

Northern Valley Regional High School

Description of Course Levels by Department

Our courses, regardless of level strive to:

- 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 and critical thinkers
- Employ an array of formative assessments, providing data for informed instructional adjustments to occur in real time
- Embed a variety of opportunities for students to experience differentiated instruction
- Create a classroom culture conducive to supported risk-taking
- Incorporate challenging and relevant objectives that meet or exceed state curriculum standards
- Utilize a variety instructional techniques and tools
- Overtly address different learning styles
- Proactively creating a student centered classroom environment
- Employ multiple means of representation, expression and engagement based upon the educational framework of Universal Design for Learning (UDL)

English

	College Prep	College Prep Enriched	Honors/AP
Instructional Design	<ul style="list-style-type: none"> ● Resources/reading material selected for developing readers approaching expectations for grade level reading proficiency ● Design of lessons and activities are scaffolded to ensure understanding of plot and key ideas and details prior to focusing on craft and structure as well as integration/analysis of knowledge and ideas. ● Topics and skills broken down into small parts with a high level of teacher support. ● Significant scaffolding provided for reading comprehension and analytical thinking ● More shared reading in addition to independent reading 	<ul style="list-style-type: none"> ● Resources/reading material selected for students meeting grade level expectations for reading proficiency ● Design of lessons and activities assume comprehension of reading material, though the teacher provides some scaffolding leading up to a focus on craft and structure as well as integration/analysis of knowledge and ideas ● Teacher provides scaffolding for analytical thinking and synthesis of ideas across texts ● Almost all reading completed independently ● Homework involves study/reading of new material 	<ul style="list-style-type: none"> ● Resources/reading material selected for students exceeding grade level expectations for reading proficiency ● Design of lessons and activities assume basic comprehension and students' development of independent lines of inquiry through focus on craft and structure as well as integration/analysis of knowledge and ideas ● Teacher assumes students' ability to think analytically and synthesize ideas across texts ● Almost all reading completed independently ● Homework involves study and application of new material

	<ul style="list-style-type: none"> ● Frequent visual reinforcement of content ● Homework used to reinforce content and skills as well as supporting development of independent reading 		
Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● Use of some adapted or abridged texts ● Number of texts selected accommodates a developing reader's fluency ● Study of literary devices and their functions ● Primary focus on skill development ● All state standards are taught and assessed 	<ul style="list-style-type: none"> ● Number of texts selected requires substantial amount of independent reading ● Use of reading material selected for those meeting grade level expectations ● Study of literary devices and their functions ● Focus on skills development with added content to enhance reading material ● All state standards are taught and assessed 	<ul style="list-style-type: none"> ● Number of texts selected requires substantial amount of independent reading ● Use of highly sophisticated reading material for students exceeding grade level expectations ● Emphasis on reading texts at the micro- and macro- levels. ● Study of classical and other sophisticated rhetorical devices ● Focus on skill development in addition to content-based instruction and application ● Content exceeds state

			standards in depth and breadth and explores more sophisticated and detailed material
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 and ability to lead discussions
Quality and Proficiency of Student Work	<ul style="list-style-type: none"> ● Emerging analytical skills ● Scaffolded essays and term papers with opportunities for assessment on shorter/building blocks of the writing process ● Comprehension of global meanings of texts ● References to texts in 	<ul style="list-style-type: none"> ● Evidence of analysis on par with grade level expectations ● Extended essays and term papers ● Synthesis of ideas across texts ● Comprehension of global meanings of texts and literary devices that 	<ul style="list-style-type: none"> ● 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 ● Use of sophisticated

	<p>writing</p> <ul style="list-style-type: none"> • Use of secondary sources in writing 	<p>contribute to these meanings</p> <ul style="list-style-type: none"> • Use of direct quotations smoothly integrated in writing • Use of secondary sources in writing 	<p>literary criticism as secondary sources in writing</p> <ul style="list-style-type: none"> • Stylistic grace or flair in composition
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 increasingly sophisticated 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 should seek authentic, external audiences for their work in various modes of discourse (e.g., through contests or publication)

