

# Program of Study K-8 Only

## Pre-Kindergarten Curriculum

### [Preschool](#)

The Passaic Early Childhood Education Program ensures implementation of a comprehensive curriculum supported by research and aligned with the NJ Preschool Teaching and Learning Standards. The curriculum that is used is HighScope, which is based on the principles of active learning and support of a child's positive interactions with adults and peers. This comprehensive curriculum model addresses academic, social emotional and physical health and development. The specific content areas are: approaches to learning, social and emotional development, physical development and health, language, literacy and communication, mathematics, creative arts, science and technology, and social studies. A daily routine is followed which provides the students a sense of security and consistency to promote independent thinking and decision making. The daily routine includes teacher led small groups that focus on literacy, math, and science, gross motor activity, and work time, which provides the students with time to engage in exploration in an intentional organized and planned environment for learning, as well as individual adult and student interactions and student to student interactions. The teachers use the CORADVANTAGE assessment tool which is part of the HighScope curriculum. This assessment tool focuses on children's naturally occurring activities rather than their performance on tests, allowing for a broader assessment of each child's development. Throughout the day teachers will observe what the students are doing and saying and then recording the observations. These observations are then added to the online web-based CORADVANTAGE and scored using a scoring guide. Each level of the scoring guide is clearly defined.

## Advancement Via Individual Determination (AVID) Seminar

### [Grade 6 AVID Seminar](#)

Students will participate in a college-readiness course designed to provide sixth grade students with valuable skills and strategies that will help them navigate successfully through their current and future academic endeavors. The AVID program foundational WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies are utilized within lessons to promote academic success for all sixth grade students in every subject area. AVID students learn important skills that help them take ownership of their learning. Skills such as taking effective notes, tracking their academic progress, creating and monitoring goals, and conducting research are some of the many components of the AVID curriculum that students will engage in as they create a pathway to their future.

### [Grade 7 AVID Seminar](#)

Students will participate in a college-readiness course designed to provide 7th grade students with valuable skills and strategies that will help them navigate successfully through their current and future academic endeavors. The AVID program foundational WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies are utilized within lessons to promote academic success for all sixth grade students in every subject area. AVID students learn important skills that help them take ownership of their learning. Skills such as taking effective notes, tracking their academic progress, creating and monitoring goals, and conducting research are some of the many components of the AVID curriculum that students will engage in as they create a pathway to their future.

### [Grade 8 AVID Seminar](#)

Students will participate in a college-readiness course designed to provide 8th grade students with valuable skills and strategies that will help them navigate successfully through their current and future academic endeavors. The AVID program foundational WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies are utilized within lessons to promote academic success for all sixth grade students in every subject area. AVID students learn important skills that help them take ownership of their learning. Skills such as taking effective notes, tracking their academic progress, creating and monitoring goals, and conducting research are some of the many components of the AVID curriculum that students will engage in as they create a pathway to their future.

### [Grade 9 AVID Seminar](#)

Students will participate in a college-readiness course designed to provide 9th grade students with valuable skills and strategies that will help them navigate successfully through their current and future academic endeavors. The AVID program foundational WICOR (Writing, Inquiry, Collaboration, Organization, Reading) strategies are utilized within lessons to promote academic success for all sixth grade students in every subject area. AVID students learn important skills that help them take ownership of their learning. Skills such as taking effective notes, tracking their academic progress, creating and monitoring goals, and conducting research are some of the many components of the AVID curriculum that students will engage in as they create a pathway to their future.

## Computer and Information Sciences

### [Technology K-2](#)

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 3-5](#)

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, spreadsheets, and web based applications, students will be asked to present solutions to problems that could not be accomplished without the use of technology.

### [Technology Grades 6-8](#)

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/Language Arts

### [Kindergarten English / Language Arts](#)

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The Kindergarten English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. As part of the structured literacy framework, the curriculum is grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. Two big ideas drive the curriculum: In order for students to actually understand what they're learning, they need deep background knowledge and vocabulary to pull from, and decoding and encoding must be automatic and fluent. To help students achieve this, the foundational skills instruction is explicit; the connection between oral and written language is supported; vocabulary is learned in context and through multiple exposures. Amplify CKLA are the core curriculum materials that are utilized. Amplify CKLA's high-quality instructional material (HQIM) in the kindergarten language arts program with research-based content—including an expanding library of authentic texts, videos and other digital resources—helps educators engage students in any learning scenario. Amplify provides professionally printed guides, readers, consumables, letter cards, flip books, posters, and hands-on phonics materials like Chaining Folders, making it easier for teachers to use the Amplify CKLA curriculum with their students.

