## 2016-2017 <br> Programs of Study

## Introduction

The vision of the Passaic Public Schools is to be the best urban school system in New Jersey. In order to fulfill our vision, the mission of the Passaic Public Schools is to provide an excellent education that prepares our students for college and to earn high paying jobs. The 2016 - 2016 school year marked the formal presentation of a system wide focus. The Passaic Public Schools will provide every student the opportunity to graduate high school with a minimum of 15 college credits and/or a career certification.

Our 2016-2017 coherent and aligned curriculum addresses every subject, for every grade level, pre-kindergarten through twelfth grade. Such curriculum includes content standards, or expected student learning objectives, and a scope and sequence by grading period. It is inclusive of model lesson plans, teaching materials, and assessments, all of which are to be available for easy and timely access.

The Programs of Study serves as a foundational piece of our school system. By evaluating courses offered, selecting instructional materials for classrooms that offer both support and challenge to our students, and enhancing curricula on a continuous cycle, we look forward to updating the Programs of Study document each year, as we build a path for all Passaic Public School students to not just fulfill the requirements of obtaining 15 college credits and/or a career certification, but being equipped to utilize their skills and knowledge in such a way that they will be truly prepared for college and high paying jobs.

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# Elementary School Programs of Study 

## Prekindergarten

## Preschool

The Passaic Early Childhood Education Program ensures implementation of a comprehensive curriculum supported by research, aligned with the Preschool Standards, and linked to the New Jersey Core Curriculum Content Standards (6A:13A-5.1a). The Passaic Early Childhood Program has a mixed delivery system of district and contracted provider sites. The district sites are located in School \#3, \#6, \#7, \#8, \#15, \#15A, \#16, and \#17. The Provider sites are Children’s Day, Collegiate New Beginnings, Head Start I, Head Start II, and Urban Crisis. The Passaic Public Schools Preschool Program services 1,995 preschool children in 133 inclusive classrooms, as well as preschool disabled classrooms. The classrooms are mixed-age grouping of three year olds and four year olds. The teachers use the High/Scope Curriculum in the classrooms, which are aligned to the New Jersey Preschool Standards. Additionally, teachers use High/Scope’s Growing Readers for Language Literacy and Numbers Plus for Mathematics. Children are assessed throughout the school year using the Child Observation Record (COR), a performance based assessment. Through rich early childhood experiences, the student will be prepared when entering Kindergarten.

## Elementary Schools Performing Arts

## Elementary Band 4-12

Students move across the spectrum of learning instrumental techniques while exploring challenging musical pieces. Learning to play in sync with other musicians while reading music is stressed at appropriate developmental levels.

## Elementary String Ensemble 4-6

Students move across the spectrum of learning instrumental techniques while exploring challenging musical pieces. Learning to play in sync with other musicians while reading music is stressed at appropriate developmental levels.

## General Music K-6

The curriculum comprises singing, playing of classroom instruments, critical listening/responding to music, and moving to music. Students are asked to analyze and describe music, and begin to identify and be able to explain the elements of music and other components, such as rhythm, melody, and harmony. Students are also guided to expand their vocal skills and consider taking up an instrument.

## Visual Arts

## General Art 4-6

Students are guided and supported in creating and exploring a variety of art forms, materials, and techniques. Students look at, talk, and write about art from different cultures and times, as well as their own art and art of peers. The elements of art and principles of design are the anchor for Students to use creative, critical and design thinking processes in solving design challenges.

## English as a Second Language and Bilingual Education

## English as a Second Language and Bilingual Education 4-6

In grades Kindergarten - 6, a self-contained bilingual/ESL classroom exists at each grade for all level 1, 2, and 3 students. The Spanish bilingual program is designed to facilitate the acquisition of reading and writing skills in the student's native language in order to establish a firm foundation for the transfer of literacy skills to English. Level 4 students are placed in advanced bilingual settings and receive instruction in English from an ESL certified teacher. The self-contained Spanish bilingual program parallels the appropriate grade level general education program curriculum and follows CCCS and/or NJCCCS and WIDA Standards in the areas of Reading, Language Arts, Mathematics, Science, Social Studies, and Health. Students also receive instruction in ESL, Art, Music, and Physical Education. Students' language proficiency will be continually monitored and assessed. Students will exit the Bilingual/ESL program when they meet the criteria designed to ensure their success in main stream classes.

## English / Language Arts

## Kindergarten English / Language Arts

The Kindergarten Language Arts and Literacy block follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Reading Street is the major resource that is used to teach the curriculum. The text that is used is the Reading Street student edition. The teachers use leveled content area readers and Scholastic non-fiction books to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for four genres per school year. Mentor texts are used to model author’s craft for the students. Students will identify connections between pictures and text.

The Grade 1 Language Arts and Literacy block follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. The Reading Workshop model is used during the ELA block. Reading Street is the major resource that is used to teach the curriculum. The text that is used is the Reading Street student edition. The teachers use leveled content area readers and Scholastic non-fiction books to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for four genres per school year. Mentor texts are used to model author's craft for the students. Students will compare and contrast point of view.

## Grade 2 English Language Arts

The Grade 2 Language Arts and Literacy block follows both the CCCS and NJCCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. The Reading Workshop model is used during the ELA block. Reading Street is the major resource that is used to teach the curriculum. The text that is used is the Reading Street student edition. The teachers use leveled content area readers and Scholastic non-fiction books to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for four genres per school year. Mentor texts are used to model author's craft for the students. Students will ask and answer questions dealing with who, what, when, where, and why. Students are introduced to chapter books during second grade.

## Grade 3 English Language Arts

The Grade 3 Language Arts and Literacy block follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Reading Street is the major resource that is used to teach the curriculum. The text that is used is the Reading Street student edition. The teachers use leveled content area readers and Scholastic non-fiction books to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for four genres per school year. Mentor texts are used to model author's craft for the students. Students are using chapter books for independent reading and small group activities.

## Grade 4 English / Language Arts

The Grade 4 Language Arts and Literacy block follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Reading Street (Calle de la lectura for native Spanish language instruction) is the major resource that is used to teach the curriculum. The text that is used is the Reading Street (Calle de la lectura) student edition. Teachers have the option to use the following novels for their read alouds: Nicky Fifth's Garden State Adventure, Tales of a Fourth Grade Nothing, Superfudge (available in Spanish), Sign of the Beaver (available in Spanish), and The Color of My Words (available in Spanish). An additional Spanish title is Doble Fudge. Leveled content area readers and Scholastic non-fiction books are used to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for five genres per school year. Mentor texts are used to model author's craft for the students. Students will determine a theme. Students are using chapter books for independent reading and small group activities.

## Grade 5 English / Language Arts

The Grade 5 Language Arts and Literacy block follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Reading Street (Calle de la lectura) is the major resource that is used to teach the curriculum. The text that is used is the Reading Street (Calle de la lectura) student edition. Teachers have the option to use the following novels for their read alouds: Pedro's Journal (available in Spanish), George Washington's Socks, By the Great Horn Spoon and Freedom Train. Additional novels available in Spanish are: No me llamo Angelica, La casa de la pradera, El rojo emblema del valor, El rio que nos divide, and Huida a Canada. Leveled content area readers and Scholastic non-fiction books are used to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for five genres per school year. Mentor texts are used to model author's craft for the students. Students are using chapter books for independent reading and small group activities.

## Grade 6 English / Language Arts

The Grade 5 Language Arts and Literacy block follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Reading Street (Calle de la lectura) is the major resource that is used to teach the curriculum. The text that is used is the Reading Street (Calle de la lectura) student edition. Teachers have the option to use the following novels for their read alouds: Pedro's Journal (available in Spanish), George Washington's Socks, By the Great Horn Spoon and Freedom Train. Additional novels available in Spanish are: No me llamo

Angelica, La casa de la pradera, El rojo emblema del valor, El rio que nos divide, and Huida a Canada. Leveled content area readers and Scholastic non-fiction books are used to teach small group guided reading. Writer's Workshop is the format for writing instruction. Students write a baseline and a published product for five genres per school year. Mentor texts are used to model author's craft for the students. Students are using chapter books for independent reading and small group activities.

## Library Media

## Library Media K-2

This course consists of keyboarding, library skills, Internet Safety and technology literacy. Students are encouraged to utilize the library in conjunction with the topics and themes they are exploring in their grade level classrooms. Lessons are designed to support grade level skills while allowing students to explore books that interest them.

## Mathematics

## Kindergarten Mathematics

The Kindergarten Math block follows both the CCCS. Students use numbers, including written numerals, to represent quantities and to solve quantitative problems, such as counting objects in a set; counting out a given number of objects; comparing sets or numerals; and modeling simple joining and separating situations with sets of object. Students choose, combine, and apply effective strategies for answering quantitative questions, including quickly recognizing the cardinalities of small sets of objects, counting and producing sets of given sizes, counting the number of objects in combined sets, or counting the number of objects that remain in a set after some are taken away. Students also describe their physical world using geometric ideas (e.g., shape, orientation, spatial relations) and vocabulary. They identify, name, and describe basic twodimensional shapes, such as squares, triangles, circles, rectangles, and hexagons, presented in a variety of ways (e.g., with different sizes and orientations), as well as three-dimensional shapes such as cubes, cones, cylinders, and spheres. They use basic shapes and spatial reasoning to model objects in their environment and to construct more complex shapes.

## Grade 1 Mathematics

The Grade 1 Mathematics Program follows both the CCCS and NJCCS. In this course, Grade 1 students develop strategies for adding and subtracting whole numbers based on their prior work with small numbers. Students use a variety of models, including discrete objects and length-based models, to model add-to, take-from, put-together, take-apart,
and compare situations to develop meaning for the operations of addition and subtraction, and to develop strategies to solve arithmetic problems with these operations. Students understand connections between counting and addition and subtraction. They use properties of addition to add whole numbers and to create and use increasingly sophisticated strategies based on these properties to solve addition and subtraction problems within 20. By comparing a variety of solution strategies, children build their understanding of the relationship between addition and subtraction. Students develop, discuss, and use efficient, accurate, and generalizable methods to add within 100 and subtract multiples of 10 . They compare whole numbers (at least to 100) to develop understanding of and solve problems involving their relative sizes. They think of whole numbers between 10 and 100 in terms of tens and ones (especially recognizing the numbers 11 to 19 as composed of a ten and some ones). Students compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes. The curriculum will be realigned to the newly adopted New Jersey Student Learning Standards in Mathematics by September 2017. compose and decompose plane or solid figures and build understanding of part-whole relationships as well as the properties of the original and composite shapes.

## Grade 2 Mathematics

The Grade 2 Mathematics program follows both the CCCS and NJCCS. In this course students will extend their understanding of the base-ten system. This includes ideas of counting in fives, tens, and multiples of hundreds, tens, and ones, as well as number relationships involving these units, including comparing. Students understand multi-digit numbers (up to 1000) written in base-ten notation, recognizing that the digits in each place represent amounts of thousands, hundreds, tens, or ones. Students will use their understanding of addition to develop fluency with addition and subtraction within 100. They solve problems within 1000 by applying their understanding of models for addition and subtraction, and they develop, discuss, and use efficient, accurate, and generalizable methods to compute sums and differences of whole numbers in base-ten notation, using their understanding of place value and the properties of operations. They select and accurately apply methods that are appropriate for the context and the numbers involved to mentally calculate sums and differences for numbers with only tens or only hundreds. Students recognize the need for standard units of measure (centimeter and inch) and they use rulers and other measurement tools with the understanding that linear measure involves an iteration of units. Students describe and analyze shapes by examining their sides and angles. Students investigate, describe, and reason about decomposing and combining shapes to make other shapes. Through building, drawing, and analyzing twoand three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades

## Grade 3 Mathematics

The Grade 3 Mathematics program follows both the CCCS and NJCCS. In this course, students develop an understanding of the meanings of multiplication and division of whole numbers through activities and problems involving equal-sized groups, arrays, and area models. Students use properties of operations to calculate products of whole numbers, using increasingly sophisticated strategies based on these properties to solve multiplication and division problems involving single-digit factors. By comparing a variety of solution strategies, students learn the relationship between multiplication and division. Students develop an understanding of fractions, beginning with unit fractions. They solve problems that involve comparing fractions by using visual fraction models and strategies based on noticing equal numerators or denominators. Students recognize area as an attribute of two-dimensional regions. Students describe, analyze, and compare properties of twodimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole

## Grade 4 Mathematics

The Grade 4 Mathematics program follows both the CCCS and NJCCS. Grade 4 students will generalize their understanding of place value to $1,000,000$, understanding the relative sizes of numbers in each place. They apply their understanding of models for multiplication (equal-sized groups, arrays, and area models), place value, and properties of operations, in particular the distributive property, as they develop, discuss, and use efficient, accurate, and generalizable methods to compute products of multi-digit whole numbers. Depending on the numbers and the context, they select and accurately apply appropriate methods to estimate or mentally calculate products. They develop fluency with efficient procedures for multiplying whole numbers; understand and explain why the procedures work based on place value and properties of operations; and use them to solve problems. Students apply their understanding of models for division, place value, properties of operations, and the relationship of division to multiplication as they develop, discuss, and use efficient, accurate, and generalizable procedures to find quotients involving multi-digit dividends. They select and accurately apply appropriate methods to estimate and mentally calculate quotients, and interpret remainders based upon the context. Students develop understanding of fraction equivalence and operations with fractions. Students extend previous understandings about how fractions are built from unit fractions, composing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number. Students describe, analyze, compare, and classify two-dimensional shapes. Through building, drawing, and analyzing two-dimensional shapes, students deepen their
understanding of properties of two-dimensional objects and the use of them to solve problems involving symmetry.

## Grade 5 Mathematics

The Grade 5 Mathematics program follows both the CCCS and NJCCS. Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. The students develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them. Students also use the meaning of fractions, of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for multiplying and dividing fractions make sense. Students use the relationship between decimals and fractions, as well as the relationship between finite decimals and whole numbers, to understand and explain why the procedures for multiplying and dividing finite decimals make sense. They compute products and quotients of decimals to hundredths efficiently and accurately. Students recognize volume as an attribute of three-dimensional space. They understand that volume can be measured by finding the total number of same-size units of volume required to fill the space without gaps or overlaps. They understand that a 1unit by 1 -unit by 1 -unit cube is the standard unit for measuring volume. Students understand iterating layers and that volume is additive.