History and Social Sciences

	College Prep	College Prep Enriched	Honors/AP
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. ● Significant scaffolding provided for working with primary source documents. ● Extensive use of maps, graphs, and charts. Significant use of visual images. ● Organizational skills and articulation of broad themes across topics are emphasized. ● Homework used to reinforce content 	<ul style="list-style-type: none"> ● Reading materials are chosen for average reading proficiency. ● Regular work with primary source documents. ● Lessons balance skill development and content. ● Review and analysis of factual material is done individually, in groups and as a whole class. ● Extensive use of maps, graphs, and charts. Significant use of visual images. ● Homework involves study and reading of new material as well as writing and analysis. 	<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. ● Homework involves study and applications of new material as well as extensive writing assignments.

	and skills.		
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 supports sophisticated consideration of divergent interpretations and perspectives. ●
Prerequisite Expectations	<ul style="list-style-type: none"> ● Need for development of literacy skills. ● Basic organizational skills. ● Willingness to participate in all class activities. 	<ul style="list-style-type: none"> ● Solid foundation of literacy skills ● Willingness to contribute frequently to discussions. 	<ul style="list-style-type: none"> ● Sufficient proficiency in literacy skills to engage productively and independently with college level texts. ● Willingness to contribute regularly to discussions.
Quality and Proficiency of Student Work	<ul style="list-style-type: none"> ● Improving development of skills and the ability to apply them. ● Students expected to work effectively and efficiently in individual and small group situations ● Relatively short essays, DBQ's, and research 	<ul style="list-style-type: none"> ● Application of skills and interpretation, analysis and evaluation of content. ● Students expected to work effectively and efficiently in individual and small group situations ● Essay writing, DBQ's and a full research 	<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. ● Extensive essay writing, DBQ's and a full research paper.

	papers.	paper.	
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"> • Highly developed analytical skills and mastery of both essential content and subtleties and nuances of material.

Mathematics

	College Prep	College Prep Enriched	Honors/AP
Instructional Design	<ul style="list-style-type: none"> ● Teacher directs and cues problem solving ● Multiple examples of each problem type guide student work ● Strategies aimed primarily at process with attention to application ● Analytical approach to problem solving ● Pacing allows students to gain a thorough understanding of each concept before progressing ● Assessments target small blocks of material with greater frequency ● Use of formula sheet on exams 	<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 ● Assessments require application of learned concepts

Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● All state standards are taught and assessed ● Building blocks for mathematical concepts frame the curriculum 	<ul style="list-style-type: none"> ● All state standards are taught and assessed ● Big Themes are addressed and teachers look for opportunities to go beyond state standards 	<ul style="list-style-type: none"> ● Content exceeds state standards in depth and breadth and explores more sophisticated and detailed materials ● 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"> ● 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"> ● Mastery of skills and understanding of essential content ● Development of problem solving skills 	<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 applications of the content

Science

	College Prep	College Prep Enriched	Honors/AP
Instructional Design	<ul style="list-style-type: none"> ● Instruction is designed to teach fundamental science content and engage students in highly structured inquiry types of activities such as questioning, hypothesizing, forming conclusions, justifying claims with evidence, etc. ● Independent and group lab work is expected ● Strong focus on qualitative analysis of science concepts with structured and highly scaffolded quantitative applications ● 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 along with increasing students' level of laboratory skills in guided inquiry activities. ● Independent and group lab work is expected. ● Increased focus on quantitative analysis of scientific data. ● Pace of learning is faster to allow opportunities to delve more deeply into core science topics. 	<ul style="list-style-type: none"> ● Instruction is designed to teach core and advanced topics in each science discipline. ● Advanced quantitative analysis of scientific data. ● Many scientific topics and concepts are integrated into a single learning exercise, problem, or performance task. ● Pace of learning is increased and requires significantly more independent study.
Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● Content is limited to provide time for building 	<ul style="list-style-type: none"> ● Content is balanced in breadth and depth so as 	<ul style="list-style-type: none"> ● Content exceeds state standards in depth and