### Kindergarten Dual Language Program

The Dual Language Program offers students an opportunity to become bilingual and biliterate. Children in the program speak either English or Spanish at home and learn in both languages at school so that they develop fluency in both languages in listening, speaking, reading and writing. Both groups of students, the English Language Learner and the English proficient, are expected to become bilingual. The DL students learn the curriculum through their first language and second language, become proficient in their second language, and continue to develop skills and proficiency in their first language.

### [Grade 1 English Language Arts](#)

The Grade 1 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. As part of the structured literacy framework, the curriculum is grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. Two big ideas drive the curriculum: In order for students to actually understand what they're learning, they need deep background knowledge and vocabulary to pull from, and decoding and encoding must be automatic and fluent. To help students achieve this, the foundational skills instruction is explicit; the connection between oral and written language is supported; vocabulary is learned in context and through multiple exposures. Amplify CKLA are the core curriculum materials that are utilized. Amplify CKLA's high-quality instructional material (HQIM) in elementary language arts programs with research-based content—including an expanding library of authentic texts, videos and other digital resources—helps educators engage students in any learning scenario. Amplify provides professionally printed guides, readers, consumables, letter cards, flip books, posters, and hands-on phonics materials like Chaining Folders, making it easier for teachers to use the Amplify CKLA curriculum with their students.

### Grade 1 Dual Language Program

Kindergarten students who participated in the Dual Language Program may continue in the Dual Language Program in Grade 1. Children in the program speak either English or Spanish at home and learn in both languages at school so that they develop fluency in both languages in listening, speaking, reading and writing. Both groups of students, the English Language Learner and the English proficient, are expected to become bilingual. The DL students learn the curriculum through their first language and second language, become proficient in their second language, and continue to develop skills and proficiency in their first language.

### [Grade 2 English Language Arts](#)

The Grade 2 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. As part of the structured literacy framework, the curriculum is grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. Two big ideas drive the curriculum: In order for students to actually understand what they're learning, they need deep background knowledge and vocabulary to pull from, and decoding and encoding must be automatic and fluent. To help students achieve this, the foundational skills instruction is explicit; the connection between oral and written language is supported; vocabulary is learned in context and through multiple exposures. Amplify CKLA are the core curriculum materials that are utilized. Amplify CKLA's high-quality instructional material (HQIM) in elementary language arts programs with research-based content—including an expanding library of authentic texts, videos and other digital resources—helps educators engage students in any learning scenario. Amplify provides professionally printed guides, readers, consumables, letter cards, flip books, posters, and hands-on phonics materials like Chaining Folders, making it easier for teachers to use the Amplify CKLA curriculum with their students.

### Grade 2 Dual Language Program

DE students who participated in the Dual Language Program may continue in the Dual Language Program. Children in the program speak either English or Spanish at home and learn in both languages at school so that they develop fluency in both languages in listening, speaking, reading and writing. Both groups of students, the English Language Learner and the English proficient, are expected to become bilingual. The DL students learn the curriculum through their first language and second language, become proficient in their second language, and continue to develop skills and proficiency in their first language.

### [Grade 3 English Language Arts](#)

The Grade 3 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. As part of the structured literacy framework, the curriculum is grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. Two big ideas drive the curriculum: In order for students to actually understand what they're learning, they need deep background knowledge and vocabulary to pull from, and decoding and encoding must be automatic and fluent. To help students achieve this, the foundational skills instruction is explicit; the connection between oral and written language is supported; vocabulary is learned in context and through multiple exposures. Amplify CKLA are the core curriculum materials that are utilized. Amplify CKLA's high-quality instructional material (HQIM) in elementary language arts programs with research-based content—including an expanding library of authentic texts, videos and other digital resources—helps educators engage students in any learning scenario. Amplify provides professionally printed guides, readers, consumables, letter cards, flip books, posters, and hands-on phonics materials like Chaining Folders, making it easier for teachers to use the Amplify CKLA curriculum with their students.

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## Grade 3 Dual Language Program

DE students who participated in the Dual Language Program may continue in the Dual Language Program. Children in the program speak either English or Spanish at home and learn in both languages at school so that they develop fluency in both languages in listening, speaking, reading and writing. Both groups of students, the English Language Learner and the English proficient, are expected to become bilingual. The DL students learn the curriculum through their first language and second language, become proficient in their second language, and continue to develop skills and proficiency in their first language.

## [Grade 4 English Language Arts](#)

The Grade 4 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. As part of the structured literacy framework, the curriculum is grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. Two big ideas drive the curriculum: In order for students to actually understand what they're learning, they need deep background knowledge and vocabulary to pull from, and decoding and encoding must be automatic and fluent. To help students achieve this, the foundational skills instruction is explicit; the connection between oral and written language is supported; vocabulary is learned in context and through multiple exposures. Amplify CKLA are the core curriculum materials that are utilized. Amplify CKLA's high-quality instructional material (HQIM) in elementary language arts programs with research-based content—including an expanding library of authentic texts, videos and other digital resources—helps educators engage students in any learning scenario. Amplify provides professionally printed guides, readers, consumables, letter cards, flip books, posters, and hands-on phonics materials like Chaining Folders, making it easier for teachers to use the Amplify CKLA curriculum with their students.

