectations	<ul style="list-style-type: none"> • Basic organization skills • Preparation for learning • Willingness to contribute and participate 	<ul style="list-style-type: none"> • Basic organization skills • Preparation for learning <li style="padding-left: 40px;">Willingness to contribute and participate
Quality and Proficiency of Student work	<ul style="list-style-type: none"> • Write relatively short essays • Demonstrate clarity when answering open-ended questions • Read and comprehend a variety of texts 	<ul style="list-style-type: none"> • Interact in spoken and written English • Respond to spoken language from a variety of models by using actions, phrases and sentences • Respond to literary readings
Learner outcomes	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content 	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content

SOCIAL STUDIES

	College Prep B	College Prep A	Advanced Courses	Honors/AP Courses
Instructional design	<ul style="list-style-type: none"> • Reading materials chosen are designed for limited reading proficiency. • Lessons focus on skill development reinforced through examples. • Extensive use of maps, graphs, and charts. Significant use of visual images. • Organizational skills and articulation of broad themes across topics are emphasized. 	<ul style="list-style-type: none"> • Reading materials are chosen for average reading proficiency. • Lessons balance skill development and content. • Review and analysis of factual material is done individually, in groups and as a whole class. 	<ul style="list-style-type: none"> • Use of college level texts and readings. • Lessons emphasize content and assume proficiency in skills. • Subtleties and nuances of historical content are integrated in the curriculum. • Analytical and evaluative work is done more independently by students. 	<ul style="list-style-type: none"> • Use of college level texts and readings. • Lessons focus on analytical and evaluative responses to historical information. • Different points of view and biases are considered.
Breadth and/or depth of content	<ul style="list-style-type: none"> • Full breadth of content material is studied. Depth is limited to allow for greater attention to skill development. 	<ul style="list-style-type: none"> • Full breadth and depth of content material is studied. 	<ul style="list-style-type: none"> • Full breadth of content material is studied. Depth of inquiry allows for analytical and evaluative considerations. 	<ul style="list-style-type: none"> • Full breadth of content material is studied. Depth supports sophisticated consideration of divergent interpretations and perspectives.
Prerequisite expectations	<ul style="list-style-type: none"> • Need for development of literacy skills 	<ul style="list-style-type: none"> • Solid foundation of literacy skills 	<ul style="list-style-type: none"> • Sufficient proficiency in literacy skills to engage productively with college level texts. 	<ul style="list-style-type: none"> • Sufficient proficiency in literacy skills to engage productively and independently with college level texts.
Quality and proficiency of student work	<ul style="list-style-type: none"> • Improving development of skills and the ability to apply them. 	<ul style="list-style-type: none"> • Demonstration of competence in use of skills and understanding of content. 	<ul style="list-style-type: none"> • Application of skills and interpretation, analysis and evaluation of content. 	<ul style="list-style-type: none"> • Students expected to complete multifaceted tasks independently. • Students expected to work effectively and efficiently in individual and small group situations
Learner outcomes	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content. 	<ul style="list-style-type: none"> • Mastery of skills and fluency with respect to essential content. • Development of analytical abilities. 	<ul style="list-style-type: none"> • Experience with analytical reasoning activities and mastery of content. 	<ul style="list-style-type: none"> • Highly developed analytical skills and mastery of both essential content and subtleties and nuances of material.

MATHEMATICS

	College Prep B	College Prep A	Advanced	Honors/AP Courses
Instructional design	<ul style="list-style-type: none"> • Use of formula cards • Teacher directs and cues problem solving • Multiple examples of each problem type guide student work • Strategies aimed primarily at process with some attention to application • Analytical approach to problem solving – formulas provided • Pacing allows students to gain a thorough understanding of each concept before progressing • Assessments target small blocks of material with greater frequency 	<ul style="list-style-type: none"> • Moderately guided applications of problem solving • An example of each type of problem solving is presented • Strategies aimed equally at process and application • Theoretical explanations complement analytical problem solving – some derivation of formulas • Pacing meets both student needs and curricular timelines with flexibility to modify as needed • Assessments target units of learning 		<ul style="list-style-type: none"> • Independent applications of problem solving • Few examples are needed for understanding and transfer of strategies to a variety of problem solving situations • Strategies aimed at application and transfer • Theory provides the framework for the analytical problem solving – many formulas are derived in detail • Pace of comprehension allows students to consider the material in greater depth, exploring the nuances of calculations while examining additional topics • Assessments prepare students for high stakes standardized assessments
Breadth and/or depth of content	<ul style="list-style-type: none"> • Paced coverage of CCSS work • Building blocks for mathematical concepts frame the curriculum 	<ul style="list-style-type: none"> • Common Core State Standards • Big Themes e.g. transformations and inverse functions frame the curriculum 		<ul style="list-style-type: none"> • Additional proficiencies cover units beyond the scope of the CCSS - STEM • Inner connections between mathematical concepts frame the curriculum