## Grade 6 Mathematics

The Grade 6 Mathematics program follows both the CCCS and NJCCS. Students will explore important properties of whole numbers. Students will understand the relationships among factors, multiples, divisors, and products and why two expressions are equivalent. Students will develop skills in using fractions, decimals, ratios, and percent to measure and compare quantities. Students will develop an understanding of the four basic arithmetic operations with fractional numbers and solve problems involving fractions. Students will explore the areas and perimeters of figures, especially for triangles and quadrilaterals. The students understanding of area will be extended to include surface area and volume of three-dimensional figures. Students will understand estimation as a tool for a variety of situations, including checking answers and making decisions. They will revisit and develop meanings for the four arithmetic operations on whole numbers and decimals, and skill at using algorithms for each decimal operation. Students will develop an understanding of various contexts in which percentages are used, including sales tax, tips, discounts and percent increases. Students will develop understanding of variables and how they are related. Students will use variables to represent unknown values and equations to represent relationships. Lastly, students will understand and use the process of statistical investigation: pose questions, collect and analyze data, and make interpretations to answer questions.

## Physical Education and Health

## Physical Education K-6

Students will learn to develop patterns and combinations of movements using loco-motor and non-loco motor skills. Students will learn to analyze their performance in order to learn or improve a movement skill. Students will continue to learn fitness concepts and participate in a variety of fitness development exercises. Working together as part of a group, students will learn to appreciate personal differences and value the rights of others. Units of Instruction include field games, individual performance activities, invasion games, net games and target games.

## Health K-6

Students will learn about healthy food selection, the importance of exercise, and how the systems of the body work together. The importance of personal hygiene, health care, and rest are also part of the common threads that go through each grade level. Students also begin to discuss emotional health, and identify people and places that can assist them with both their physical and emotional health.

## Science

## Kindergarten Science

In this course, the thinking processes developed are observing, comparing, and communicating. Students focus on scientific reasoning and technology. The thinking processes developed are comparing, communicating, and observing. Plants, animals, earth and space are used to introduce scientific process skills. The science process skills developed are comparing, communicating, organizing and recording data, predicting, classifying, inferring, making models, and observing. The course is developed using the FOSS curriculum model, focused on science exploration. The NJ student learning standards-science, NJSLS-S, will be aligned by the 2017-2018 school year.

## Grade 1 Science

In this course, the thinking processes developed are observing, comparing, and communicating. Students focus on scientific reasoning and technology. The thinking processes developed are comparing, communicating, and observing. Plants, animals, earth and space are used to introduce scientific process skills. The science process skills developed are comparing, communicating, organizing and recording data, predicting, classifying, inferring, making models, and observing.

## Grade 2 Science

Students study pebbles, sand, silt, states of matter, balance and motion, and new plants. The thinking processes developed are observing, recording, communicating, and comparing. The course is developed using the FOSS curriculum model, focused on science exploration.

## Grade 3 Science

Students study the sun, moon, stars, water, magnetism, and electricity. Food chains and webs are also introduced. The thinking processes developed are observing, recording, collecting and analyzing data, predicting, explaining, and communicating. The course is developed using the FOSS curriculum model, focused on science exploration.

## Grade 4 Science

Students study the human body, solar system, physics of sound, and structures of life. The thinking processes developed are comparing, communicating, organizing, recording, relating, and observing. The course is developed using the FOSS curriculum model, focused on science exploration.

## Grade 5 Science

Students study the concept of variables, focusing on scientific reasoning and technology. Landforms, environments, and earth science make up the remainder of the school year. The thinking processes developed are comparing, organizing, planning, conducting investigations, analyzing results, communicating findings, interpreting information from maps, and considering the strengths and limitations of models and simulations. The course is developed using the FOSS curriculum model, focused on science exploration.

## Grade 6 Science

The goal of science education is to enable students to gain sufficient knowledge of the science and engineering practices, crosscutting concepts, and disciplinary core ideas to engage in public discussions on science-related issues, to be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. The integrated middle school curriculum engages students in a variety of topics. Grade 6 students will study 7 units which include Matter and Energy in Organisms and Ecosystems, Interdependent Relationships in Ecosystems, Forces and Motion, Types of Interactions, Earth Systems, Astronomy, and Weather and Climate. These units have been aligned to the NJ student learning standard-science, NJSLS-S.

## Social Studies

## Kindergarten Social Studies

The kindergarten Social Studies program consists of the study of responsibility and family, family and community, patriotism and citizenship, and the environment. Students will identify the structures that make up their community, and explain how they interact.

## Grade 1 Social Studies

The first grade Social Studies program consists of the study of equality, economics, and exploration of the United States and the world. Students will explain how geography impacts history, and develop the concept of individual rights.

## Grade 2 Social Studies

The second grade Social Studies program consists of the study of relative location and exploration, municipal government, government and legislation, and culture and customs. Students will compare and contrast the roles of local, state, and national governing bodies.

## Grade 3 Social Studies

The third grade Social Studies program consists of the study of trade and transportation, innovation, diversity, and conflict. Students define different types of conflict, and explain cause and effect related to interactions of people and nations.

## Grade 4 Social Studies

The fourth grade Social Studies program consists of the study of New Jersey, Native Americans, and cultural diversity. Students will identify the current issues facing New Jersey and develop solutions to these challenges.

## Grade 5 Social Studies

The fifth grade Social Studies program consists of the study of colonization, the American Revolution, westward expansion, and the United States Civil War. Students will identify how these events shaped the development of modern America.

## Grade 6 Social Studies

The sixth grade Social Studies program consists of the study of hunters and gatherers, early farming, Mesopotamian Civilization, Ancient Egypt, Ancient Africa, Ancient China, Ancient India, and Mesoamerica. Students will compare and contrast these civilizations and make connections between their development.

## Technology

## Technology K-2 / Computer Literacy

This course introduces students to the concept of technology supporting academic endeavors. Students will complete tasks that build a foundation for the independent use of technology to present ideas and convey information.

## Technology 3-6 / Computer Applications

This course introduces students to the concept of technology supporting academic endeavors. Students will complete tasks that build a foundation for the independent use of technology to present ideas and convey information. Using word processing programs, spread sheets, and web based applications, students will be asked to present solutions to problems that could not be accomplished without the use of technology.

## World Languages

## World Languages K-6

This course is designed to provide students with an introduction to both the Spanish language and the cultures of Spanish speaking people. Students will utilize grade level vocabulary to write and engage in conversations with their classmates. An emphasis will be placed on engaging in informative discourse while asking and answering questions. As students move through the program into the upper elementary grade levels, reading and writing in Spanish, and the further development of interpretive skills will be a focus.

# Abraham Lincoln Middle School Programs of Study 

## Advancement Via Individual Determination (AVID) Seminar

## Grade 7 AVID Seminar

Students will participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their growth academically. Students learn skills such as time management, note taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which are graded regularly. AVID stresses the importance of writing as a tool for learning. This strategy forms the basis of all assignments.

## Grade 8 AVID Seminar

Students will participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their growth academically. Students learn skills such as time management, note taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which are graded regularly. AVID stresses the importance of writing as a tool for learning. This strategy forms the basis of all assignments.

## Performing Arts

## Grades 7 and 8 Concert Band

Students will experience all aspects of concert band performance including the learning of and developing of personal and group instrumental development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Grades 7 and 8 Concert Choir

Students will experience all aspects of choral music performance including the learning of and developing of vocal building techniques, vocal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Grades 7 and 8 Strings

Students will experience all aspects of strings performance including the learning of and developing of personal and group instrumental development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Visual Arts

## Grades 7 and 8 General Art

Students will focus on developing skills, which include drawing, painting, sculpture, ceramics, and collage. They will have the opportunity to experiment and refine skills using a variety of art media. The elements of art and principles of design will be emphasized throughout. Hands-on activities provide students the opportunity to practice creative and critical problem solving.

## Computers

## Introduction to Computer Applications / Keyboarding 7

The goal of this course is to develop the psychomotor skill of keyboarding that will serve students throughout their school and employment careers. Proficiency in keyboarding is necessary for subsequent courses in word processing and other computer applications.

## Computer Information Technology 8

The goal of this course is to familiarize and reinforce student understanding of computer applications including word processing, spreadsheets, and presentations. Computer Education equips the student with essential skills and knowledge necessary to use computer hardware and software in daily life and occupational tasks. Students will also apply effective oral and written communication techniques along with proper computer application strategies.

## English as a Second Language and Bilingual Education

## ESL/Language Arts - Grades 7 and 8

The Grade 7 and 8 Language Arts and Literacy programs follow the Common Core State Standards from the New Jersey Department of Education. These courses are designed to align with the 7th and 8th grade English Language Arts general education courses.
Fiction and non-fiction texts are utilized, with the scaffolding necessary, to teach the standards to English Language Learners (ELLs). In addition, teachers differentiate
instruction in guided reading groups and small group activities. An additional emphasis is placed on learning the structure of the English language as well as the forms of writing necessary for success in mainstream Language Arts classes.

## Bilingual Social Studies - Grades 7 and 8

Both classes are designed to parallel the 7th and 8th grade Social Studies mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level Social Studies Standards. They support content vocabulary development as well as academic discourse of Social Studies.

## Bilingual Mathematics - Grades 7 and 8

The Grade 7 and 8 Mathematics programs follow the WIDA and Common Core State Standards from the New Jersey Department of Education and parallel the general education courses. These courses are designed for ELL students to support the development of the mathematics and language skills necessary for success in grade level math. Problem solving, communication, concept representation, and connections among mathematical ideas are presented in a hands-on learning environment.

## Bilingual Science - Grades 7 and 8

These classes are the science courses for ELL students and parallel the general education courses. They are designed to develop the academic language of science through scaffolded hands-on experiences. Students explore the scientific process along with key vocabulary and concepts.

## Bilingual English Language Arts - Grade 7

The Grade 7 Bilingual Language Arts and Literacy class aligns with the grade 7 general education English Language Arts curriculum and the Common Core State Standards from the New Jersey Department of Education. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Fiction and non-fiction texts are utilized to teach the standards. The following novels are being used as core novels: El ladron del rayo, Yo soy Malala, Me llamo Maria Isabel, Esperanza Rising. Two genres of writing are taught each marking period.

## Bilingual English Language Arts - Grade 8

The Grade 8 Bilingual Language Arts and Literacy class aligns with the grade 8 general education English Language Arts curriculum and the Common Core State Standards from the New Jersey Department of Education. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Fiction and non-fiction texts are utilized to teach the standards. The following novels are used as core novels:

Rebeldes, Diario de una adolescente, and Esperanza renace. Two genres of writing are taught each marking period.

## English / Language Arts

## Grade 7 English / Language Arts

The Grade 7 English Language Arts follows both the CCCS and NJCCS. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Fiction and non-fiction texts are utilized to teach the standards. The following novels are being used as core novels: Life of Pi, Mary, Bloody Mary, I am Malala, and The Lightning Thief. In addition, teachers utilize the Collections Anthology. Two genres of writing are taught each marking period.

## Grade 8 English / Language Arts

The Grade 8 Language Arts and Literacy block follows the Common Core State Standards from the New Jersey Department of Education. The curriculum is aligned to these standards and the teachers identify the standards in their daily lesson plans. Fiction and non-fiction texts are utilized to teach the standards. The following novels are used as core novels: Night, Nothing but the Truth, Esperanza Rising, and The Outsiders. In addition, teachers utilize the Collections Anthology. Two genres of writing are taught each marking period. The curriculum will be realigned to the newly adopted New Jersey Student Learning Standards in ELA by August, 2017.

## Mathematics

## Pre-Algebra - Grade 7

In this course, a strong emphasis is placed on the continued study of integers, order of operations, variables, expressions and equations. Students will solve and graph equations and inequalities, write and solve proportions and explore geometry, statistics and graph concepts. Students will synthesize and algebraically represent situations to solve problems, especially those involving linear relationships.

## Algebra 1 - Grade 8

Basic operations with positive and negative numbers and equations are studied. Powers, roots, and verbal problems are introduced and discussed. Polynomial functions and graphs, as well as, factoring are studied and stressed in depth.

## Physical Education and Health

## Health - Grades 7 and 8

The seventh grade Health curriculum is designed to familiarize students with issues they will encounter during their middle school years. The curriculum focuses on exposing students to choices which will have a positive impact on their health. Units covered include communicable diseases, wellness, tobacco, skeletal system, muscular system, and fitness. The grade 8 Health curriculum is designed to help students take an active role in protecting, maintaining, and improving their health. Students study Sexually Transmitted Infections, Acquired Immune Deficiency Syndrome, nutrition, alcohol and drugs, Cardio Pulmonary Resuscitation, circulatory system, eating disorders, and fitness.

## Physical Education - Grades 7 and 8

Students participate in units of Field Games, individual performance activities, invasion games, net games and target games. The students receive instruction in rules, skills, and strategies associated with the different sports as well as learning experiences involving physical conditioning activities. The students will also have opportunities to become involved in life-long physical activities through individual sport units. The program promotes the spirit of cooperation, leadership, fair play, and friendly competition.

## Science

## Science - Grade 7

The goal of science education is to enable students to gain sufficient knowledge of the science and engineering practices, crosscutting concepts, and disciplinary core ideas to engage in public discussions on science-related issues, to be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. The integrated middle school curriculum engages students in a variety of topics. Grade 7 students will study 6 units which include Interactions of Matter, Chemical Reactions, Structure, Function, Growth, Development, and Reproduction of Organisms, Body Systems and Inheritance and Variations of Traits.

## Science - Grade 8

The goal of science education is to enable students to gain sufficient knowledge of the science and engineering practices, crosscutting concepts, and disciplinary core ideas to engage in public discussions on science-related issues, to be critical consumers of scientific information related to their everyday lives, and to continue to learn about science throughout their lives. The integrated middle school curriculum engages students in a variety of topics. Grade 8 students will study 6 units which include Evidence of Common Ancestry, Selection and Adaptation, Earth and Human Activity, Relationships Among Forms of Energy, Thermal Energy and The Electromagnetic Spectrum.

## Social Studies

## Social Studies - Grade 7

The seventh grade Social Studies program consists of the study of Ancient Greece, Ancient Rome, Asian Civilizations, the rise and spread of Islam, Europe in the Middle Ages, and exploration and colonization. Students will compare and contrast the legacies and contributions of these civilizations. The impact of these policies on modern culture, science, and philosophy will be explored.

## Social Studies - Grade 8

The eighth grade Social Studies course traces the history of the United States from its development as a nation- Revolutionary War through Reconstruction (1776 - 1896). As they develop knowledge of the historical record of the United States, the students will also acquire an understanding of the impact of democracy on the state, the people, and the system of law in our society. The role of the leaders in the emergence of our basic system and the U.S. Constitution will also be covered. The creation of the American Republic, the development of the nation, and the causes and events of the Civil War will make up an integral part of the course.

## World Language

## Spanish - Grade 7

This course fosters a gradual introduction to language through listening, speaking, reading and writing, a part of the proficiency based method that considers all four basic skills important factors in the student's language development. Reading and writing are developed in conjunction with appropriate materials. The cultural influences of the country studied are explained through videos and other media.