	<p>fundamental science inquiry and math skills in the science content area.</p> <ul style="list-style-type: none"> ● All state standards are taught and assessed 	<p>to allow further development of science inquiry and math skills in the science content area.</p> <ul style="list-style-type: none"> ● 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. ● All state standards are taught and assessed 	<p>breadth and explores more sophisticated and detailed science material.</p> <ul style="list-style-type: none"> ● All students in Honors level courses are appropriately prepared with necessary 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"> ● Ample 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"> ● Requires students to independently investigate some units of study. ● Mastery of prerequisite science and math skills is expected.
Quality and Proficiency of Student Work	<ul style="list-style-type: none"> ● Ample time is spent supporting students skills in the lab. ● Students work collaboratively for many lab investigations. ● Summative assessments evaluate students' 	<ul style="list-style-type: none"> ● Students work collaboratively for many lab investigations. ● Minimal time is spent supporting student skills in the lab. ● Summative assessments evaluate students' mastery of 	<ul style="list-style-type: none"> ● Lab investigations require students to work independently and cooperatively to develop analytical skills. ● Students' lab reports and data are frequently formally assessed. ● Summative assessments evaluate students'

	comprehension of the core principles of a specific topic along with their appropriate application.	skills and fluency with respect to essential content.	comprehension of many sophisticated scientific principles. Prior knowledge is continually used as a foundation for new information.
Learner Outcomes	<ul style="list-style-type: none"> Students will become proficient in the science and engineering practices and can recognize crosscutting concepts appropriately. 	<ul style="list-style-type: none"> Students will deepen their proficiency in the science and engineering practices and apply crosscutting concepts throughout their learning. 	<ul style="list-style-type: none"> Students are fluent in the science and engineering practices and along with crosscutting concepts, utilize those skills to acquire new knowledge.

World Languages

	College Prep Enriched	Honors/AP
Instructional Design	<ul style="list-style-type: none"> ● Resources, including reading, writing, and listening material are selected with national proficiency standards in mind. Speaking tasks are also designed and selected based on the national standards. Both textbook resources and authentic materials are utilized. ● Instructors scaffold lessons to provide ample practice before asking students to perform independently in the language. As units progress this scaffolding is reduced and removed. ● For speaking, teachers supplement in-class practice with periodic visits to the language lab. ● Lesson tasks provide for independent, pair and group work ● Maximize use of target language ● Homework is a mix of introduction/review/practice of 	<ul style="list-style-type: none"> ● Resources are selected and tasks are designed at and above proficiency level. Focus is on authentic materials. ● Instructors routinely have students perform in the language with minimal scaffolding. ● Focus on formal/informal registers geared toward AP performance guidelines ● For speaking, teachers supplement in-class practice with additional visits to the language lab. ● Lesson tasks provide for independent, pair and group work with additional emphasis on independent work. ● Target language use at ACTFL recommended level of 90% or above of instruction. ● Homework is focused on the application of knowledge and preparation for independent writing and speaking tasks.

	<p>discrete language elements, application of knowledge and preparation for independent writing and speaking tasks.</p>	
<p>Breadth and/or Depth of Content</p>	<ul style="list-style-type: none"> ● Content covered with an eye toward presence of multiple proficiency levels so that all students can succeed. Technology integrated to provide differentiation and meet variety of learning styles and needs. ● Reading and listening materials illuminate topics covered and students converse and write based on evidence from these. Students need to be able to address the pros and cons and express opinions regarding topics and sub-topics in both speaking and writing. ● Grammatical structures appropriate to the level are covered and practiced as needed to support skill development ● All state standards are taught and assessed and teachers are encouraged to look for opportunities to go beyond this. 	<ul style="list-style-type: none"> ● Content covered with an eye toward practice at and above class proficiency level so that students are sufficiently challenged. Technology integrated as needed to provide differentiation and meet variety of learning styles. ● Authentic reading and listening materials illuminate topics covered and students converse and write based on evidence from these. Students need to be able to address the pros and cons and express opinions regarding topics and sub-topics in both speaking and writing taking into account proper register, appropriate grammatical structures accurately employed and with sophisticated vocabulary. ● Advanced grammatical structures appropriate to the level are covered and practiced as needed to support skill development ● Content exceeds state standards in depth and breadth and explores more sophisticated and detailed material