Prerequisite expectations	<ul style="list-style-type: none"> • Regular and substantial review of computational skills is required 	<ul style="list-style-type: none"> • Students demonstrate proficiency with reminders and review 	<ul style="list-style-type: none"> • One advanced course in computer programming assumes mastery of first year content. 	<ul style="list-style-type: none"> • Assumption of student proficiency in prerequisite numeracy skills – little to no time is spent on review of previously learned skills
Quality and proficiency of student work	<ul style="list-style-type: none"> • Teachers help students work both independently and in peer group situations to improve the quality of student work 	<ul style="list-style-type: none"> • Working both independently and in peer group situations students work effectively to produce quality work 		<ul style="list-style-type: none"> • Working both independently and in peer group situations students work effectively and efficiently to produce quality work requiring multifaceted tasks
Learner outcomes	<ul style="list-style-type: none"> • Problems selected from the “A” portion of the problem set at the end of the unit • Single objective tasks • Students successfully solve for numerical answers (e.g. $x=12.5$) 	<ul style="list-style-type: none"> • Problems selected from the “A and B” portions of the problem set at the end of the unit • A combination of single and multi-objective tasks • Students solve and label answers with units (e.g. 12.5 miles per hour) 		<ul style="list-style-type: none"> • Problems selected from the “B and C” portions of the problem set at the end of the unit • Multi- objective tasks • Students use detailed notation and understand the connections between answers (e.g. 12.5 mph is the maximum velocity which occurs at $\text{time}=6$)

SCIENCE

	College Prep B	College Prep A	Advanced Courses	Honors/AP Courses
Instructional design	<ul style="list-style-type: none"> • Instruction is designed to teach fundamental science content and engage students in confirmatory and structured inquiry activities (questioning, hypothesizing, and forming conclusions) in connection with basic algebra skills. Independent and group lab work is expected • Qualitative analysis of science concepts • Slower pace of learning, more time is given to review and reinforce concepts. 	<ul style="list-style-type: none"> • Instruction is designed to teach the core concepts of each science area (biology, chemistry, physics) along with increasing students' level of laboratory skills in structured and guided inquiry activities. Independent and group lab work, along with lab reports, are expected. • Basic quantitative and qualitative analysis of scientific data. • Pace of learning is consistent with other regular grade level courses. 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Instruction is designed to teach core and advanced topics in each science discipline (biology, chemistry, physics). • Advanced quantitative analysis of scientific data. • Pace of learning is increased and requires more independent study.
Breadth and/or depth of content	<ul style="list-style-type: none"> • Content is limited to provide time for building fundamental science inquiry and math skills in the science content area. 	<ul style="list-style-type: none"> • Content is balanced in breadth and depth so as to allow further development of science inquiry and math skills in the science content area. Content coverage will allow the highly motivated and successful student to then take a second year of study in that science course at the AP level. 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Content exceeds state standards in depth and breadth and explores more sophisticated and detailed science material. All students in Honors level courses are suitably prepared with necessary "year 1" content to then take a second year of study in that science course at the AP level.

Prerequisite expectations	<ul style="list-style-type: none"> • Time is spent reviewing important math and science skills necessary for success. 	<ul style="list-style-type: none"> • Limited time is spent reviewing math and science skills presented in prerequisite courses. Students are expected to have a solid foundation of those skills. 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Requires students to independently investigate some units of study. Mastery of prerequisite science and math classes, as detailed in the THS Program of Studies.
Quality and proficiency of student work	<ul style="list-style-type: none"> • Time is spent supporting students inquiry skills in the lab. Students work collaboratively for many lab investigations. • Summative assessments evaluate students' comprehension of the core principles of a specific topic 	<ul style="list-style-type: none"> • Students work collaboratively for many lab investigations. Occasionally lab reports are formally assessed. Summative assessments evaluate students' comprehension of one chapter or one topic at a time. 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Labs investigations require students to work independently and cooperatively and to participate in structured and guided inquiry lab activities. Students' lab reports and data are frequently formally assessed. Summative assessments evaluate students' comprehension of many sophisticated scientific principles.
Learner outcomes	<ul style="list-style-type: none"> • Required lab reports are sometimes completed independently or with a group and are guided systematically by the teacher and by questions, diagrams, and data charts. 	<ul style="list-style-type: none"> • Required lab reports are completed independently or with a group and are guided by questions and data charts. 	<ul style="list-style-type: none"> • Not applicable 	<ul style="list-style-type: none"> • Required lab reports require students to demonstrate conceptual insight and independent interpretation of data.