## Spanish - Grade 8

Students will be asked to communicate in Spanish through interpersonal speaking and writing, presentational speaking and writing, and interpretive reading and listening. Class will be conducted primarily in Spanish with the goal of helping each student become a competent communicator.

## Passaic Gifted and Talented Academy Programs of Study

## Academics

In addition to the courses offered in our Elementary and Abraham Lincoln Middle School Programs of Study, students attending the Passaic Gifted and Talented Academy will have the following courses available to them:

## Media Literacy - Grades 5, 6, 7, and 8

Through this course of study students will be immersed in the history of print and digital media as a form of communication and the impact it has on society and culture. Students will refine their creative writing and news reporting skills, work independently and collaboratively, and adhere to publishing deadlines to regularly publish print and digital periodicals.

## Holocaust and Genocide Studies - Grades 7 and 8

Students will use knowledge and patterns of history to better understand the present and prepare for the future. Students will conduct independent and collaborative research to create a rationale as to why the public should be educated on conflicts including a quote, implication if this conflict should go unnoticed, and the impact this conflict will have on the future. Students will choose a digital platform to spread your message in order to bring about change and education regarding genocide or social injustice. Students will choose a celebrity to be the face/ambassador for your cause and also research one charity that aligns with your genocide's social injustice.

## Civil Liberties and Equal Opportunities - Grades 5, 6, 7, and 8

What changes the world? How much power do young people have to change the world? Who do we remember in history? Who else deserves to be remembered? Students will research and propose answers to these long standing questions by analyzing the history and effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education in promoting civil liberties and equal opportunities.

## History Through Literature - Grades 5, 6, 7, and 8

History Through Literature will engage students in multiple historical fiction novels simultaneously. Students will lead literature circles to discuss the novels, and to also learn about the history event serving as the backdrop in the novel. Each literature circle will present the themes of the book and pertinent information about the historical event to their classmates. Throughout the course, students will be writing literary analysis pieces that correspond to their respective novels. The culminating goal of this course is to have each student develop their own historical fiction piece, written during a time period of
their choosing. This original writing piece will be entered in a regional writing competition.

Introduction to Anthropology - Grades 5, 6, 7, and 8
Introduction to Anthropology will provide the students with an overview of the four main branches of anthropology: biological anthropology, cultural anthropology, linguistic anthropology, and archaeology. Students will engage in a variety of activities in order to explore these branches. Field trips will be taken to museums in our area so students may explore the past, and inquire about it both independently and in small groups. Students will also take virtual museum field trips within the classroom. There will be opportunities during this course for students to create and explore their own archaeological digs right within the classroom. The culminating goal of the course will be a student led "Anthropology Day" complete with archaeological digs for our younger peers, and presentations on our museum observations.

## Model United Nations - Grades 5, 6, 7, and 8

Model United Nations will help the students evaluate the point of view of a world nation on a global issue. The understanding of issue will be written in a position paper with well-developed claims and evidentiary support. Throughout the course, students will assume the role of a United Nations ambassador, and have an opportunity to plan position papers for a variety of global issues (i.e. world hunger, air pollution, technology in the third world.) Students will have a deep understanding of where various countries stand on multiple issues affecting our world. The culminating goal of the course is a regional model United Nations competition in New York City.

## Performing Arts

## World Music - Grades - 2, 3, 4, 5, 6, 7, and 8

Students will compose original songs and music that depict influences from cultures around the world. Through research and exploration students will develop theoretical, analytical, cultural and historical knowledge of music necessary to support an informed and rich relationship with music through composing, performing and critical listening. Student composed pieces will demonstrate that the study of music through time and society is a reflection of new ideas, as well as the historical roots, accomplishments, and failures of cultures.

Improvisation: Vocal \& Instrumental - Grades - 2, 3, 4, 5, 6, 7, and 8
Students will creatively improvise in a broad range of musical contexts utilizing the stylistic elements of improvisation. Students will become skilled at: utilizing different musical techniques to improvise vocally or instrumentally; improvising in a variety of
musical contexts/genres; improvising within different musical repertoire; and responding to other musicians through improvisation.

Solo \& Ensemble Instrumental Music - Grades - 2, 3, 4, 5, 6, 7, and 8
Students will perform a repertoire on an instrument within a solo or small ensemble setting. Utilizing musicianship skills students will successfully perform multiple pieces of music in a variety of genres, learn to self- and peer-evaluate a performance, set goals, and create an improvement plan.

## Strings - Grades 5, 6, 7, and 8

Students will explore and develop a repertoire in viola/violin using executive, musicianship, and artistic skills and knowledge. As the students progress, they will acquire technical skills and understanding to physically play string instruments, and understand elements of rhythm, aural skills, and note reading. Performances and original compositions will demonstrate students understanding of the expressive side of musicmaking, improvisation, style, and influence.

## Piano - Grades 5, 6, 7, and 8

Students will explore and develop a repertoire in piano using executive, musicianship, and artistic skills and knowledge. As the students progress, they will acquire technical skills and understandings to physically play the piano, and understand elements of rhythm, aural skills, and note reading. Performances and original compositions will demonstrate students understanding of the expressive side of music-making, improvisation, style, and influence.

## Technology/Engineering

## Introduction to Photography - Grades 2, 3, and 4

Students will create photography that can be used in a variety of mediums (web design, journalism, storytelling, gallery presentation, competition). Students will develop and showcase their personal style in a gallery style photo display where students will mount and display their best work.

## Engineering Is Elementary (EiE) - Grades 2, 3, and 4

Engineering is Elementary is a rigorously researched, classroom-tested curriculum that increases students' interest in and confidence about engineering. EiE is designed to encourage all children to envision themselves as potential engineers. EiE’s units present fun, engaging engineering challenges that allow students to apply science knowledge in meaningful ways. Each unit is introduced by a storybook about a child who solves a
problem through engineering. Set in locations around the world, the storybooks integrate literacy and social studies-and provide context and meaning for the hands-on activities that follow. In addition to introducing students to the excitement of engineering, EiE fosters valuable cognitive skills such as critical thinking, collaboration, communication, creativity, flexibility, persistence, and learning from failure. Units of study include topics in physical, life and earth sciences.

Videography - Grades 2, 3, and 4
Each student production tam will use a variety of digital production tools to write, produce, and publish a short film to be debuted during a Student Film Festival. Students will learn film vocabulary, camera angles and shots, lighting, story boarding, and editing software to produce a piece that incorporates plot, characters, setting, conflict, resolution, and rising and falling action.

## Mobile Application Design for the Web - Grades 5, 6, 7, and 8

Students will create a web-based mobile application that will run on iOS and Android devices using the Chrome Web Browser. They are introduced to web page application planning, user interface design and programming appropriate for young learners. Through this, students will learn to collaborate, investigate problem solving techniques, persevere, and about internet safety.

## Coding - Grades 5, 6, 7, and 8

Students will create computer programs with loops and events, and write algorithms for everyday tasks. Students are introduced to visual programming with "Blocky," a visual tool that makes programming computer code easy to visualize for young learners. .
Through this, students will learn to collaborate, investigate problem solving techniques, persevere, and about internet safety. At the end of the course students will have created and shared an original game or story.

## STEAMtrax: 3D Printing - Grades 5, 6, 7, and 8

STEAMtrax is an innovative new curriculum that integrates engineering and 3D printing technology with core academic knowledge in science, math, language arts, social studies, and art. In the true spirit of the Framework for 21st Century Learning skills, students are engaged in relevant learning scenarios that encourage the essential skills of problem solving, collaboration, communication, clear and critical thinking as well as developing core academic knowledge. Each lesson imbeds 3D design, printing and scanning technology as an integral part of the STEAMtrax Engineering Process.

## Technology Student Association - Grades 5, 6, 7, and 8

The Technology Student Association fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM); members apply and integrate these concepts through co-curricular activities, competitions, and related programs. A detailed example of a unit of study is:

Biotechnology: Participants (three teams per state) conduct research on a contemporary biotechnology issue of their choosing, document their research, and create a display. The information gathered may be student-performed research or a re-creation or simulation of research performed by the scientific community. If appropriate, a model or prototype depicting some aspect of the issue may be included in the display. Semifinalist teams make a presentation and are interviewed about their topic.

Other units include: CAD Foundations ,Career Prep, Catapult Design, Challenging Technology Issues, Community Service Video, Construction Challenge, Digital Photography, Dragster, Electrical Applications, Environmental Engineering, Essays on Technology, Flight, Forensic Technology, Geospatial Technology, Inventions and Innovations, Junior Solar Sprint, Leadership Strategies, Mass Production, Medical Technology, Microcontroller Design, Prepared Speech, Problem Solving, Promotional Marketing, STEM Animation, Structural Engineering, System Control Technology, Tech Bowl, Technical Design, Video Game Design, Website Design.

## Visual Arts

Introduction to Elements of Art, Design, and Expression - Grades 2, 3, and 4
Students will be able to independently use their learning effectively and creatively use elements of art to express themselves. Students will work individually and collaboratively to create two- and three- dimensional works of art that make cohesive visual statements and employ the elements of art and principles of design. Student art work will incorporate studies in line, shape, color, monochromatic color, space, form, texture, and implied texture.

## Art of Ancient Cultures - Grades 5, 6, 7, and 8

Building on learned and mastered concepts from grades 2-4 students will deepen their understanding of the elements of art, expression, and design and create high quality work through ongoing reflection and collaboration. Units of study have been designed to permit students to create an exploratory series of artwork that reflects the themes, styles, and materials of: prehistoric man; ancient Egyptian, Sumerian, and Assyrian cultures; Greece; and Rome.

## Studio Art: Sculpture - Grades 5, 6, 7, and 8

Students will apply various sculpting media, art mediums, technologies, and processes in the creation of allegorical, theme-based, three dimensional works of art, using tools and technologies that are appropriate for the following mediums: paper, paper mache, wire, ceramics, and 3D printing.

## Studio Art: Drawing - Grades 5, 6, 7, and 8

Students will incorporate various art elements and the principles of balance, harmony, unity, emphasis, proportion, and rhythm/movement in the creation of two-dimensional artworks, using a broad array of drawing mediums to enhance the expression of creative
ideas. Students will explore various drawing techniques to create a thematic series of portfolio works of art.

## Physical Education

Motor Skills Development - Grades 2, 3, and 4
Students will be able to use their basic motor skills at different speeds, know how to become stronger and faster, and how practicing good sportsmanship can help them enjoy and maintain a healthy athletic lifestyle.

## Wellness \& Sportsmanship - Grades 2, 3, and 4

Students will begin to take responsibility for their own mental and physical health as an essential step towards developing and maintaining a healthy, active lifestyle. Students will learn the vital role that nutrition and cleanliness have in contributing to maintaining a strong immune system. Students will learn to identify and appropriately display positive and negative emotions and understand that personal choices can enhance relationships.

## Kinesiology \& Sports - Grades 5, 6, 7, and 8

Students will be able to understand fundamental kinesiology, mental health, different rules and equipment in sports and how they are the future ambassadors of Passaic athletics. They also will know how mental health can affect the student's athletic performances.

## First Aid \& Preventative Care - Grades 5, 6, 7, and 8

Students will learn about preventative measures that they and their families can take to avoid long term medical conditions such as: diabetes, congestive heart failure, stress, hypertension, and mental fatigue. Students will learn the factors that contribute to common health conditions and the physical/mental benefits of food groups. Students will learn CPR and basic first aid.

## Coaching and Leadership - Grades 5, 6, 7, and 8

Students will learn communication skills to inspire peers and teammates to persevere, collaborate, and succeed. Students will gain an understanding that their choices can have a positive impact on others and will for others how personal goal setting, reflection, and peer mentoring can improve themselves and the community.

## Passaic High School Programs of Study

## Advanced Placement (AP)

Advanced Placement (AP) - The Advanced Placement curriculum administered by The College Board consists of standardized high school courses that are closely equivalent to undergraduate college level courses. Students can earn credits and accelerated placement in college. College credits may only be granted to students meeting all of the requirements as set by the credit granting authority. Advanced Placement courses shall be graded using the Advanced Placement scale.

## Dual Enrollment (DE)

The Dual Enrollment program allows high school students to enroll in college courses for credit prior to high school graduation. Courses are offered through a partnership with a College and/or University. College credits may only be granted to students meeting all of the requirements as set by the credit granting authority. Dual-enrollment courses shall be graded using the Honors grading scale.

## Honors (H)

An honors course is a class in which the most advanced students are placed. Most students placed in honors courses are highly motivated and dedicated to their educational experience. Honors classes cover advanced material, permit more in-depth study than a standard course of study and may require independent research. Honors courses shall be graded using the Honors grading scale.

## Advancement Via Individual Determination (AVID) Seminar

| TITLE | Years Offered | PDS/WK | CREDITS |
| :---: | :---: | :---: | :---: |
| AVID Seminar | 9 | 5 | 5 |
| AVID Seminar | 10 | 5 | 5 |

Advancement Via Individual Determination (AVID) Seminar
Year offered: 9
Credits: 5
Periods per week: 5

## Prerequisites: None

Students will participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their growth academically. The course prepares students for their future with lessons on test-taking skills.
Preparation includes instruction in math and English language concepts frequently seen on college entrance tests, as well as practice on "mock" SAT and ACT exams. Students learn skills such as time management, note taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which are graded regularly. AVID stresses the importance of "writing as a tool for learning' This strategy forms the basis of all assignments.

Advancement Via Individual Determination (AVID) Seminar Year offered: 10

Credits: 5
Periods per week: 5

## Prerequisites: None

Students will participate in activities that incorporate strategies focused on writing, inquiry, collaboration, organization, and reading to support their growth academically. The course prepares students for their future with lessons on test-taking skills.
Preparation includes instruction in math and English language concepts frequently seen on college entrance tests, as well as practice on "mock" SAT and ACT exams. Students learn skills such as time management, note taking, textbook reading, library research, and maintaining the AVID binder. Students are expected to maintain an organized binder, including an assignment calendar, class and textbook notes, assignments, and homework, which are graded regularly. AVID stresses the importance of "writing as a tool for learning' This strategy forms the basis of all assignments.
Performing Arts

| TITLE | Years <br> Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Beginner Level Piano | $9,10,11,12$ | 5 | 5 |
| Progressed Level Piano | $9,10,11,12$ | 5 | 5 |
| Advanced Level Piano | 11 and 12 | 5 | 5 |
| Superior Level Piano | 11 and 12 | 5 | 5 |
| Beginning Instrumental Lab | $9,10,11,12$ | 5 | 5 |
| Choir 1-4 | $9,10,11,12$ | 5 | 5 |
| Concert \& Marching Band 1-4 | $9,10,11,12$ | 5 | 5 |
| Electronic Music | $9,10,11,12$ | 5 | 5 |
| Beginner Strings | $9,10,11,12$ | 5 | 5 |
| Progressed Level Strings | $9,10,11,12$ | 5 | 5 |
| Advanced Level Strings | $9,10,11,12$ | 5 | 5 |
| Superior Level Strings | 11 and 12 | 5 | 5 |
| Advanced Placement Music <br> Theory DE | 11 and 12 | 5 | 5 |

## Beginner Level Piano

Years Offered: 9, 10, 11, 12

Credits: 5
Periods per week: 5

## Prerequisites: None

Students will embark on a school year long beginner piano learning experience. Students will venture upon the basics of playing the piano, practice strategies and techniques, music reading, performance and presentation components and aspects of idea generating and developing.