Prerequisite Expectations	<ul style="list-style-type: none"> ● Ability to develop emerging skills with sufficient scaffolding. ● Ability to interact with textbook and authentic materials based on proficiency level ● Willingness to speak when engaged in interpersonal and presentational mode tasks. 	<ul style="list-style-type: none"> ● Ability to interact with textbook and authentic materials at and above proficiency level ● Willingness and ability to participate in spontaneous conversation and discussion when engaged in interpersonal and presentational mode tasks. ● Demonstrated ability to integrate complex concepts at a high level of proficiency in a sustained fashion.
Quality and Proficiency of Student Work	<ul style="list-style-type: none"> ● Students should be able to create with the language when talking about familiar topics related to their daily life. ● Students should be able to recombine learned material in order to express personal meaning. ● Students manage straightforward survival situation. ● Students can produce discrete sentences as well as longer paragraph length discourse, though they may struggle with multiple tenses. 	<ul style="list-style-type: none"> ● Students should be able to engage in and initiate conversation spontaneously. ● Students should be able to communicate information on autobiographical topics, as well as topics of community, national, or international interest through synthesizing multiple sources. ● Students should be able to handle a variety tenses in their descriptions, discussions and presentations.
Learner Outcomes	<ul style="list-style-type: none"> ● Have an appreciation for the culture of the language studied ● Can communicate and understand in all modes of communication at the appropriate level of proficiency. ● Students can be understood by native speakers accustomed to dealing with non-native language 	<ul style="list-style-type: none"> ● The students have an awareness of the target culture that is integrated into their use of the language. ● The students have a sufficient level of language control and vocabulary to be understood by native speakers, including those not familiar with non-native speech.

	learners.	<ul style="list-style-type: none"> All AP students complete the AP test
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ELL

	Introductory Level: ESL 1&2 plus ESL High Intensity (ACCESS score 1 to 3)	Intermediate to Advanced Level ESL 3&4 (ACCESS scores 3 to 5)
Instructional Design	<ul style="list-style-type: none"> Language skills are developed with appropriately modified materials, ranging from pre-literate to near grade-level, across content areas of language arts, science, math and social studies; development of social and instructional language required for school success; facilitation of acculturation to school life and American culture 	<ul style="list-style-type: none"> Instruction builds on solid foundation of reading, writing and knowledge of English structure, to mastery of grade-level texts across all content areas Instruction is based on applying key uses of English (recount, argue, explain and discuss) across all content areas and language skills of listening, speaking, reading and writing. Instruction parallels grade-level Language Arts curriculum and standards, with appropriate scaffolding and modifications for ELs
Breadth and/or Depth of Content	<ul style="list-style-type: none"> Individualized learning begins with development of basic reading/writing skills, from the word and sentence level, to proficiency in writing paragraphs and independent reading of modified texts. 	<ul style="list-style-type: none"> Use of grade-level reading material for in-depth analysis and close reading Class discussions and demonstrations on a variety of topics Development of organizational and