WORLD LANGUAGES

	College Prep B	College Prep A	Honors/AP
Instructional design	<ul style="list-style-type: none"> • Multiple activities chunked throughout class period • Frequent repetition of phrases/concepts 	<ul style="list-style-type: none"> • A variety of activities designed • Repetition appropriate for proficiency level 	<ul style="list-style-type: none"> • Sustained activities for maximum communication in all skill areas and modes of communication • Focus on formal/informal registers geared to AP syllabus
Breadth and/or depth of content	<ul style="list-style-type: none"> • Novice concepts presented throughout sequence 	<ul style="list-style-type: none"> • Material selected appropriate to proficiency level 	<ul style="list-style-type: none"> • Material selected at pre-advanced/advanced proficiency levels which incorporate a variety of dialects, themes and authentic sources
Prerequisite expectations	<ul style="list-style-type: none"> • Little to no proficiency, despite having studied language in earlier grades. • Demonstrated need for language acquisition at a slower pace with frequent repetition. 	<ul style="list-style-type: none"> • Ability to develop emerging skills with sufficient scaffolding 	<ul style="list-style-type: none"> • Demonstrated ability to integrate complex concepts to express self at pre-advanced/advanced proficiency levels • -Regularly accesses multi-media broadcasts in target language
Quality and proficiency of student work	<ul style="list-style-type: none"> • Always at the novice level in all modes of communication 	<ul style="list-style-type: none"> • Appropriate to proficiency level, but some elements of communication may impede comprehension 	<ul style="list-style-type: none"> • Understood by a native speaker across all modes of communication • Is able to synthesize a variety of sources of information to express self spontaneously
Learner outcomes	<ul style="list-style-type: none"> • Receptive/Interpretive (reading/listening)communication skills at novice level with limited oral/written skills 	<ul style="list-style-type: none"> • Emerging communication in reading, writing, listening, speaking • Develop an appreciation of the cultures studied. 	<ul style="list-style-type: none"> • Well-developed communication in reading, writing, listening, speaking • Develop awareness and appreciation of the cultures of the language studied • Always working on tasks designated by AP syllabus. • Must complete AP exam

Visual & Performing Arts

(Music & Communication Arts)

	College Prep A	Advanced Courses	Honors Courses	AP Courses
Instructional design	<ul style="list-style-type: none"> • Pace appropriate for developing basic skills and abilities to proceed to Advanced level courses. • Basic skills assessments. 	<ul style="list-style-type: none"> • Advanced pace with skill development appropriate to proceed to Honors level courses. • Memorization assessments. Advanced skills assessments. 	<ul style="list-style-type: none"> • Highest pace and student leadership track. Basic skills are assumed and performance is the focus. • Memorization assessments. Advanced skills assessments. 	<ul style="list-style-type: none"> • College level work requiring mastery of basic level skills. Accelerated pace. • AP exam is required.
Breadth and/or depth of content	<ul style="list-style-type: none"> • Content appropriate for high school level. Introduction to memorization. 	<ul style="list-style-type: none"> • College level 5 content, with time allowed for preparation for assessment. 	<ul style="list-style-type: none"> • College level 6 content, with accelerated pace. Leadership responsibilities include leading sectionals, solo performance material. 	<ul style="list-style-type: none"> • College level content, most accelerated pace.
Prerequisite expectations	<ul style="list-style-type: none"> • No prerequisite. 	<ul style="list-style-type: none"> • Audition and interview as per acceptance criteria (attached) 	<ul style="list-style-type: none"> • Successful completion (B or better) of two years of Advanced course. Additional audition and interview required. 	<ul style="list-style-type: none"> • Mastery of basic skills as determined by interview.
Quality and proficiency of student work	<ul style="list-style-type: none"> • Course work leads to proficiency in basic skills. Mastery of sight reading at Level 2-3. 	<ul style="list-style-type: none"> • Proficiency evident includes nuance, expression and facility. Mastery of sight reading at Level 3-4. 	<ul style="list-style-type: none"> • Proficiency evident includes mastery of nuance, expression and facility. Mastery sight reading at Level 4-5. 	<ul style="list-style-type: none"> • Proficiency evident includes successful completion of college-level work.
Learner outcomes	<ul style="list-style-type: none"> • Continuation to Advanced level 	<ul style="list-style-type: none"> • Continuation to Honors level 	<ul style="list-style-type: none"> • Continuation to College level 	<ul style="list-style-type: none"> • AP test score of at least 3