## Progressed Level Piano

Years Offered: 9, 10, 11, 12

Credits: 5
Periods per week: 5

## Prerequisites: None

Students will experience all aspects of piano performance including the learning of and developing of personal and group instrumental development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Advanced Level Piano

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Students will advance their skill and knowledge of all aspects of piano performance including the further developing of personal and group piano skill development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will assume leadership roles to help develop less experienced peers and to set new more challenging goals for themselves and peers. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

Superior Level Piano
Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Superior level piano will target college level components to prepare students for further study in music and/or other ventures. Students will hone their skills/knowledge of idea generating, investigating, goal setting, organizing, planning, implementing, assessing, and follow through. Students will decide on how to maximize independent study to prepare for the rigors of college study in all areas.

## Beginning Instrumental Lab

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course allows students the opportunity to experience the basics of music creation, appreciation, and other related elements. Students will learn basic fundamentals of music theory and history. Overall goals include functional music reading, a better understanding
of the music history, progressive ear training and basic level instrument performance. Upon teacher approval students will be considered to join the school concert/marching band program.

## Choir 1, 2, 3, \& 4

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5
Prerequisites: Audition by Choir Director or recommendation by previous Choir Director.
Students will experience all aspects of choir performance including the learning of and developing of personal and group vocal development techniques, related personal health, choral literature, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. As a course requirement, students will perform at the annual winter and spring concerts as well as other community performances. There will also be opportunity for students to become involved in smaller more select ensembles. Students will have the opportunity to attend choral festivals and competitions. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Concert and Marching Band 1, 2, 3 \& 4

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Any student who has instrumental music experience may take this course.

Students will experience all aspects of concert and marching band performance including the learning of and developing of personal and group instrumental development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas. Musical selections from different cultures and historical periods will be explored along with related practices and customs. This is a performance based course and enrolled student participation is required in all marching band and concert band performances.

## Electronic Music

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5
Prerequisites: None
The basic foundation of this course is for participants to experience how technology, electronics and the computer have influenced and changed the world of music. It is a hands-on class of contemporary electronic music instruments. The content will consist of
exercises and projects designed to familiarize the student with the potential of computers and synthesizers as a unit relating to music applications. Included will be the exposure to and use of both notation and sequencing software. Students will study how the computer can be used to meet the unique needs of musicians and the kinds of technology, systems and software used to meet these needs.

## Beginner Strings

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Students will embark on a school year long beginner string instrument learning experience. Students will venture upon the basics of playing an instrument, practice strategies and techniques, music reading, performance and presentation components and aspects of idea generating and developing.

## Progressed Level Strings

Years Offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Beginner String or equivalent

Students will experience all aspects of string orchestra performance including the learning of and developing of personal and group instrumental development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Advanced Level Strings

Years Offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Progressed level or equivalent

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further developing of personal and group instrumental development techniques, related personal health, rehearsal processes, ensemble and musicianship components, performance and stage etiquette, and performance preparation and presentation. Students will assume leadership roles to help develop less experienced peers and to set new more challenging goals for themselves and peers. Students will also explore in an open-ended manner how to apply these skills for future success in related and unrelated areas.

## Superior Level Strings

Years Offered: 11, 12
Credits: 5
Periods per week: 5
Prerequisites: Advanced level or equivalent
Superior level strings will target college level components to prepare students for further study in music and/or other ventures. Students will hone their skills/knowledge of idea generating, investigating, goal setting, organizing, planning, implementing, assessing, and follow through. Students will decide on how to maximize independent study to prepare for the rigors of college study in all areas.

## Advanced Placement Music Theory

DE eligible
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None.

This course is designed to develop a student's ability to appreciate, recognize, understand, and evaluate the basic materials and processes of music that are heard or presented in a score. These abilities will be developed through various listening, performance, written, creative, and analytical exercises. Although this course focuses on music of the Common Practice Period (1600-1900), materials and processes found in other styles and genres are also studied. Students must take the AP Exam.
Visual Arts

| TITLE | Years <br> Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Introduction to Fine Arts | $9,10,11,12$ | 5 | 5 |
| Introduction to Studio Design | $9,10,11,12$ | 2.5 | 5 |
| Studio Drawing \& Painting | $10,11,12$ | 2.5 | 5 |
| Advanced Placement Studio Art DE | 11,12 | 5 | 5 |
| Advanced Placement Art History | $10,11,12$ | 5 | 5 |

Introduction to Fine Arts
Years offered: 9, 10, 11, 12

## Prerequisites: None

Students will undergo a year-long art learning experience with a concentration on the fine arts. Students will build on their academic and life experiences related to the elements of art and principles of design, along with furthering creative thinking, problem solving, art appreciation, the creation of art at various mediums and styles, critiquing, presenting, and idea generating. Self and peer assessing will help drive growth and support student empowerment.

Introduction to Studio Design
Years offered: 9, 10, 11, 12

## Prerequisites: None

In this course students will learn and experience traditional graphic design methods that have been in place before the major influences of modern technology. The focus on manual development, related analysis, and understanding basic fundamentals will support both students that will continue art studies and those that are enjoying the course as enrichment. Students will experience a more commercial approach to creating art using a hard-edged contour and a separation of colors. Students will use a variety of materials and tools to produce compositional designs with an emphasis on color, shape and line. Creative projects will align with commercial approaches and "Pop Art".

Advanced Drawing \& Painting
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Intro Course

This course is designed for students that have studied basic art at the high school level and desire more intense training in both drawing and painting. Students will enhance their skills and reinforce techniques through a developmental approach moving them toward higher-level challenges. Students will be gradually guided to develop their technical skills emphasizing individual creativity.

Advanced Placement Studio Art
DE eligible
Years offered: 11, 12
Credits: 5
Periods per week: 5
Prerequisites: Introduction to Fine Arts and at least one other art course or department approval.
The Advanced Placement Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. Our design allows students to work toward a deciding on a "Drawing" or "2D Design" portfolio. Students work toward being informed critical decision makers as they develop a portfolio that is personal to their individual talents and interests, while demonstrating master of 2D design principles.

## Advanced Placement Art History

Grades: 10, 11, 12
Credits: 5
Periods per week: 5
Prerequisites: Introduction to Fine Arts and at least one other art course or department approval.
AP Art History is an Art elective course that offers a chronological view of Western art from the dawn of civilization to present trends and movements. Special emphasis will be placed on our understanding of an artwork within the context of its culture and intended audience; the study of the whole of art history requires an understanding of the religious, cultural, political, economic and technological changes and adaptations throughout history. The students will examine artworks while considering issues of patronage, gender, function and ethnicity. The course concentrates on the arts of the Western tradition, including America, but 20\% of the course content will be from non-Western cultures. Students will develop writing and comprehension skills while exploring the history of human achievement in the arts. Students must take the AP Exam.

## Business

| TITLE | Years Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Accounting 1 | 10,11, and 12 | 5 | 5 |
| Accounting 2 | 11,12 | 5 | 5 |
| Business Organization and <br> Management | 10,11, and 12 | 5 | 2.5 |
| Computer and Game Programming | 10,11, and 12 | 5 | 5 |
| Economics | $10,11,12$ | 5 | 5 |
| Entrepreneurship | 10,11, and 12 | 5 | 2.5 |
| General Business Training | $9,10,11$, and 12 | 5 | 5 |
| Law | 10,11, and 12 | 5 | 5 |
| Marketing Education 1 | 11,12 | 15 | 15 |
| Marketing Education 2 | 11,12 | 15 | 15 |
| Microsoft Office Suite 1 | 10,11, and 12 | 5 | 2.5 |
| Microsoft Office Suite 2 | 10,11, and 12 | 5 | 5 |
| Personal Finance 1 | $10,11,12$ | 5 | 5 |
| Personal Finance 2 | 10,11, and 12 | 5 | 5 |
| Web Page Design | $10,11,12$ | 5 | 5 |
| Sports and Entertainment <br> Marketing | 10,11, and 12 | 5 | 5 |

## Accounting 1

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course introduces students to the principles of accounting. Topics covered include accounting equations, analysis of business transactions, journalizing and posting, the
processing of cash receipts and payments, financial statements and the complete accounting cycle for both a merchandising and a service firm. Accounting concepts are reinforced through computer applications. Through this course student will gain a foundation in the skills needed for college accounting courses, office work and managing their own small business. These skills are vital for any student planning to major in Business in college.

## Accounting 2

Years offered: 11, 12
Credits: 5 Periods per week: 5

## Prerequisites: Accounting 1

This course is intended for the student who has successfully completed Accounting 1 and wishes to develop more advanced skills in the principles of accounting. Additional accounting skills such a reconciling uncollectible accounts, calculating depreciation on assets, interpreting financial information, calculating notes and interest and completing the accounting cycle for a corporation will be developed. Students will again reinforce accounting concepts using computerized accounting software.

## Business Organization and Management

Years offered: 10, 11, and 12

Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course is designed for the student who is thinking of majoring in Business in college and for those planning to go into business after graduation. A wide range of topics will be covered including the organizational and legal issues involved in starting and running a business, the management functions and decision-making skills needed to lead a business and the marketing skills needed to make a business successful. Students will develop their entrepreneurial skills by developing a business plan as part of the course requirements.

## Computer and Game Programming

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course is designed to learn the basics of computer programming and desktop publishing. Students will learn Microsoft Visual Basic a program that allows them to create professional looking and fun Windows programs in minutes using minimal amount
of programming code. They will also learn Alice, a three-dimensional graphical system that can be used to create animations and computer games. In addition, The Games Factory 2 program will be used to introduce students to the world of designing computer games using drag-and-drop software. This is a beginning course, so no prior knowledge of programming is needed. Students will be able to tap into their creative sides and create games and programs that are fun, educational and functional, as well as incorporate graphic components. This course is a hands-on computer class and students will be designing programs by using textbook data files, online resources, and in-class projects and enhancing them with knowledge learned in the class.

## Economics

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Students will be introduced to the world of economics. This full year course covers basic economic principles such as: the economic way of thinking, the free enterprise system and how choices are made as contrasted to the way decisions are made in social economies; how to effectively make personal decisions and social decisions; how the private sector works; how the public sector works; the laws of supply and demand as well as the stock market; and how important it is to a free enterprise system.

## Entrepreneurship

Years offered: 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course is designed to introduce students to the rewards and risks of owning and operating a small business. Students will be able to identify and assess common traits and skills found in entrepreneurs. They will be able to analyze business opportunities, determine their feasibility, develop a plan to organize and promote the business while determining the capital required and the potential return on investment. Students will design a personalized Business plan by the end of the course.

## General Business Training

Years offered: 9, 10, 11, 12
Credits: 5 Periods per week: 5

## Prerequisites: None

This course covers the following topics: the economy, business operations, marketing, advertising, money management buying, banking services and checking accounts. This is an excellent introductory course for the student wishing to continue in the field of business or learning life skills.

Law
Years offered: 10, 11, and 12

Credits: 5 Periods per week: 5

## Prerequisites: None

This full year course gives students a better understanding of our legal system to be able to meet and cope with the ever increasing demands of our complex society. Students will gain knowledge of personal rights along with awareness of personal obligations in business situations. As an integral part of the course, elements of crime and torts are covered with an emphasis on contracts and current events. Students are given the opportunity to work in groups to solve various case problems.

Marketing Education 1
Years offered: 11, 12
Credits: 15
Periods per week: 15

## Prerequisites: None

This course is designed to help students develop basic knowledge, skills, and attitudes that will prepare them to enter the field of marketing. The course emphasizes the foundations of business, management, and entrepreneurship. The student will work parttime at an approved job site. Job hunting skills, job interview techniques, resume writing, basic marketing concepts, financial management, filing income tax returns, human relations, and communication skills will be covered in this class. Students will also explore international trade and examine how government involvement affects the global market. The students are expected to demonstrate their competency through successful participation in class, on-the-job training, and Distributive Education Club of America. Students will also have the opportunity to combine classroom learning with on-the-job training through the School Store.

## Marketing Education 2

Years offered: 11, 12
Credits: 15
Periods per week: 15

## Prerequisites: None

This course is designed to continue the foundations covered in Marketing Education 1. The student will work part-time at an approved job site. Topics of study include recruiting, hiring, training and evaluating employees, information management, marketing research, purchasing, pricing, ethics, sales management, and financing. Skills in math, human relations, communications, and technical writing are reinforced in this course. International trade principles and practices will also be discussed. Class projects, on-the-job training at a valid work site, and participation in Distributive Education Club of America provide many opportunities for students to demonstrate their competencies in this course. The students will combine classroom learning with on-the-job training through the School Store.

Credits: 5
Periods per week: 5

## Prerequisites: None

This course is designed to introduce students to Microsoft Office applications of Word, Excel, Access, and PowerPoint. Students will become proficient at using the major functions of Word, Excel, Access and PowerPoint, including using basic and advanced formatting techniques, enhancing documents, using timesaving features, working with tables, charts, etc. These various advanced computer software skills will be learned using a hands-on, activity-based approach. The topics covered will mirror skills needed on the MOUS (Microsoft Office User Specialist) certification exam. This course is intended for all students because it is imperative that all students build a solid understanding of software applications used at colleges, universities, and in the real world.

## Microsoft Office Suite 2

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course will further enhance the students’ computer knowledge of Excel and Access. Excel will be used as a spreadsheet as well as a database. Students will learn how to create formulas for practical use enhancing math skills. They will also be able to use the chart wizard to create professional looking charts and analyze information. The database function will teach them to organize data so that it can easily be accessed for reporting purposes. Access will be used to teach students database design guidelines that create the structure of the database, which allows them to create tables, queries, forms, and reports. Students learn to edit tables, design and establish query criteria, and customize forms and reports. Programs are part of the Microsoft Office Suite and are used by employers in every type of work environment. Students in this hands-on computer class will increase their overall knowledge of software programs helping them in college or on the job.

Personal Finance 1
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course is based on the National and State Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real-world financial issues. Students will learn how choices will influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving and credit decisions and to make effective use of income to achieve personal success.