## [Grade 5 English Language Arts](#)

The Grade 5 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. As part of the structured literacy framework, the curriculum is grounded in the science of reading, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction. Two big ideas drive the curriculum: In order for students to actually understand what they're learning, they need deep background knowledge and vocabulary to pull from, and decoding and encoding must be automatic and fluent. To help students achieve this, the foundational skills instruction is explicit; the connection between oral and written language is supported; vocabulary is learned in context and through multiple exposures. Amplify CKLA are the core curriculum materials that are utilized. Amplify CKLA high-quality instructional material (HQIM) in elementary language arts programs with research-based content—including an expanding library of authentic texts, videos and other digital resources—helps educators engage students in any learning scenario. Amplify provides professionally printed guides, readers, consumables, letter cards, flip books, posters, and hands-on phonics materials like Chaining Folders, making it easier for teachers to use the Amplify CKLA curriculum with their students.

## [Grade 6 English Language Arts](#)

The Grade 6 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

### **Grade 6 Units include:**

- Dahl & Narrative
- Mysteries & Investigations
- The Chocolate Collection
- The Greeks
- The Summer Of Mariposas
- The Titanic Collection

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## [Grade 7 English Language Arts](#)

## Program of Study K-8 Only

The Grade 7 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

### **Grade 7 Units include:**

Red Scarf & Narrative  
Character & Conflict  
Brain Science  
Poetry & Poe  
The Frida & Diego Collection  
The Gold Rush

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 8 English Language Arts](#)

The Grade 8 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

### **Grade 8 Units include:**

Perspectives & Narrative  
Liberty & Equality  
Science & Science Fiction  
Shakespeare's Romeo & Juliet  
Holocaust: Memory & Meaning  
The Space Race

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## English as a Second Language (ESL)

### [Grades K-5 English as a Second Language and Bilingual Education](#)

In grades Kindergarten – 5, a self-contained bilingual/ESL classroom exists at each grade for all level 1 and level 2 English Language Learners (ELLs). 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. Levels 3 and 4 ELLs 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 the NJSL 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 mainstream classes.

### English as a Second Language (ESL) and Bilingual Education

In grades 6 – 8, Spanish bilingual full-time program is available for levels 1 and 2 English Language Learners (ELLs) at Sonia Sotomayor School No. 21 and Muhammad Ali School No. 23. Spanish bilingual part-time program is offered at schools where Spanish Levels 1 and 2 ELLs represent low numbers in grades six to eight. Students receive two periods, per-day, of native language reading and mathematics instruction. 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. The self-contained Spanish bilingual program parallels the appropriate grade level general education program curriculum and follows the NJSL and WIDA Standards in the areas of Reading, Language Arts, Mathematics, Science, Social Studies, and Health. Students also receive instruction in English as a Second Language (ESL), Art, Music, and Physical Education. Spanish Level 3 and Level 4 ELLs, depending on the number of students per grade level and language proficiency across the four language domains, are placed in self-contained bilingual full time classrooms, in High Intensity English as a Second Language (ESL) or in general education classes. Students in a High Intensity ESL program receive two periods, per day, of ESL instruction. One period is the standard ESL class and the additional period is a tutorial or ESL reading class. Students' language proficiency is continually monitored and assessed. Students will exit the Bilingual/ESL program when they meet the criteria designed to ensure their success in mainstream classes.

[ESL - Grade 6](#)

[ESL - Grade 7](#)

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## [ESL - Grade 8](#)

## [Library Media](#)

### [Library Media K-5](#)

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 the New Jersey Student Learning Standards for Mathematics. 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 two-dimensional 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 the New Jersey Student Learning Standards for Mathematics. 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, addition, and subtraction. They use properties of addition to add whole numbers and to create as well as 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.

### [Grade 2 Mathematics](#)

The Grade 2 Mathematics program follows the New Jersey Student Learning Standards for Mathematics. 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 two- and 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 the New Jersey Student Learning Standards for Mathematics. 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 two-dimensional 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](#)

## Program of Study K-8 Only

The Grade 4 Mathematics program follows the New Jersey Student Learning Standards for Mathematics. 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 the New Jersey Student Learning Standards for Mathematics. 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 1-unit 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 the New Jersey Student Learning Standards for Mathematics. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## Dance Arts

### [Kindergarten - Grade 2 Dance](#)

Students in Kindergarten through Grade 2 will participate in a wide range of dance experiences making clear connection to movement in the Physical Education environment. Students are asked to identify, analyze, describe and explain the elements of dance and movement. Students are also guided to expand their physical skill using innovative exercise and music.