Advanced Choir (SSA and SATB) Acceptance Criteria

Student must pass an individual audition that meets the following criteria:

- Major and chromatic scales as per the NJ Region 1 audition requirements
- A brief memorized solo as per the NJ Region 1 audition requirements
- A 4-measure tonal memory examination.

During the audition, the student answers questions regarding their musical experience, such as:

- Are they studying privately?
- Have they ever participated in Region or All State choirs?
- Do they sing in any groups outside of school?

The student must indicate that he/she is committed to putting in the time necessary for a successful choral experience. For all students, time spent outside of class will include the Winter and Spring concerts and evening rehearsals for each of these. For the SATB Advanced and Honors Choirs, performance in the Madrigal Dinner is required.

If the student successfully completes the majority of the above criteria, they are accepted into Advanced Choir.

Honors Choir (SSA and SATB) Acceptance Criteria

Successful completion (B average or better) of 2 years of Advanced Choir.

Teacher recommendation based on audition and interview are required.

Additional responsibilities will include leadership track responsibilities such as section leader requirements, as well as solo performance opportunities.

Advanced Band Acceptance Criteria

Student must pass an individual audition that meets the following criteria:

- Major and minor scales as per the NJ All State audition requirements.
- A solo from the current NJ All State solo list, or comparable piece.
- A brief sight-reading examination
- 2 prepared exercises provided by the director to demonstrate understanding of fingering dexterity and articulation as well as pitch accuracy

During the audition, the student answers questions regarding their musical experience, such as:

- Whether they are studying privately, as well as their concept of good rehearsal etiquette.
- Have they ever participated in Bergen County, Region or All State bands?
- Do they perform in any groups outside of school?

The student must indicate that he/she is committed to putting in the time necessary for a successful band experience. For all students, time spent outside of class will include the Winter and Spring concerts, holiday parades and performances such as Memorial Day, and Thanksgiving Day, required summer band camp rehearsal, weekend rehearsals and performances and occasional evening performances.

If the student successfully completes the majority of the above criteria, they are accepted into Advanced Band.

Honors Band Acceptance Criteria

Successful completion (B average or better) of 2 years of Advanced Band.

Teacher recommendation based on audition and interview are required.

Additional responsibilities will include leadership track responsibilities such as Drum Major or section leader requirements, as well as solo performance opportunities.

Advanced Orchestra Acceptance Criteria

Student must pass an individual audition that meets the following criteria:

- Major and minor scales as per the NJ All State audition requirements.
- A solo from the current NJ All State solo list, or comparable piece.
- A brief sight-reading examination

During the audition, the student answers questions regarding their musical experience, such as:

- Are they studying privately?
- Have they ever participated in Region or All State orchestras?
- Do they perform in any groups outside of school?

The student must indicate that he/she is committed to putting in the time necessary for a successful orchestral experience. For all students, time spent outside of class will include the Winter and Spring concerts, the Madrigal Dinner, and evening rehearsals for each of these.

If the student successfully completes the majority of the above criteria, they are accepted into Advanced Orchestra.

Honors Orchestra Acceptance Criteria

Successful completion (B average or better) of 2 years of Advanced Band.

Teacher recommendation based on audition and interview are required.

Additional responsibilities will include leadership track responsibilities such as section leader requirements, as well as solo performance opportunities, and performing in the Spring Musical, or a comparable commitment.