Passaic Public Schools
Web Page Design
Years offered: 10, 11, 12

Programs of Study 2016-- 2017
Credits: 5 Periods per week: 5

## Prerequisites: None

This course is designed to introduce and enhance student knowledge of web page design. The course will include instruction in designing web pages through the use of HTML programming and web design software such as Adobe Dreamweaver. In addition, instruction in graphic animation using such software as Macromedia Flash will be covered. This course is designed to prepare students in the creation of well-designed, useful, reliable web page documents for both the educational and commercial arena. The following topics will be addressed: Web Page design and layout, including tables, frames, and Cascading Style Sheets (CSS), advanced HTML programming, student created Flash animations, web graphics created in Illustrator/Photoshop. Students will be expected to explore individual topics of interest.

## Sports and Entertainment Marketing

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Sports and Entertainment Marketing is a course that allows students to examine how basic marketing principles and functions are applied to the sports and entertainment industries. It is a course where students work toward career goals through classroom instruction and hands-on marketing activities relating to Passaic High School athletic events and extra-curricular activities. Students are expected to demonstrate their competency through successful participation in class and related marketing activities. The course will prepare students to use basic marketing principles to successfully promote sporting and entertainment events. Student classroom instruction will be reinforced through the use of guest speakers, case studies, field trip experiences and a project.

## Career and Technical Education

| TITLE | Years Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Automotive Technology 1 | $9,10,11,12$ | 5 | 5 |
| Automotive Technology 2 | $10,11,12$ | 10 | 5 |
| Automotive Technology 3 | $10,11,12$ | 10 | 5 |
| Building Trades 1- Career Exploration in <br> Construction 1 | $9,10,11,12$ | 5 | 5 |
| Building Trades 2 - Career Exploration in <br> Construction 2 | $10,11,12$ | 5 | 5 |
| Building Trades 3 - Construction Technology | 11,12 | 5 | 5 |
| Graphic Arts Technology | $9,10,11,12$ | 5 | 5 |
| Radio and Television Production 1 | $10,11,12$ | 5 | 5 |
| Radio and Television Production 2 DE | 11,12 | 5 | 5 |
| Radio and Television Production 3 - Special <br> Projects and Independent Study | 11,12 | 5 | 5 |

## Automotive Technology 1

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Automotive Technology 1 introduces the student to the automotive industry. The theory of various operational systems will be introduced. Students will gain valuable experience in operation, maintenance, diagnosis, repair, and performance testing of motor vehicles.

Automotive Technology 2
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Automotive Technology 1

In Automotive Technology 2, greater emphasis is placed on actual repair work. Attention will be given to chassis systems, including brakes, suspension, and exhaust systems.

Automotive Technology 3
Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Automotive Technology 1 and 2

In Automotive Technology 3, students begin to refine their expertise in a given area of automotive technology. Opportunities for external internships are provided.

## Building Trades 1- Career Exploration in Construction 1

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Building Trades is a high school program designed to give students the opportunity to explore their interests and aptitudes for a career in the construction industry. The goal of the first year of the program is for students to discover interest and aptitude through discovery and exploration. Students work in teams of two exploring various construction trade areas. Topics include: Hand Tool Skills, Estimation, Electrical, Power Tools, Wall Framing, Plumbing and Blueprint Reading.

Building Trades 2 - Career Exploration in Construction 2
Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Building Trades 1

Students continue to explore areas of the construction industry. In addition, they will begin to hone their skills in one of several areas, including: concrete, masonry, framing, painting/wallboard, electrical, plumbing, cabinet making, or framing.

Building Trades 3 - Construction Technology
Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Building Trades 2

Students further refine their skills in their chosen area of aptitude: concrete, masonry, framing, painting/wallboard, electrical, plumbing, cabinet making, or framing. Opportunities for internships in the field are provided.

Graphic Arts Technology
Years offered: 9, 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course accurately reflects activities in the graphic arts industry and is an ideal program for introducing students to the industrial world. It prepares young people for
many creative and interesting leisure time activities in addition to the well-paying crafts, sales, managerial, and technical positions offered by the graphic arts industry. This course includes comprehensive instruction in silkscreen printing, offset printing, plate making, press operation, and photocopy reproduction.

Radio and Television Production 1
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course will provide students with an introduction to the theory, basic elements, and facets of television production and career opportunities. Students will gain valuable knowledge about portable camcorders and studio equipment and become engaged in various production jobs. These production jobs include: scriptwriting, producing, directing, camera operations, technical directing, floor managing, editing, lighting, makeup, and wardrobe. Students will implement working scripts, storyboards, and shot sheets. Students will create various types of television programs and video formats.

## Radio and Television Production 2

DE eligible
Years offered: 11, 12
Credits: 5
Periods per week: 5
Prerequisites: Radio and Television Production 1
This course will offer students an advanced level of training on the technical aspects of television production. Students will need to demonstrate critical thinking, problem solving, information gathering, and cooperative learning skills. Students will learn all aspects of media production through classroom exercises, discussions, and group projects. Emphasis will be placed upon students operating the television studio, the "Morning Show" at PHS, and producing their own programs.

Radio and Television Production 3 - Special Projects and Independent Study Years offered: 12 Credits: 5

Periods per week: 5

## Prerequisites: Radio and Television Production 2

This course is a continuation of Radio and Television Production 2 and will provide students with the opportunity to work independently and to collaborate on special projects. It is a unique third-level course that is designed to integrate technology into the study of mass communications by providing students with a variety of real world learning opportunities through lectures, interactive classroom teaching, practical sessions, and laboratory experiences in television writing, producing, directing, performing, editing, and studio operations. Successful completion of the course will afford the students the opportunity to receive a certification in Final Cut Pro that will help propel them to the next level of their careers. Students will produce creative video projects including the school’s morning program, news stories, commercials, public service announcements, documentaries, promotional videos and a video yearbook. Students will work will work with state-of-the-art software such as: Final Cut Pro, Adobe Photoshop, Motions, After Effects, and Avid and leave the course with skills and experience that will prepare them for future careers in television and film positions such as: Camera Operator, Video Editor, Electronic Graphics Operator, Technical Director, Production Assistant, Floor Manager, and Audio Engineer.

English as a Second Language and Bilingual Education

| TITLE | Years Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| ESL Level 1 | $9,10,11,12$ | 10 | 10 |
| ESL Level 2 | $9,10,11,12$ | 10 | 10 |
| ESL Level 3 | $9,10,11,12$ | 10 | 10 |
| ESL Level 4 | $9,10,11,12$ | 10 | 10 |
| Language Development <br> Through Technology 1 | $9,10,11,12$ | 5 | 5 |
| Language Development <br> Through Technology 2 | $9,10,11,12$ | 5 | 5 |
| Port Of Entry | $9,10,11,12$ | 10 | 10 |
| SAT ELA Prep - BL | 11,12 | 5 | 2.5 |
| SAT Math Prep - BL | 11,12 | 5 | 2.5 |

## ESL Level 1

Years offered: 9, 10, 11, 12
Credits: 10
Periods per week 10

## Prerequisites: None

This course meets the needs of new entrant ESL students, with the introduction of the English language and American culture. Very basic communicative fluency, listening skills, and/or literacy skills are acquired by the students. Original works of fiction are incorporated into the program as students make progress. The focus is on content based English with multicultural themes. Appropriate audiovisual supplements are used.

## ESL Level 2

Years offered: 9, 10, 11, 12
Credits: 10
Periods per week: 10

## Prerequisites: None

This course meets the needs of students who are at a minimal level of communicative fluency in English and who must increase their fluency levels to include short conversations, complex statements, fictional narratives, idiomatic expressions and language structure. Students will begin to engage in short oral presentations and other language development exercises. The focus is on content based English with a multicultural perspective. Appropriate audiovisual supplements are used.

## ESL Level 3

Years offered: 9, 10, 11, 12
Credits: 10
Periods per week: 10

## Prerequisites: None

This course meets the needs of students who demonstrate readiness to produce expanded conversations and understand narratives in some multicultural materials produced for native speakers. Writing assignments become more involved and will require research.

## ESL Level 4

Years offered: 9, 10, 11, 12
Credits: 10
Periods per week: 10

## Prerequisites: None

This course meets the needs of students transitioning to higher level ESL classes. The course emphasizes the use of literature as well as preparation for New Jersey State Exams.

## Language Development Through Technology 1

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course will provide individualized instruction in reading, writing, listening, and speaking through the use of computers and specialized software. Each student's progress will be monitored and a customized program will be provided based on the student's needs
and progress. The course will introduce core concepts thematically and key skills that can be applied to new language knowledge in real-life situations.

Language Development Through Technology 2
Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Language Development Through Technology 1

This course will provide individualized instruction in reading, writing, listening, and speaking through the use of computers and specialized software. Each student's progress will be monitored and a customized program will be provided based on the student's needs
and progress. The course will introduce core concepts thematically and key skills that can be applied to new language knowledge in real-life situations.

## ESL Port of Entry

Years offered: 9, 10, 11, 12
Credits: 10
Periods per week: 10

## Prerequisites: None

The Port of Entry Program provides new immigrants with the language skills, knowledge, and experience necessary to be academically successful. Students actively participate in the mastering of language skill and are taught strategies and to assist them in the least restrictive educational setting.

SAT ELA PREP - BL
Years offered: 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course assists students with preparation for the SAT. Reading and writing skills are presented in the context of strategies that assist with performing well on the examination. Students will take mock exams, review strategies designed to improve performance, and learn about test construction and scoring.

SAT Math PREP - BL
Years offered: 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course assists students with preparation for the SAT. Reading and writing skills are presented in the context of strategies that assist with performing well on the examination. Students will take mock exams, review strategies designed to improve performance, and learn about test construction and scoring.

Family and Consumer Science

| TITLE | Years Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Infant and Child <br> Development | $10,11,12$ | 5 | 2.5 |
| Clothing 1 | $9,10,11,12$ | 5 | 5 |
| Clothing 2 | $10,11,12$ | 5 | 5 |
| Consumer Education | $10,11,12$ | 5 | 2.5 |
| Family Living | $10,11,12$ | 5 | 2.5 |
| Culinary Arts 1 | $9,10,11,12$ | 5 | 5 |
| Culinary Arts 2 | $9,10,11,12$ | 5 | 10 |
| Graduation Reality and <br> Dual-Role Skills (GRADS) | $9,10,11,12$ | 5 | 1.25 |
| Health Occupations 1 | $10,11,12$ | 5 | 5 |
| Health Occupations 2 | $10,11,12$ | 5 | 5 |
| Introduction to Interior <br> Design | $9,10,11,12$ | 5 | 2.5 |
| Home Management | $9,10,11,12$ | 5 | 2.5 |
| Nutrition | $10,11,12$ | 5 | 2.5 |

Infant and Childcare Development
Offered first and second marking periods.
Years offered: 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course is a study of the social, intellectual, physical, and emotional development of the child from conception through childhood. It emphasizes the means of guiding child development in the home and in school. Also, the "Reality Works Real Care Baby Program" is incorporated into the course to prepare students for the challenging task of parenthood through simulation of computerized "babies."

## Clothing 1

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites:None

Clothing 1 is designed to develop skills in garment construction. Its purpose is to encourage students to apply what they have learned to real life situations. Students will learn the use and care of the sewing machine and its attachments, basic construction procedures and pattern selection. Students will be able to appropriately select and construct garments based on knowledge of color, line design and personality.

## Clothing 2

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites:Clothing 1

This course is designed to develop advanced skills on garment construction; it emphasizes selection of clothing based on knowledge of color, line, design, and personality. The students will learn to alter patterns and develop construction skills.

## Consumer Education

Years offered: 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites:None

A course designed to develop an understanding of skills and concepts required for everyday living. These concepts fall within the framework of the students' own values for maximum satisfaction from the utilization of their resources. The material of this course is organized around the activities important to the life of the student.

Family Living
Years offered: 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites:None

This course is designed to give the student a better understanding of relationships: dating, family, friends, peers, and co-workers. It emphasizes getting to know yourself so that you are prepared for your responsibilities in achieving successful relationships in the family, classroom, and in the workplace.

## Culinary Arts 1

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course is designed to familiarize the students with the nutritional needs for the average family and to develop skills in learning the essentials of buying, planning, preparing and serving planned menus. It also includes nutrition, wellness, food habits, table manners, and the use of kitchen equipment. The students will learn how the country is divided into regions, and how a variety of agricultural, geographical, cultural and economic factors have influenced the cuisine in the region. This course will also consist in the preparation of foods from all parts of the world. Emphasis is placed upon the ethnic character of many foods from the different regions and countries.

Culinary Arts 2
Years offered: 10, 11, 12
Credits: 10
Periods per week: 5

Passaic Public Schools

## Prerequisites: Culinary Arts 1

This course provides students with a comprehensive explanation of culinary techniques, identification of the vast array of equipment and foods used in a professional kitchen, and
an introduction to the knowledge and skills needed to manage a foodservice operation. This book gives students the basics for working in a foodservice operation as well as an excellent foundation for the study of classical cuisine.

Graduation Reality and Dual-Role Skills (GRADS)
Years offered: 9, 10, 11, 12
Credits: 1.25
Periods per week: 5

## Prerequisites:Student is pregnant or already a parent.

This is a program for teen parents, male and female, and pregnant students. Emphasis is on developing a positive self-image, the importance of prenatal care, practical parenting skills, and balancing work and family. The importance of proper nutritional guidelines is stressed for both expectant mom and baby and other family members. Empowerment of students, learning self-expression and avoidance of abuse are covered. Students may be added to class when they notify the school that they are pregnant. They may also be scheduled into the class for a full year or two years if they have a child. This course is taught in conjunction with School Based Youth Services and may be taken for two years. Student will receive 1.25 credits for each quarter they are in the program to a maximum of 10 credits.

## Health Occupations 1

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course is designed to familiarize the student with the many professions available in the health field. Health Occupations 1 concentrates on basic knowledge of medical terminology and anatomy and physiology. Guest speakers and group work are also incorporated into the curriculum.

## Health Occupations 2

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites:None

This course is designed to familiarize the student with the many professions available in the health field. Health Occupations 2 teachers needed skills in the medical field, such as temperature, pulse, respiration, and blood pressure readings, isolation techniques and CPR. Guest speakers and field trips are a part of the curriculum.

Introduction to Interior Design
Years offered: 9, 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites:None

This course is designed to give the students an understanding of the important features to be considered in selecting a well-built house of functional design for convenience and
efficiency. Students are given an opportunity to learn and plan their home, arrange furniture, choose colors, lamps, rugs, draperies, pictures, etc. Not only does the course offer the opportunity to develop an attractive home, but offers the possibility of exploring interior design as a career.

## Home Management

Years offered: 9, 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course is designed to give the students' knowledge in managing a household efficiently. It provides for such activities as financial planning, consumer buying skills, developing the decision making process, acquiring job skills, and planning and caring for the well-being of the family.