	<ul style="list-style-type: none"> ● Introduction to literary devices and close reading of texts for literary analysis. ● Building of fluency for participation in class discussions and presentations. 	social skills required for college readiness.
Prerequisite Expectations	<ul style="list-style-type: none"> ● ACCESS score must be below 3. Placement is based on initial language proficiency assessment and may include non-English speakers and SLIFEs (Students with Limited or Interrupted Formal Education) 	<ul style="list-style-type: none"> ● Basic organizational skills ● Proficiency score of 3 to 5 on ACCESS test, plus consideration of multiple measures (academic performance, teacher recommendation, etc.), ● Verbal and listening proficiency is developed to the point of being able to use English to learn English and to participate in class discussions on a variety of topics; ● Able to read grade-level texts, with support.
Quality and Proficiency of Student Work	<ul style="list-style-type: none"> ● Build foundation of basic survival and academic vocabulary and knowledge of word-attack skills. ● Develop organizational skills for school success ● In speaking and writing, apply foundation of English structures to build from word level, to sentences, and finally, to paragraphs 	<ul style="list-style-type: none"> ● Apply knowledge of English syntax and structures to essay writing ● Read and analyze grade-level texts ● Able to recount, explain argue and discuss at a high proficiency level, across all skill areas.
Learner Outcomes	<ul style="list-style-type: none"> ● Proficiency in writing paragraphs and short essays in the three simple tenses ● Read, comprehend and analyze 	<ul style="list-style-type: none"> ● Grade-level proficiency and mastery of school curriculum without modifications and accommodations ● Obtain minimum score of 4.5 on ACCESS.

	variety of modified texts through open-ended questions and class discussions.	
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Business Education

	College Prep	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"> ● Applicable state standards are taught 	<ul style="list-style-type: none"> ● Content exceeds applicable state

	<p>and assessed.</p> <ul style="list-style-type: none"> • Themes such as: Global and National Economy, Current Standard • Business practices 	<p>standards in depth and breadth and explores more sophisticated and detailed material.</p> <ul style="list-style-type: none"> • 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

Family and Consumer Sciences

	College Prep	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 ● Students should be able to handle tasks and activities with some support ● Students develop the ability to work independently and in group situations with some teacher support 	<ul style="list-style-type: none"> ● Guided advanced as well as independent applications of problem solving ● Pacing meets both student needs and curricular timelines ● Students should be able to handle most tasks independently ● Students develop the ability to lead students in group situations
Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● Design of lessons and activities assumes some basic comprehension of reading and interpretation of instructional material. ● Applicable state standards are taught and assessed. 	<ul style="list-style-type: none"> ● Design of lessons and activities assumes comprehension of reading and application of writing through the synthesis of problem-solving activities ● Lessons and activities require application of more rigorous family and consumer science concepts ● Content exceeds applicable state standards in depth and breadth and explores more sophisticated and detailed material.

Prerequisite Expectations	<ul style="list-style-type: none"> ● Ability to follow either verbal or written multi-step directions 	<ul style="list-style-type: none"> ● Assumption of student proficiency in prerequisite skills based on successful completion of prerequisite courses.
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 to improve the quality of complex project 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 	<ul style="list-style-type: none"> ● Advanced applications of family and consumer science content. ● Awareness of career opportunities in family and consumer science fields.

Music

	College Prep	Honors/AP
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 tasks and activities with some support ● Students develop the ability to work independently and in group situations with some teacher support 	<ul style="list-style-type: none"> ● Independent applications of problem solving ● Independent pacing meets both student needs and curricular timelines. ● Students should be able to handle tasks independently.
Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● Skills are developed, practiced and mastered through the study of performance music at NYSSMA grades 2-4. ● All state standards are taught and assessed. 	<ul style="list-style-type: none"> ● Skills are developed, practiced and mastered through the study of performance music at NYSSMA grade 5. ● Written assignments show critique, analysis, and synthesis of previously learned music concepts. ● Content exceeds applicable state standards in depth and breadth and explores more sophisticated and detailed material.
Prerequisite Expectations	<ul style="list-style-type: none"> ● A curiosity towards creating music and collaboration. 	<ul style="list-style-type: none"> ● Mastery of basic level performance skills.