ART

	College Prep A	Honors Courses	AP Courses
Instructional design	<ul style="list-style-type: none"> • Diversity of assignments designed to provide students with exposure to a wide variety of art materials • Courses based on learning: key art elements; tools and techniques • Learning occurs through projects designed to build basic skills • Each project builds on previously learned skills • Group critiques support learning experience • Frequent feedback and visual supplemental materials to reinforce students' understanding of concepts. • Tests and quizzes to assess students' level of understanding 	<ul style="list-style-type: none"> • Courses are designed to encourage leadership, collaboration and independence • Courses focus on learning design principles and use of advanced techniques • Learning occurs through projects designed to build conceptual skills • Each project builds on previously learned skills • Group critiques support learning experience; enhance quality • Projects require higher order thinking skills and problem solving. 	<ul style="list-style-type: none"> • Independent work to create art works showing depth of knowledge, conceptual abilities and quality • Learning occurs through projects designed to help students work independently to create and execute broad themes • Group critiques enhance quality and support development of ideas and approaches
Breadth and/or depth of content	<ul style="list-style-type: none"> • Provide basic understanding of art concepts, tools and techniques • Provide students with a multitude of diverse artistic challenges. • Approach concepts from multiple points of view. • Encourage student articulation through portfolio and critique. 	<ul style="list-style-type: none"> • Develop conceptual abilities based on design principles • Use of advanced techniques and different mediums • Provide students with a multitude of diverse challenges, with an expectation of a higher quality finished product. 	<ul style="list-style-type: none"> • Mastery in key AP areas of Breadth; Concentration and Quality

	<ul style="list-style-type: none"> • Structure projects to provide students with the freedom to experiment. 		
Prerequisite expectations	<ul style="list-style-type: none"> • Interest in art 	<ul style="list-style-type: none"> • Knowledge of art elements and techniques 	<ul style="list-style-type: none"> • Demonstrated understanding of art concepts and advanced techniques
Quality and proficiency of student work	<ul style="list-style-type: none"> • Evidence of an understanding of project goals. • Comprehension of content • Student participation during critique 	<ul style="list-style-type: none"> • Working both independently and in groups students work effectively to produce quality work 	<ul style="list-style-type: none"> • Work demonstrates ability to produce quality pieces in the areas of: composition, concept and execution
Learner outcomes	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content • Ability to critique using formal analysis 	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content • Development of conceptual abilities 	<ul style="list-style-type: none"> • Highly developed skills and mastery of essential content, techniques and concepts

21ST CENTURY LIFE & CAREERS OR CAREER-TECHNICAL EDUCATION

(Audio, Video, Broadcast Technology)

	College Prep A	Advanced Courses	Honors Courses
Instructional design	<ul style="list-style-type: none"> • Moderately guided applications of problem solving with examples presented and studied • Pacing meets both student needs and curricular timelines with flexibility to modify as needed • Assessments made of each project and area of study with emphasis on improving for the next project • Design of lessons and activities assume some basic comprehension material previously studied 	<ul style="list-style-type: none"> • Advanced pace with skill development appropriate • Independent applications of problem solving with few examples needed to understand strategies to problem solving • Strategies targeted at application and experiential learning activities • Assessments made of each project and area of study with emphasis on improving for the next project • Design of lessons and activities assume some higher level comprehension of material previously studied 	<ul style="list-style-type: none"> • Advanced pace with skill development appropriate • Independent applications of problem solving and strategies to problem solving • Strategies targeted at application and experiential learning activities • Assessments made of each project and area of study with emphasis on improving for the next project • Design of lessons and activities assume advanced mastery and comprehension of material previously studied
Breadth and/or depth of content	<ul style="list-style-type: none"> • Content appropriate for high school level. • Students should be able to handle multi-objective tasks with some support • Students develop the ability to work independently and in group situations with teacher support 	<ul style="list-style-type: none"> • College level content, with time allowed for reflection on experiential learning activities. • Students should be able to handle multi-objective tasks with little to no support • Students develop the ability to work independently and in group situations with some teacher support 	<ul style="list-style-type: none"> • College level content, with time allowed for reflection on experiential learning activities. • Students should be able to handle multi-objective tasks with little to no support • Students develop the ability to work independently and in group situations with minimal teacher support