## Nutrition

Years offered: 10, 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites:None

This course stresses the crucial role eating a nutritious diet plays in overall health. Students will learn how their decisions affect their state of wellness. Students will realize the need to adopt healthful eating and activity patterns as permanent lifestyle habits. It is recommended for students interested in a nursing career, dietetic career, or who have a strong desire for learning more about nutrition.

## English / Language Arts

| TITLE | Years <br> Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Advanced Placement English 3 -English <br> Language and Composition DE | 11 | 5 | 5 |
| Advanced Placement English 4 - English <br> Literature and Composition | 11,12 | 5 | 5 |
| Creative Writing | $9,10,11,12$ | 5 | 5 |
| Drama | $9,10,11,12$ | 5 | 5 |
| English 1 CP | 9 | 5 | 10 |
| English 1 H | 9 | 5 | 10 |
| English 2 CP | 10 | 5 | 5 |
| English 2 H | 11 | 5 | 5 |
| English 3 H | 11 | 5 | 5 |
| English 3 CP | 12 | 5 | 5 |
| English 4 CP | $9,10,11,12$ | 5 | 5 |
| Journalism | 11,12 | 5 | 2.5 |
| SAT Prep |  | 5 | 5 |

Advanced Placement English 3 - English Language and Composition

Years offered: 11
DE eligible

Credits: 5
Period per week: 5

## Prerequisites: English 2

The emphasis in AP English Language and Composition is on American literature from colonial to modern times with an emphasis on the concept of the American Dream. Students will also study, analyze and react to written discourse in American Literature. Reading and composition skills are developed to correlate with the English Language and Composition AP exam. Through intensive study of rhetoric, students will gain an understanding of how an author uses the various elements of language, detail, diction, tone, syntax, logical ordering, juxtaposition, image or contrast in order to achieve a specific purpose. Students must take the AP Exam.

Advanced Placement English 4 - English Literature and Composition
Years offered: 11, 12
Credits: 5
Periods per week: 5
Prerequisites: English 3 or Advance Placement English 3A
AP English Literature and Composition is intended for the superior students with high motivation. Emphasis is on themes and trends in British and World Literature. Intense writing assignments, heavy outside reading and comprehensive literary analysis are an integral part of the course. Students must take the AP Exam.

## Creative Writing

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Creative Writing deals with the study of and experimentation with prose and poetry. Materials chosen by the teacher and students, in addition to several texts, serve as instructional tools. The student will encounter narrative and lyric poetry, essays and short stories, stage and film scripts, and advertising.

## Drama

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Areas of exploration include artistic perception, using the language and skills of theatre, creative expression, and creating theatre to communicate meaning and intent. The course seeks to assist students with developing lifelong skills such as creative problem-solving and planning for college and careers in the theatre, the arts, the communications and entertainment fields.

## English 1 CP

Years offered: 9
Credits: 10
Periods per week: 5

## Prerequisites: None

Students will begin to read, understand, and appreciate literature as an art while continuing to develop comprehensive reading skills. Students will also develop language skills in usage, syntax, and mechanics. Vocabulary and research skills will be developed, and career opportunities will be explored.

## English 1 H

Years Offered: 9

Credits: 10
Periods per week: 5

## Prerequisites: None

Students will begin to read, understand, and appreciate literature as an art while continuing to develop comprehensive reading skills. Students will also develop language skills in usage, syntax, and mechanics. Themes and purpose behind the written word will be explored.

## English 2 CP

Years offered: 10
Credits: 5
Period per week: 5

## Prerequisites: None

Students in English 2 will study the various genres of literature. They will also enhance language abilities, explore career opportunities, and improve research skills. Students will engage in tasks requiring technical and argument writing. Students will be required to evaluate non-fiction works and articles based on student selected criteria.

## English 2 H

Years offered: 10
Credits: 5
Periods per week: 5

## Prerequisites: None

Students will read, understand, and appreciate various genres of literature. Students will develop language skills including syntax, usage, and mechanics. Vocabulary will be enhanced, careers will be explored, and research skills will be developed.

## English 3 H

Years offered: 11
Credits: 5
Period per week: 5

## Prerequisites: English 2

The emphasis will be on the development of American Literature from the Colonial Period through the Modern Period. Intensive drills will be given for the College Board SAT's. The study of grammar will be based on written work done during the semester. Research skills will be developed, and career opportunities will be explored.

## English 3 CP <br> Years offered: 11

Credits: 5
Periods per week: 5

## Prerequisites: English 2

Students in English 3 will study American literature and develop language skills in the areas of usage, mechanics, and vocabulary. They will explore career opportunities and
improve research skills. The English 3 curriculum will also include additional instruction in reading and writing skills required for New Jersey State Exams.

## English 4 H

Years offered: 12
Credits: 5
Periods per week: 5

## Prerequisites: English 3

Concentration is on English literature and on reading, writing and listening skills which are vital to seniors preparing for post-secondary education and the world of work.
Students are asked to articulate the spirit of writing movements, explain the historical context literature was written in, and critique current award winning novels.

## English 4 CP

Years offered: 12
Credits: 5
Periods per week: 5

## Prerequisites: English 3

This course emphasizes both literature and survival skills as they relate to contemporary society. Literary selections are mostly British and World Literature. There is an emphasis on grammar as a tool to providing effective communication. Career opportunities will be explored and research skills developed.

Journalism
Years offered: 9, 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Journalism is a workshop course designed to assist in the production of the school newspaper. History and theory of journalism are taught to students from texts and workbooks. The course is performance-oriented with emphasis on news and feature writing, editing, and layout of the school newspaper. The course is designed to meet the needs of students interested in writing for the high school newspaper and/or a career in journalism. Although the course concentrates on the daily and school newspaper, there is also an introduction of other forms of mass media and public relations.

SAT ELA PREP
Years offered: 11, 12
Credits: 2.5
Periods per week: 5
Prerequisites: None.
This course assists students with preparation for the SAT. Reading and writing skills are presented in the context of strategies that assist with performing well on the examination. Students will take mock exams, review strategies designed to improve performance, and learn about test construction and scoring.

## Mathematics

| TITLE | Years Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Advanced Placement Calculus AB | 11,12 | 5 | 5 |
| Advanced Placement Computer <br> Science | $10,11,12$ | 5 | 5 |
| Advanced Placement Computer <br> Science Principles | $9,10,11,12$ | 5 | 5 |
| Advanced Placement Statistics | $10,11,12$ | 5 | 5 |
| Algebra 1 CP <br> Algebra 1 H / DE | $9,10,11,12$ | 5 | 5 |
| Algebra 2 CP <br> Algebra 2 H | $9,10,11,12$ | 5 or 10 | 5 or 10 |
| Calculus H | 11,12 | 5 | 5 |
| Financial Algebra | 11,12 | 5 | 5 |
| Geometry CP | $9,10,11,12$ | 5 | 5 |
| Geometry H | $10,11,12$ | 5 | 5 |
| Statistics and Probability Part 1 | 11,12 | 5 | 2.5 |
| Statistics and Probability Part 2 | 11,12 | 5 | 2.5 |
| Pre-Calculus CP <br> Pre-Calculus H / DE | $10,11,12$ | 5 | 5 |
| Programming in Java | 11,12 | 5 | 5 |
| SAT Math Prep | 11,12 | 5 | 2.5 |

Advanced Placement Calculus AB
Years offered: 12

## Prerequisites: Pre-Calculus

 are introduced and applied. The theory of limits, definition of limit and infinity are studied. Applications of second derivatives and related rates are discussed. Technology will be used whenever applicable. Students must take the AP Exam.
## Advanced Placement Computer Science

Years offered: 10,11, 12,
Credits: 5
Periods per week: 5

## Prerequisites: Algebra 2

Topics include program design and implementation, algorithm analysis, standard data structures, and object-oriented programming design. AP Computer Science in Java emphasizes programming methodology with an emphasis on problem solving and algorithm development. It is intended to serve both as introductory courses for computer science majors, and for students who will major in disciplines that require significant involvement with computing. Students must take the AP Exam.

Advanced Placement Computer Science Principles
Years offered: 9, 10,11, 12,
Credits: 5
Periods per week: 5

## Prerequisites: Algebra 1

In this course, students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world.

## Advanced Placement Statistics

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Algebra 2

The purpose of this course is to introduce students to the fundamental concepts of descriptive and inferential statistics focusing on the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics to be studied include visual representation of data, measures of central tendency, and measures of dispersion, probability, normal and bi-normal distribution, estimation and hypothesis testing, chisquare and F- distribution as well as correlation and regression analysis. Students will