Quality and Proficiency of Student Work	<ul style="list-style-type: none">• Students are assessed on a sliding standard throughout the year with the expectations of high quality performances.	<ul style="list-style-type: none">• Students are assessed on a collegiate-level standard.
Learner Outcomes	<ul style="list-style-type: none">• Mastery of basic level skills.	<ul style="list-style-type: none">• Mastery of advanced level skills.

Technology and Engineering

	College Prep	Honors/AP
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 	<ul style="list-style-type: none"> ● Guided advanced as well as independent applications of problem solving ● Pacing meets both student needs and curricular timelines ● Students should be able to handle most technical tasks independently ● Students develop the ability to lead students in group situations
Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● Design of lessons and activities assumes some basic comprehension of reading and interpretation of instructional material and Student Learning Standards covered 	<ul style="list-style-type: none"> ● Design of lessons and activities assumes comprehension of reading and application of writing through the synthesis of problem-solving activities ● Lessons and activities require application of more rigorous mathematics and science concepts
Prerequisite Expectations	<ul style="list-style-type: none"> ● Computer literacy skills ● Basic Math functions 	<ul style="list-style-type: none"> ● At minimum, ability to apply mathematics and science concepts from concurrently enrolled and/or

		prior completed courses.
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 to improve the quality of complex project 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 	<ul style="list-style-type: none"> • Advanced applications of mathematics and science content. • Awareness of entrepreneurial opportunities in STEM.

Theatre Arts

	College Prep	Honors
Instructional Design	<ul style="list-style-type: none"> ● Moderately guided introductory performance skills. ● Examples of performance are studied ● Pacing meets both student needs and curricular timelines with flexibility to modify as needed ● Students develop the ability to work independently and in group situations with some teacher support 	<ul style="list-style-type: none"> ● Independent applications of problem solving ● Independent pacing meets both student needs and curricular timelines. ● Students should be able to handle tasks independently.
Breadth and/or Depth of Content	<ul style="list-style-type: none"> ● Skills are developed, practiced and mastered through the study of published performance scripts from various cultures and time periods. ● All state standards are taught and assessed. 	<ul style="list-style-type: none"> ● Skills are developed, practiced and mastered through the study of advanced published performance scripts from various cultures and time periods. ● Written assignments show critique, analysis, and synthesis of previously learned Theatre Arts concepts. ● Content exceeds state standards in depth and breadth and explores more sophisticated and detailed material.
Prerequisite Expectations	<ul style="list-style-type: none"> ● A curiosity towards Theatre Arts and collaboration. 	<ul style="list-style-type: none"> ● Mastery of basic level performance skills.
Quality and Proficiency of Student Work	<ul style="list-style-type: none"> ● Students are assessed on a sliding 	<ul style="list-style-type: none"> ● Students are assessed on a

	standard throughout the year with the expectations of high quality performances.	collegiate-level standard.
Learner Outcomes	<ul style="list-style-type: none"> • Mastery of basic level skills. 	<ul style="list-style-type: none"> • Mastery of advanced level skills.

Visual Arts

	College Prep	Honors/AP
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. 	<ul style="list-style-type: none"> • Independent work to create artwork 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"> • Design of lessons and activities assumes some basic comprehension of reading and interpretation of instructional material. 	<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

	<ul style="list-style-type: none"> All state standards are taught and assessed. 	<p>of diverse challenges, with an expectation of a higher quality finished product.</p> <ul style="list-style-type: none"> Content exceeds state standards in depth and breadth and explores more sophisticated and detailed material.
Prerequisite Expectations	<ul style="list-style-type: none"> Computer literacy skills Basic Math functions 	<ul style="list-style-type: none"> Knowledge of art elements and techniques
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"> 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 	<ul style="list-style-type: none"> Mastery of skills and understanding of essential content Development of conceptual ability

The following departments:

- Health, Safety and Physical Education

Have not been included, as there is no variation in course level offerings.

Last updated: January, 2019