Prerequisite expectations	<ul style="list-style-type: none"> • No prerequisite. 	<ul style="list-style-type: none"> • Completion of introductory course, or equivalent experience with teacher recommendation. 	<ul style="list-style-type: none"> • Completion of advanced course, or equivalent experience with teacher recommendation.
Quality and proficiency of student work	<ul style="list-style-type: none"> • Working both independently and in peer group situations, students effectively produce high quality projects. • Working efficiently to produce high quality work requiring multi-faceted tasks. • Independently select topics according to student and group interest. 	<ul style="list-style-type: none"> • Working both independently & in peer group situations, students effectively & efficiently produce quality work requiring multi-faceted tasks. • Leadership skills exhibited and developed. • Independent selection of topics by students. • Independent analysis of how the attention to detail contributes to better work. 	<ul style="list-style-type: none"> • Working both independently & in peer group situations, students effectively & efficiently produce quality work requiring complex and multi-faceted tasks. • Leadership skills expected and exhibited daily • Independent selection of topics by students. • Independent analysis of how the attention to detail contributes to better work.
Learner outcomes	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content • Some development of analytical abilities • Basic skills and abilities developed to proceed to Advanced level courses. 	<ul style="list-style-type: none"> • Highly developed analytical skills and mastery of essential content and materials • Ability to function independently and in groups to accomplish tasks 	<ul style="list-style-type: none"> • Highly developed analytical skills and mastery of essential content and materials • Ability to function independently and to serve as student leaders/mentors for beginner and advanced level students

21ST CENTURY LIFE & CAREERS OR CAREER-TECHNICAL EDUCATION

(Family & Consumer Studies)

	College Prep A	Honors
Instructional design	<ul style="list-style-type: none"> • types of projects, assessments • level of reading • selection of resources • instructional strategies • amount of support • pacing (sometimes) 	<ul style="list-style-type: none"> • Independent projects, assessments • level of reading • selection of resources • instructional strategies • independent work
Breadth and/or depth of content	<ul style="list-style-type: none"> • Texts (classroom text book and related materials) selected requires substantial amount of independent reading. • Use a range of average to sophisticated reading material. • Additional proficiencies cover units beyond the scope of FCS. 	<ul style="list-style-type: none"> • Number of texts selected requires substantial amount of independent reading. • Use highly sophisticated reading material. • Additional proficiencies cover units beyond the scope of CCCS.
Prerequisite expectations	<ul style="list-style-type: none"> • Knowledge of fundamental content. • Ability to read sophisticated texts independently. • Ability to analyze average to above text & develop lines of inquiry with prompts. • Willingness to contribute regularly to discussions. • Development of intellectual interest & curiosity. 	<ul style="list-style-type: none"> • Assumption of student proficiency in prerequisite skills, little to no time is spent on review of previously learned skills. • Ability to read sophisticated texts independently. • Ability to analyze sophisticated text & develop lines of inquiry independently. • Willingness to contribute regularly to discussions. • Intellectual interest & curiosity.
Quality and proficiency of student work	<ul style="list-style-type: none"> • Working both independently and in peer group situations, students work effectively and produce high quality work. • Working efficiently to produce high quality work requiring multi-faceted tasks. • Independently select topics according to student interest. 	<ul style="list-style-type: none"> • Working both independently & in peer group situations, students work effectively & efficiently to produce quality work requiring multi-faceted tasks. • Evidence of nuanced analysis. • Independent selection of topics by students. • Independent analysis of how the finer details of an essay contribute to larger themes.
Learner outcomes	<ul style="list-style-type: none"> • Use and mastery of high analytical skills & knowledge. • Assessment to evaluate students for essential life skills targeting units of learning. • Enthusiastic students are encouraged to demonstrate their talents and advanced skills. 	<ul style="list-style-type: none"> • Highly developed analytical skills & mastery of both essential content & subtleties of material.