## Algebra 1 CP

Algebra 1 H
Years offered: 9, 10, 11,12
Credits: 5
Periods per week:5

## Prerequisites: None

The Algebra 1 program follows the CCSS. Basic operations with positive and negative numbers and equations are studied. Powers, roots and verbal problems are introduced and discussed. Polynomial functions and graphs, as well as, factoring are studied and stressed in depth. Technology will be used whenever applicable. The honors level course involves more depth and understanding. Technology will be used whenever applicable.

```
Algebra 2 CP
Algebra 2 H
DE eligible
Years offered: 10, 11, and }1
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Credits: 5 or 10
Periods per week: 5 or 10

## Prerequisites: Algebra 1

The Algebra 2 program follows the CCSS. Further study of algebraic concepts is done stressing radicals, radical equations, quadratic functions, quadratic equations, complex numbers, linear equations, conic equations, and graphing. Theory and applications are taught to all levels with more extensive theoretical studies at the A level. Technology will be used whenever applicable

## Calculus H

Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisite: Pre-Calculus

The objective of this course is to develop students’ understanding of calculus concepts and to provide experiences with its methods and applications.

## Financial Algebra

Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisite: Algebra 1

This is an elective course strongly recommended for seniors. The course focuses on building prior knowledge of math concepts from Algebra 1 and Geometry. Financial

## Geometry CP

Years offered: 9, 10, 11, 12
Credits: 5 or 10
Periods per week:5-10
Prerequisites: None
The Geometry program follows the CCSS. Definitions, postulates, theorems, and proofs are studied. Congruent and similar triangles, special and similar polygons, circles, coordinate geometry, areas, and volume are studied. Technology will be used whenever applicable.

## Geometry CP

Years offered: 9, 10, 11, 12
Credits: 5 or 10
Period per week: 5-10

## Prerequisites: None

The Geometry program follows the CCSS. Definitions, postulates, theorems, and proofs are studied. Congruent and similar triangles, special and similar polygons, circles, coordinate geometry, areas, and volume are studied. Technology will be used whenever applicable.

## Geometry H

Years offered: 9, 10, 11, 12
Credits: 5 or 10
Periods per week:5-10

## Prerequisites: None

Definitions, postulates, theorems, and proofs are studied. Congruent and similar triangles, special and similar polygons, circles, coordinate geometry, areas, and volumes are studied.

## Pre-Calculus H

DE eligible
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Algebra 1, Algebra 2, and Geometry

An advanced algebra review is given. Families of functions including Trigonometric functions are studied in depth; applications of functions are analyzed. Use of a graphing calculator will be required.

Programming in Java
Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Algebra 1

This course will encompass the basic concepts of programming, language, objects in classes and logic. Students will be responsible for a number of projects dealing with a wide range of topics from simple mathematical concepts and simple databases, to more complex recursive functions, databases, and inclusion of graphics. This course meets the state graduation requirements for practical arts.

## Statistics and Probability Part 1

Statistics and Probability Part 2
Years offered: 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: Algebra 1

In Statistics, students learn to represent data graphically, to summarize data using statistics, and to analyze samples. The course will also cover probability theory that will predict potential gains and losses in business and education. In Statistics and Probability 1, students will be introduced to elementary Statistics and Probability. Statistics and

Probability 2 will expand on topics covered in Statistics and Probability 1.

SAT Math PREP
Years offered: 11, 12
Credits: 2.5
Periods per week: 5

## Prerequisites: None

This course assists students with preparation for the SAT. Reading and writing skills are presented in the context of strategies that assist with performing well on the examination. Students will take mock exams, review strategies designed to improve performance, and learn about test construction and scoring. Naval Science

| TITLE | Years Offered | PDS/WK | CREDITS |
| :---: | :---: | :---: | :---: |
| Naval Science 1 (NJROTC) | $9,10,11,12$ | 5 | 3.75 |
| Naval Science 2 (NJROTC) | $10,11,12$ | 5 | 3.75 |

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| Naval Science 3 (NJROTC) | 11,12 | 5 | 3.75 |
| :--- | :---: | :---: | :---: |
| Naval Science 4 (NJROTC) | 12 | 5 | 3.75 |

Naval Science Courses are may be scheduled as substitutes for Physical Education.
Naval Science 1 (NJROTC)
Years offered: 9, 10, 11, 12

## Prerequisites: None

Course material covers NJROTC orientation, leadership and citizenship, and the role of the U.S. Navy in our government. Maritime Geography, U.S. Naval history through 1815, Basic Navigation, Basic Seamanship, Physical Education, military skills, current events, and news analysis are covered. Students are involved in military drill training and field trips for competitive purposes.

Naval Science 2 (NJROTC)
Years offered: 10, 11, 12

## Prerequisites: None

Course material covers leadership and citizenship, sea power and international relations, U.S. Navy history from Civil War to World War I, Oceanography, navigation fundamentals, Physical Education, military skills, current events and news analysis. Military drill training and field trips for competitive purposes are offered.

## Naval Science 3 (NJROTC)

Years offered: 11, 12
Credits: 3.75
Periods per week: 5

## Prerequisites: None

Course material covers modern sea power, U.S. Naval history: World War II, Naval leadership and discipline, U.S. Navy in American democracy, Meteorology, astronomy, Physical Education, military skills, current events and news analysis. Military drill training and field trips for competitive purposes are also covered,

## Naval Science 4 (NJROTC)

Years offered: 12
Credits: 3.75
Periods per week: 5

## Prerequisites: None

Course material covers Naval Leadership, Naval History in the Nuclear Age, military justice, international maritime law, Naval strategy and tactics. Physical Education, military skills, current events and news analysis are also covered. Military drill training and field trips for competitive purposes are offered.

Physical Education and Health

| TITLE | Years <br> Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Health 1 | 9 | 4 or 5 | 1 or 1.25 |
| Health 2: Driver Education | 10 | 4 or 5 | 1 or 1.25 |
| Health and Safety Education 3 | 11 | 4 or 5 | 1 or 1.25 |
| Health and Safety Education 4 | 12 | 4 or 5 | 1 or 1.25 |
| Physical Education | $9,10,11,12$ | 4 or 5 | 3.75 or 4 |
| The National Academy of Sports Medicine | $11-12$ | 5 | 5 |

## Health 1

Years offered: 9
Credits:1 or 1.25
Periods per week: 4 or 5

## Prerequisites: None

This course covers Family Life Education as mandated by the State of New Jersey. This covers areas such as Human Growth and Development, Responsible Personal Behavior and Family Living, Personality Development, Venereal Diseases, Skin and Hair Problems, Stress, Death Education, Suicide, Cancer, Sickle Cell Anemia and Allergies,

Mental Health, Hereditary Disease, Health Careers, Drugs and Drug Abuse, Personal and Social Hygiene, Sex Education, AIDS Education, and Sexually Transmitted Diseases.

Health 2: Driver Education
Years offered: 10
Credits: 1 or 1.25
Periods per week: 4 or 5
Prerequisites: Students must be at least 16 years old for behind the wheel training. ESL Department approval for Spanish class.

This course presents thirty hours of classroom theory. Basic automobile maintenance, road safety and insurance requirements, the highway transportation system, first aid and safety, and proper handling of the car are all covered in this course. The course also includes the study of the State of New Jersey driver's manual and the administration of the State written driver's test. Students will be given six hours of behind-the-wheel training on an age priority, first come, first served basis.

Health and Safety Education 3
Years offered: 11
Credits: 1 or 1.25
Periods per week: 4 or 5

## Prerequisites: None

Health 11 reinforces substance use and abuse information taught in grade nine. It also focuses on the students' abilities to make healthy decisions regarding sexual behavior, along with providing thorough information on the importance of abstinence and the use of birth control. AIDS and other sexually transmitted diseases are also emphasized in this course.

Health and Safety Education 4
Years offered: 12
Credits: 1 or 1.25
Periods per week: 4 or 5

## Prerequisites: None

Health 12 reinforces substance abuse taught in previous grades, and focuses on the students' ability to make healthy information on the importance of abstinence and the use of birth control. Students will learn about labor and birth, the responsibility of parenting, the impact of teenage pregnancy, and issues of sexual behavior and society.

## Physical Education

Years offered: 9, 10, 11, 12
Credits: 3.75 or 4 Periods per week: 4 or 5

## Prerequisites: None

Seasonal sports skills are offered. Units of instruction include field games, individual performance activities, invasion games, net games and target Games. Students are expected to develop a more serious, adult attitude toward the importance of physical education, recreational skills, spectator's skills, lifetime sports, and social behavior. Activities include mass sport games, sideline basketball, soccer, football, hockey, track, volleyball, kickball, and softball, (wiffleball). In addition, square dancing, folk dancing, modern jazz and calisthenics, running rope jumping, aerobics, badminton, gymnastics, tumbling, weight training, and handball are incorporated into our elective Physical Education curriculum. Students are expected to develop a more serious, adult attitude toward the importance of physical education, recreational skills, spectator's skills, lifetime sports, and social behavior.

The National Academy of Sports Medicine
Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

The National Academy of Sports Medicine (NASM) course is designed for students interested in the personal trainer career. The course provides students with foundational information based on the NASM Certified Personal Trainer credentialing curriculum. It covers basic and applied sciences, fitness assessments, and rationale and components of integrated training. The NASM covers the Optimum Performance Training (OPT) Model program design and application, special populations administration, nutrition and supplementation, behavior modification, and professional practice and development. Upon successful completion of NASM's Certified Personal Training (CPT) credentialing exam, which is nationally accredited through the NCCA, students earn the distinction as a CPT from NASM.

Science

| TITLE | Years <br> Offered | PDS/ <br> WK | CREDITS |
| :--- | :---: | :---: | :---: |
| Advanced Placement Biology | 11,12 | 10 | 10 |
| Advanced Placement Biology DE | 11,12 | 10 | 10 |
| Advanced Placement Chemistry | 11,12 | 10 | 10 |
| Advanced Placement Chemistry DE | 11,12 | 10 | 10 |
| Advanced Placement Environmental Science | 11,12 | 10 | 10 |
| Advanced Placement Environmental Science DE | 11,12 | 10 | 10 |
| Advanced Placement Physics 1 | 12 | 10 | 10 |
| Advanced Placement Physics 1 DE | 12 | 10 | 10 |
| Advanced Placement Physics C Mechanics | 12 | 10 | 10 |
| Biology with Lab Honors | $9,10,11,12$ | 6 | 6 |
| Biology CP | $9,10,11,12$ | 5 | 5 |
| Biotechnology | 10,11, and | 5 | 5 |
| Chemistry with Lab Honors | $10,11,12$ | 6 | 6 |
| Environmental Science CP | $10,11,12$ | 5 | 5 |
| Forensic Science | 11,12 | 6 | 6 |
| Genetics Honors | 11,12 | 6 | 6 |
| Human Anatomy and Physiology Honors | 11,12 | 6 | 6 |
| Human Anatomy and Physiology Honors DE | 11,12 | 6 | 6 |
| Introduction to Engineering Design | 11,12 | 5 | 5 |
| Introduction to Engineering Design DE, PLTW | 11,12 | 5 | 5 |
| Organic and Biochemistry Honors | 11,12 | 6 | 6 |
| Physics with Lab Honors | 11,12 | 6 | 6 |
| Principles of Biomedical Science, DE, PLTW | $9,10,11,12$ | 5 | 5 |
| Principles of Integrated Science | $9,10,11,12$ | 5 | 5 |
| Zoology Honors | 11,12 | 6 | 6 |

Advanced Placement Biology
DE eligible
Years offered: 11, 12
Credits: 10
Periods per week: 10
Prerequisites: Biology

This course follows the AP course outline and all students taking it will be required to take the standard AP Biology exam in May. All major fields of biology are covered in great depth. The topics include ecology, cytology, biochemistry, evolution, taxonomy a survey of the major forms of life found in the five kingdoms. A science fair project will be required. Students must take the AP Exam.

## Advanced Placement Chemistry

DE eligible
Years Offered: 11, 12
Credits: 10
Periods per week: 10

## Prerequisites: Chemistry

This course follows the AP course outline and all students taking it will be required to take the standard AP Chemistry exam in May; it introduces students to freshman college chemistry. This course stresses scientific method, observations, and measurement in experiments. Heavy reliance is placed on laboratory work and on problem solving. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard AP exam.

## Advanced Placement Environmental Science

DE eligible
Years offered: 11, 12
Credits: 10
Periods per week: 10

## Prerequisites: Chemistry

This course follows the AP course outline and all students taking it will be required to take the standard AP Environmental Science exam in May. This course is designed to have the students identify and discuss the challenges facing our world both today and in the future. Students will have an understanding of different types of biomes, species interactions, environmental law, risk assessment, types of pollution and their sources, how to manage and reuse important resources, and research and debate different scientific, political, and ethical factors that affect human populations and our well-being. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard AP exam.

## Advanced Placement Physics 1

DE eligible
Years offered: 12

Credits: 10
Periods per week: 10

## Prerequisites: Algebra 2 and Physics

This course follows the AP course outline and all students taking it will be required to take the standard AP Physics exam in May. The AP Physics course is an algebratrigonometry based course. The course includes all standard topics in classical and modern physics like mechanics, thermodynamics, fluid dynamics, wave motion, sound, optics, magnetism, electricity, quantum physics, relativity, atomic and particle physics. Attention is on developing students' conceptual and mathematical skills necessary in the

Advanced Placement Physics C Mechanics
Years offered: 10, 11, 12

Credits: 10
Periods per week: 10

## Prerequisites: Physics, Pre-Calculus

This course follows the AP course outline and all students taking it will be required to take the standard AP Physics exam in May. This course explores topics such as kinematics, Newton's laws of motion, work, energy, power, systems of particles and linear momentum, circular motion and rotation, oscillations and gravitation. Introductory differential and integral calculus is used throughout the course. AP Physics C is ideal for students planning to specialize or major in physical science or engineering.

## Biology with Lab Honors

Years offered: 9

Credits: 6 Periods per week: 6

## Prerequisites: None

The Biology with Lab Honors program will provide the advanced student with a comprehensive and solid foundation in all major branches of the field. The course content will keep abreast of current topics and issues. It covers the traditional areas of ecology, cells, genetics, evolution, taxonomy, and the diversity of life. Special emphasis will be placed on careers for Biology majors. This course will serve as a strong point of departure for more advanced studies in the sciences.

## Biology CP

Years offered: 9, 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course covers all the same topics as Biology with Lab Honors; ecology, cells, genetics, evolution and taxonomy are discussed. Microscopes are used.

## Biotechnology

Years offered:10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course will allow students to explore the fundamental principles of biotechnology and business applications. Units of study include plant tissue culturing, plant and animal agriculture, DNA, RNA and protein technologies, genetic diagnostics, health care and pharmaceuticals, genetically modified organisms, fermentation technology, energy and environmental management, forensic science, cloning, stem cells and bioethics.

Credits: 5
Periods per week: 5

## Prerequisites: None

The Chemistry Honors program will provide the advanced student with a comprehensive and solid foundation in all major branches of the field. Major topics covered are atomic theory, periodic table, formula writing and equations, stoichiometry, mole concept, ionization, pH , equilibria, acids, bases and salts, metallic and non-metallic elements, and an introduction to organic chemistry. Experiments and demonstrations are performed. Field-related careers and job opportunities are discussed.

## Environmental Science CP

Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: Biology

This course offers an overview of how the various components of the earth interact with each other. It also explores the role mankind plays in these interactions. The topics covered include ecology, human populations and needs, energy resources, effects of pollution, and management practices to reduce human impact.

## Forensic Science

Years offered: 10, 11

Credits: 5
Periods per week: 5

## Prerequisites: Chemistry

This class will demonstrate real-life applications of science. Students will integrate knowledge of sciences (biology, chemistry, and physics) and mathematics in order to process crime scene evidence. While utilizing the scientific method, students will learn the methodology needed to evaluate a crime scene and the proper lab mechanics needed to evaluate evidence. Students will work on critical thinking skills including deductive and inductive reasoning. Forensic Science offers an opportunity for students to do coursework in an interesting, thought-provoking, cooperative, and hands-on atmosphere. The goal of this course is to provide students with the opportunity to use key scientific concepts learned in prior science and math courses, to investigate and answer questions concerning crime scene investigations. In other words, students will be studying the use of science in the legal system. Course topics will include observation skills, evidence collection, DNA fingerprinting, study of hair, blood and blood spatter evidence toxicology, and forensic anthropology.

## Human Anatomy and Physiology Honors

DE eligible
Years offered: 11, 12

Credits: 6
Periods per week: 6

## Prerequisites: Biology

This course is designed for the student interested in pursuing a clinical practice role as a doctor of medicine, osteopathy, dentistry, pharmacy, nurse practitioner, physician assistant or physical therapist. This course carefully balances anatomy and physiology in order to provide an integrated view of how the human body works. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria.

## Genetics Honors

Years offered: 11, 12
Credits: 6
Period per week: 6

## Prerequisites: Biology, Chemistry

Human Genetics will focus on practical implications of current genetic research with a strong emphasis on the skills required to perform and describe such research. The course will begin with a survey of accepted genetic theories and from there dive deeper into the mechanisms behind our genomes and how our bodies related to them. We will use this understanding to determine how research of the human genome (and proteome, and epigenome) can contribute to personalized medicine and technology in the future, as well as the ethical implications involved along the way. Finally, we will use the most common methods of genome sequencing and analysis in the classroom to provide hands-on laboratory experience that will transfer across all areas of science.

## Introduction to Engineering Design

DE eligible
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This PLTW Engineering course teaches students through problems that engage and challenge. Students work both individually and in teams to design solutions to a variety of problems using 3-D modeling software, and use an engineering notebook to document their progress.

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## Prerequisites: Biology, Chemistry

Organic and Biochemistry will focus on the function of compounds which contain carbon and describe its structure. They include topics such as explosives like TNT, genetic material like DNA, fuel-like gasoline and propane, and medicines like penicillin. Kevlar,
testosterone, indigo, Teflon, latex, soap, beeswax, and cholesterol are other examples of organic molecules. This class will answer questions such as: How does the molecular architecture of these substances give rise to their physical, chemical, and biological properties?

Physics with Lab Honors
Years offered: 11, 12
Credits: 6
Periods per week: 6

## Prerequisites: Algebra 1

The major areas covered include mechanics, heat, light, sound, electricity, and atomic physics. The major concepts are approached with the wave theory principle, the key in understanding physical phenomena and laws.

## Principles of Biomedical Science, PLTW

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 6

## Prerequisites: None

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

## Principles of Integrated Science

Years offered: 9,10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course focuses on the structure and bonding of atoms and molecules, the use of information provided by the periodic table, the phases of matter, chemical reactions, energy, mechanics, electricity, and magnetism. A variety of activity-based investigations are included in this course to further expand on the students' progress of the concepts.

## Zoology Honors

Years offered: 11, 12