21ST CENTURY LIFE & CAREERS OR CAREER-TECHNICAL EDUCATION

BUSINESS

	College Prep A	Honors
Instructional design	<ul style="list-style-type: none"> • Moderately guided applications of problem solving • An example of each type of problem solving is presented • Pacing meets both student needs and curricular timelines with flexibility to modify as needed • Assessments target units of study • Students should be able to handle multi-objective tasks with some support • Students develop the ability to work independently and in group situations with some teacher support • Design of lessons and activities assume some basic comprehension of reading material 	<ul style="list-style-type: none"> • Independent applications of problem solving • Few examples are needed to understand strategies to problem solving • Strategies targeted at application and transfer • Assessments prepare students for high level standardized assessment • Students should be able to handle multi-objective tasks with little to no support • Students develop the ability to work independently and in group situations with little to no teacher support • Design of lessons and activities assume some advanced and higher level comprehension of reading material
Breadth and/or depth of content	<ul style="list-style-type: none"> • Common Core Curriculum Standards covered • Themes such as: • Global and National Economy, Current Standard Business practices 	<ul style="list-style-type: none"> • Additional units cover above and beyond the Common Core Curriculum Standards • Themes such as: • Global and National Economy, Current Standard Business practices with more advanced and complex progress indicators and topics
Prerequisite expectations	<ul style="list-style-type: none"> • Some Computer Literacy skills • Basic Math functions 	<ul style="list-style-type: none"> • Working knowledge and application of MS Office and other business software • Minimum math requirement is Algebra
Quality and proficiency of student work	<ul style="list-style-type: none"> • Working both independently and in group situations to improve the quality of student work 	<ul style="list-style-type: none"> • Working both independently and in group situations effectively and efficiently to improve the quality of student work requiring multifaceted tasks
Learner outcomes	<ul style="list-style-type: none"> • Mastery of skills and understanding of essential content • Some development of analytical abilities 	<ul style="list-style-type: none"> • Highly developed analytical skills and mastery of essential content and materials

21ST CENTURY LIFE & CAREERS OR CAREER-TECHNICAL EDUCATION

TECHNOLOGY EDUCATION

	College Prep A
Instructional design	<ul style="list-style-type: none">• Moderately guided applications of problem solving• An example of each type of problem solving is presented• Pacing meets both student needs and curricular timelines with flexibility to modify as needed• Students should be able to handle technical tasks with some support• Students develop the ability to work independently and in group situations with some teacher support• Design of lessons and activities assume some basic comprehension of reading and interpretation of instructional material
Breadth and/or depth of content	<ul style="list-style-type: none">• Common Core Curriculum Standards covered
Prerequisite expectations	<ul style="list-style-type: none">• Some Computer literacy skills• Basic Math functions
Quality and proficiency of student work	<ul style="list-style-type: none">• Working both independently and in group situations to improve the quality of student work
Learner outcomes	<ul style="list-style-type: none">• Mastery of skills and understanding of essential content• Proficient students are encouraged to share their talents with fellow students

PHYSICAL EDUCATION

	College Prep A
Instructional design	<ul style="list-style-type: none">• Instruction based on local, state, and/or national physical education standards• Teacher promotes understanding of how to break down multi-faceted tasks components to improve performance. Components of skill taught before whole skill is performed• Content and tasks are developmentally appropriate and properly sequenced. Lead-ups are clearly understood before moving on• All students engaged in learning tasks. Lessons promote maximum participation• Instruction is differentiated for all learners. Teachers adjust expectations based on individual differences and needs. Accommodations made to variety of learning styles.• Content is linked to and promotes transfer of learning between physical education, family life and health units.• Assessments target units of learning• Students performance is continually assessed to guide further instruction• Independent learning is promoted and reinforced• Group work promotes development of trust and teamwork in completing goals
Breadth and/or depth of content	<ul style="list-style-type: none">• Meets Common Core Curriculum Standards• Content and activities are balanced requiring development of essential physical skills associated with an active lifestyle and an understanding of the concepts and skills needed to support a healthy lifestyle• Prevention of gang violence• Benefits of organ and tissue donation• Instruction of suicide prevention and related mental health issues

	<ul style="list-style-type: none"> • Domestic violence instruction on understanding psychology and dynamics of varied forms of domestic violence, as well as, nonviolent methods of problem solving.
Prerequisite expectations	<ul style="list-style-type: none"> • Students expected to understand how multi-faceted tasks can be broken down into components to improve performance with limited teacher assistance. • Students expected to understand basic rules of sports • Students expected to come to class properly dressed to actively participate in all activities
Quality and proficiency of student work	<ul style="list-style-type: none"> • Work demonstrates ability to determine causes and outcomes, analyze relationships, explain topics, summarize and interpret data, proficiencies in skills • Knowledge of health and wellness issues on personal and communal level, as well as, how to access health resources • Ability to play within the rules and in the spirit of the game
Learner outcomes	<ul style="list-style-type: none"> • Active participation in all activities assessed in a retrievable record-keeping system • Students able to articulate relevance and transfer of learning in a variety of presentation modes • Students demonstrate creative and critical thinking skills in individual and group problem solving situations • Formative assessments monitor daily progress of acquisition of skills through teacher observation. Summative evaluations assess mastery of skills • Variety of independent student projects assess learning. Fitness logs, journal reflections, media presentations, tests and quizzes.