Credits: 6
Periods per week: 6

## Prerequisites: None

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The focus of this course is to study how hereditary variation impacts life forms, from simple unicellular organisms to the most complex animals, fungi, and plants. This course teaches students about the anatomical and physiological characteristics of animals. An understanding of form and function allows students to study how animals have evolved over time and to relate animals to their particular role in an ecosystem. Finally, students will develop an understanding that all living things are interconnected.

Social Studies

| TITLE | Years Offered | PDS/ <br> WK | CREDIT <br> S |
| :--- | :--- | :--- | :--- |
| Advanced Placement Art History | $10,11,12$ | 5 | 5 |
| Advanced Placement Comparative Government and <br> Politics | $10,11,12$ | 5 | 5 |
|  <br> Microeconomics | $10,11,12$ | 5 | 5 |
| Advanced Placement Psychology | $10,11,12$ | 5 | 5 |
| Advanced Placement United States History 1 | $10,11,12$ | 5 | 5 |
| Advanced Placement United States History 2 DE | $10,11,12$ | 5 | 5 |
| Advanced Placement United States Government and <br> Politics | $10,11,12$ | 5 | 5 |
| Advanced Placement World History | $10,11,12$ | 5 | 5 |
| African-American History | $10,11,12$ | 5 | 5 |
| Introduction to Criminal Justice DE | $10,11,12$ | 5 | 5 |
| Juvenile Delinquency and Youth Crime DE | $10,11,12$ | 5 | 5 |
| Latin American Studies | $10,11,12$ | 5 | 5 |
| Philosophy | $10,11,12$ | 5 | 5 |
| Psychology | $10,11,12$ | 5 | 5 |
| Sociology DE | $10,11,12$ | 5 | 5 |
| United States History 1 CP <br> United States History 1 H | $10,11,12$ | 5 | 5 |
| United States History 2 CP <br> United States History 2 H | 11,12 | 5 | 5 |
| World History CP <br> World History - Spanish | $9,10,11,12$ | 5 | 5 |
| World History H | $9,10,11,12$ | 5 | 5 |

## Social Studies

Advanced Placement Art History
Grades: 10, 11, 12
Credits: 5
Periods per week: 5
Prerequisites: Introduction to Fine Arts and at least one other art course or department approval.

AP Art History is an Art elective course that offers a chronological view of Western art from the dawn of civilization to present trends and movements. Special emphasis will be placed on our understanding of an artwork within the context of its culture and intended audience; the study of the whole of art history requires an understanding of the religious, cultural, political, economic and technological changes and adaptations throughout history.

The students will examine artworks while considering issues of patronage, gender, function and ethnicity. The course concentrates on the arts of the Western tradition, including America, but $20 \%$ of the course content will be from non-Western cultures. Students will develop writing and comprehension skills while exploring the history of human achievement in the arts. Students must take the AP Exam.

Advanced Placement Comparative Government and Politics
Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and the political, economic, and social challenges among six selected countries: Great Britain, Mexico, Russia, Iran, China, and Nigeria. Additionally, students examine how different governments solve similar problems by comparing the effectiveness of approaches to many global issues. Students must take the AP Exam.

Advanced Placement Macroeconomics \& Microeconomics
Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5
AP Macroeconomics is an introductory college-level course that focuses on the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination; it also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. Students must take the AP Exam.

Advanced Placement Psychology
Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5
Prerequisites: None
AP Macroeconomics \& Microeconomics are introductory college-level course that focuses on the principles that apply to an economic system as a whole. These courses

Credits: 5
Periods per week: 5

## Prerequisite: None

The Advanced Placement Program in United States History 1 is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history from exploration to the latter half of the $19^{\text {th }}$ century. Students should learn to assess historical materials - their importance and to weigh the evidence and interpretations presented in historical scholarship. In addition to exposing students to historical content, an AP course also trains students to analyze and interpret primary sources, including documentary material, maps, statistical tables, and pictorial and graphic evidence of historical events. Students learn to take notes from both printed materials and lectures or discussions, write essay examinations and write analytical research papers. Participants must be able to express themselves with clarity and precision. Students must take the AP Exam.

## Advanced Placement United States History 2

Credits: 5
Periods per week: 5

## Prerequisites: None

The Advance Placement Program in United States History 2 is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in United States history from the Progressive Era through the latter half of the $20^{\text {th }}$ century. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students must take the AP Exam.

Advanced Placement World History
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Advanced Placement U.S. Government and Politics will provide students an intellectual foundation for observing, analyzing, and understanding national politics in the United States. Using primary and secondary source documents, as well as analysis of specific examples, students will examine and evaluate the institutions of American government, political parties and elections, mass media, political behavior, public policies, and the development of individual rights and liberties and their impact on citizens. The content of

Credits: 5
Periods per week: 5

## Prerequisites: None.

AP World History explores human history from 8000 B.C.E. to the present. The development of analytical and writing skills necessary for success on a collegiate level are emphasized. To this end, the course devotes considerable time to the critical evaluation of primary and secondary sources, analysis of historiography (The principles, theories, or methodology of scholarly historical research and presentation) and inquiry into global connections that have shaped our present world. Students must take the AP Exam.

## African American History

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course details the African history of African Americans. The achievements of African Americans are emphasized as well as their influence on the sectional, national and international developments of our country. Present problems are examined historically and opportunities are promoted for students to develop constructive solutions. Classes emphasize original research, literary analysis, and extensive library work.

## Introduction to Criminal Justice

DE eligible
Years offered: 10, 11, 12 Credits: 5 Periods per week: 5

## Prerequisites: None

This course will introduce the students to the various career opportunities within the field of criminal justice. Types of crimes and procedures for dealing with them will be covered. The study of law enforcement agencies, their role, function, history, and development within the field of criminal justice will be reviewed.

Juvenile Delinquency and Youth Crime
Years offered: 10, 11, 12
DE eligible

Credits: 5
Periods per week: 5

Prerequisites: None

Programs of Study 2016- - 2017
This course examines the variables in society that might lead to juvenile crime. The criminal justice system, as designed for youths, will be reviewed, with efforts to avoid recidivism evaluated by class participants. Students will also propose action that a community can take to assist at-risk youth.

## Latin American Studies

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5
Prerequisites: None
This course introduces students to the diverse history and culture of Latin American and Latino Americans, beginning with life prior to Columbus to contemporary life in the United States. Important issues from present-day contemporary society are discussed. Students immerse themselves in the Western Hemisphere's oldest civilizations and cultures.

## Philosophy

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5
Prerequisites: None
This course will introduce students to the most prominent people, movements, and methods of philosophy, from ancient times to the present. We will examine the fundamental problems that philosophers have dealt with, as well as the various approaches and arguments they have used. Students will become familiar with the terminology used in philosophical discourse, learn about the historical development of the discipline, and develop their own skills for philosophical argumentation.

## Psychology

Years offered: 10, 11, 12
Credits: 5
Prerequisites: None
Periods per week: 5
This course will introduce students in the major principles of 19th and 20th century psychological thought. Starting with Freud in the late 1800's and concluding with the likes of Albert Ellis and William Glasser, students will obtain a solid understanding of psychology and how it is used and applied in our world today.

Sociology
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5
Prerequisites: None

Sociology is the science of group behavior and studies the fundamental social institutions, group relationships and problems of contemporary society. This course emphasizes original research, cultural studies and an in-depth analysis of group behavior.

States History 1 CP
United States History 1 H
Years offered: 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

United States History 1, after a brief review of exploration, colonial developments and the American Revolution, covers United States history and New Jersey's history from the Constitutional Convention to approximately 1900. The study centers on political and diplomatic developments, but also considers economic, social and cultural studies. Term papers/reports usually pertain to the chapters under consideration. However, classes also complete projects to promote greater understanding of chosen areas.

United States History 2 CP
United States History 2 H
Years offered: 11, 12

Credits: 5
Periods per week: 5

## Prerequisites: None

The students will study United States history from about 1900 to the present. The chronological study centers on political and diplomatic developments but also considers economic, social and cultural aspects. In addition, the students will be engaged in learning New Jersey government/history and the topic of genocide. Current events are discussed weekly or as indicated. This course periodically correlates major developments in other countries with those in American History.

## World History CP

Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

A review of past historical, economic, cultural, and geographical concepts precedes students’ initial study of the Renaissance to the modern industrial era. Students will develop a broad understanding of the growth of national states to 1900 and, when applicable, a chronological survey gives focus to various civilization developments. A portion of the course will be devoted to cultural aspects of world civilizations. Students will also identify the relationship between current situations and events. Emphasis is placed on improving reading comprehension and writing skills.

World History H
Years offered: 9, 10, 11, 12

Credits: 5
Period per week: 5

## Prerequisites: None

Students begin studying the changes that led to the First Global Age, followed by the Enlightenment period and the Age of Revolutions. In the second semester students will analyze the impact of Industrialization and Nationalism. Then students will focus on the period of increasing global interaction demonstrated by World War I, World War II and the Cold War. Trends of modern history will be examined as time permits and when
appropriate throughout the year. Honors level classes emphasize skills to prepare students for Advanced Placement classes. These skills include analysis of primary documents, conducting and utilizing research, and effective note taking methods. There will be a particular focus on a variety of writing skills.

## World Language

| TITLE | Years Offered | PDS/WK | CREDITS |
| :--- | :---: | :---: | :---: |
| American Sign Language 1 | $9,10,11,12$ | 5 | 5 |
| American Sign Language 2 DE | $10,11,12$ | 5 | 5 |
| French 1 | $9,10,11,12$ | 5 | 5 |
| French 2 | $10,11,12$ | 5 | 5 |
| Spanish 1 | $9,11,12$ | 5 | 5 |
| Spanish 2 | $9,11,12$ | 5 | 5 |
| Spanish - Native Language <br> Foundation | $9,10,11,12$ | 5 | 5 |
| Advanced Placement Spanish <br> Language and Culture DE |  | 5 | 5 |

American Sign Language 1
Years offered: 9, 10, 11, 12

## Prerequisites: None

American Sign Language will be taught following expressive and receptive language skills. Successful completion of this course will include formation (hand shape, palm orientation, movement, location); space referents: motion/location of verbs which

## American Sign Language 2

Years offered: 10, 11, 12
DE eligible
Credits: 5

Period per week: 5

## Prerequisites: American Sign Language 1

The American Sign Language 2 course will encompass the topics taught in the American Sign Language 1 course but in a more in-depth fashion. In addition, syntactical and grammatical features such as pronominalization, topicalization and classifiers will be expanded. Students will be exposed to more aspects of deaf culture and the history of deaf people in America.

## French 1

Years offered: 9, 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course fosters a gradual introduction to language through listening, speaking, reading and writing, a part of the proficiency based method that considers all four basic skills important factors in the student's language development. Reading and writing are developed in conjunction with appropriate materials.

## French 2

Years offered: 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: French 1

Students continue to develop their ability to understand spoken and written French. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics that include self, family and friends, celebrations, shopping and foods, school, daily routines, camping, and health. In other words, they learn how, when, and why to say what to whom. Vocabulary and grammatical structures are taught within the context of everyday topics.

## French 3

Years offered: 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: French 2

This course is designed to continue the development of conversational ability, increase the vocabulary span, improve reading comprehension, develop ability in written composition on the subjects studied, and increase knowledge of the culture, literature, art and music of the countries studied through reading on these subjects in French. It is recommended that a college bound student complete three to four years of the same foreign language during high school.

## Spanish 1

Years offered: 9, 10, 11, and 12
Credits: 5
Periods per week: 5

## Prerequisites: None

This course fosters a gradual introduction to language through listening, speaking, reading and writing, a part of the proficiency based method that considers all four basic skills important factors in the student's language development. Reading and writing are developed in conjunction with appropriate materials.

Spanish 2
Years offered: 10, 11, and 12

Credits: 5
Periods per week: 5

## Prerequisites: Spanish 1

Students continue to develop their ability to understand spoken and written Spanish. At the same time, they learn to communicate orally and in writing in a culturally appropriate manner about a variety of familiar topics that include self, family and friends, celebrations, shopping and foods, school, daily routines, camping, and health. In other words, they learn how, when, and why to say what to whom. Vocabulary and grammatical structures are taught within the context of everyday topics.

Spanish - Native Language Foundation
Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5
Prerequisites: This course is for Spanish native speakers whose skills in reading and writing require additional support due to lack of academic background.
This course will emphasize the development of correct usage in vocabulary and grammar through varied written pattern practices, dictations, and testing. The course will improve skills in spelling, vocabulary building, correct usage of grammar principles and reading comprehension.

Advanced Placement Spanish
Years offered: 9, 10, 11, 12
Credits: 5
Periods per week: 5

## Prerequisites: None

Students engage in readings, conversation, composition and research projects in Spanish. Emphasis is also placed on acquisition of vocabulary and mastery of the grammar and idiomatic expressions. Specific work includes: short stories, oral exams, and several inclass assignments. The expectation is that all communication in the classroom (teacher-student/student-student) takes place in Spanish. Students must take the AP Exam.

## Advanced Placement Spanish Language and Culture

Years offered: 9, 10, 11, 12
Credits: 5
DE eligible
Periods per week: 5

## Prerequisites: None

Students engage in readings, conversation, composition and research projects in Spanish. Emphasis is also placed on acquisition of vocabulary and mastery of the grammar and idiomatic expressions. Specific work includes: short stories, oral exams, and several inclass assignments. The expectation is that all communication in the classroom (teacher-student/student-student) takes place in Spanish. Students must take the AP Exam.

Advanced Placement Spanish Literature and Culture
Years offered: 9, 10, 11, 12
Credits: 5
DE eligible
Periods per week: 5

## Prerequisites: None

This course is an introduction to literary criticism. It focuses on literary terms and its applications in close readings of selected Spanish and Spanish-American texts. Students develop proficiencies across the full range of communication modes (interpersonal, presentational, and interpretive), thereby honing their critical reading and analytical writing skills. The course also includes a strong focus on cultural connections and comparisons, including exploration of various media (e.g., art, film, articles, literary criticism). Along with the study of the specific subject matter, this course includes cultural and historical background for each text to be studied. Students must take the AP Exam.

## Special Education

## Resource Programs/Supplementary Instruction

Our resource programs offer individual or small group instruction either in or out of the general education classroom (in-class or pull-out resource programs). A resource program may provide instructional support, where the child is taught the general education curriculum for the grade and subject with modifications to teaching strategies curriculum is modified to meet the child's needs. Passaic Public Schools offers both options.

## Special Class Programs

Special Class Programs are services provided for children with disabilities in a selfcontained classroom for any part of the school day. A special class is a class consisting of students with disabilities who are grouped together to receive specially designed instruction in a self-contained setting, meaning that they are receiving instruction separate from their non-disabled peers. They serve children whose needs cannot be met within the general education classroom, even with supplemental aides and services. Special class services may be provided on a full-time or part-time basis. In self-contained special classes, students must be grouped by similarity of educational needs. Classes may contain students with the same disability or with different disabilities as long as they have similar levels of academic and learning characteristics, levels of social development, levels of physical development and management needs. Special classes offer different levels of staffing intensity depending on your child's academic and/or management needs.

Special Class Programs:

## - Autism

- Our Autism program consists of a research-based program based on the principles of Applied Behavior Analysis for Autistic students. Classrooms are staffed with a low student to teacher ratio so each child is able to receive instruction in the areas of functional language development, social skills, and adaptive living skills as well as access to the common core standards unless the IEP specifies a modified curriculum due to the nature or severity of the student's disability. Our staff also works with general education in the schools in order to create a learning environment whereby students are mainstreamed into activities that promotes inclusiveness.
- Behavioral Disabilities
- Students in a Behavioral Disabilities Program are provided with an intense therapeutic component that teaches and reinforces behaviour necessary for a positive classroom setting. This intense behavioral support is received through specifically trained staff. Our staff also works with general education in the schools in order to create a learning environment whereby students are mainstreamed into activities that promotes inclusiveness.
- Cognitive Impairments (mild, moderate, or severe)
- Students in a Cognitive Impaired programs are instructed in both functional academics and daily living skills that will assist them in their daily life at home and in the community. Functional academics include reading, writing, mathematics, social studies, and science. Daily living skills include personal care, social interaction skills, work skills, and many others. In addition, our students receive intense behavioral support through our trained staff.
- Learning and/or Language Disabilities (separate or together, and mild to moderate or severe)
- Students in a Learning and/or Language Disabilities (LLD) programs with mild to moderate and severe disabilities receive thorough individualized and specialized instructional strategies with an emphasis on language-based instruction. The LLD Program is designed to provide students who require greater academic support in the core academic subjects.


## - Multiple Disabilities

Students in a Multiple Disabilities program learn a range of different levels stemming from developmental basic, independent living, adaptive living, communication, and social skills.