### [Grade 3 - Grade 5 Dance](#)

Students in Grade 3 through Grade 5 will participate in a wide range of dance experiences making clear connection to movement in the Physical Education environment. Students are asked to identify, analyze, describe and explain the elements of dance and movement. Students are also guided to expand their physical skill using innovative exercise and music.

### [Dance Lab Grades 6 - 8](#)

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The Dance Lab is a fun, exploratory course designed to provide a dance overview for all students. Students will be exposed to basic techniques in ballet, modern, jazz, hop hop as well as awareness of the impact of dance in society. Gaining movement skills and finding confidence and enjoyment through movement are a focus of this class. Interested students may have the opportunity to perform at concerts as well as festivals and community performances.

## Musical Arts

### [Kindergarten General Music](#)

Kindergarten General Music program builds the foundation beginning skills and an understanding of musical elements and concepts including melody, rhythm, form, harmony, timbre, texture and expressive elements through active learning. Singing, moving, and playing pitched and unpitched percussion instruments are integral parts of the music curriculum with an emphasis on creating, performing, connecting and responding.

### [Grade 1 General Music](#)

The Grade One General Music program develops beginning skills and an understanding of musical elements and concepts including melody, rhythm, form, harmony, timbre, texture and expressive elements through active learning. Singing, moving, and playing pitched and unpitched percussion instruments are integral parts of the music curriculum with an emphasis on creating, performing, connecting and responding.

### [Grade 2 General Music](#)

Grade Two General Music will expand their reading of rhythmic and melodic notation as well as their overall musical vocabulary. Students will increase their vocal skill level to match pitch as they perform songs as well as their instrumental skill level as they compose and perform ostinato patterns on classroom instruments. Students will experience musical concepts in various genres of music as they create and explore through the use of movement as well as their voices and classroom instruments.

### [Grade 3 General Music](#)

Grade Three General Music will apply their reading of rhythmic and melodic notation as well as their overall musical vocabulary as they learn to play recorders and ukuleles. Students will increase their vocal skill level to match pitch as they perform songs as well as their instrumental skill level as they compose and perform ostinato patterns. Students will experience musical concepts in various genres of music as they create and explore through the use of movement as well as their voices and classroom instruments.

### [Grade 4 General Music](#)

Grade Four General Music will analyze and refine their knowledge of rhythmic and melodic notation as well as their overall musical vocabulary through in depth exploration in various musical styles. Students will examine the elements of music through listening skills and reflect on written notation as they compose and perform ostinato patterns. Students will experience musical concepts in various genres of music as they create and explore through the use of movement as well as their voices and classroom instruments.

### [Grade 5 General Music](#)

Grade Five General Music will analyze and refine their knowledge of rhythmic and melodic notation as well as their overall musical vocabulary through in depth exploration in various musical styles. Students will examine the elements of music through listening skills and reflect on written notation as they compose and perform ostinato patterns. Students will experience musical concepts in various genres of music as they create and explore through the use of movement as well as their voices and classroom instruments.

### [Beginning Band](#)

The Beginning Elementary Performance program offers instruction for brass, wind, percussion, and string instruments as well as vocal instruction. In this course, students will learn to perform a repertoire of instrumental/vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course explores music fundamentals, theory, connections, performance, composition, improvising, responding and learning how to read standard as well as iconic music notation.

### [Beginning Strings](#)

The Beginning Strings program offers instruction for a variety of string instruments as well as vocal instruction. In this course, students will learn to perform a repertoire of instrumental/vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course explores music fundamentals, theory, connections, performance, composition, improvising, responding and learning how to read standard as well as iconic music notation.

### [Grade 6 General Music](#)

Students in Grade 6 participate in a wide range of musical experiences including proper vocal singing, playing of classroom instruments, critical listening/responding to music, composition, and moving to various styles of music. Students are asked to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony. Students will examine these elements through the lens of American Popular Music.

### [Grade 7 General Music](#)

Students in Grade 7 will participate in a wide range of musical experiences to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony. Students are asked to use proper vocal singing, playing of classroom instruments, critical listening/responding to music, composition and evaluating musical styles using elements from Asian, African and European artists.

### [Grade 8 General Music](#)

# Program of Study K-8 Only

Students in Grade 8 General Music will apply their understanding of musical knowledge to the exploration of careers in music and how music moves our society. Students will work collectively to explore a wide range of musical positions and investigate their impact on everyday life as well the evolution of technology in music. Students are asked to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony.

## [Intermediate Chorus](#)

The Intermediate Middle School Chorus Program offers instruction to vocalists of all ranges in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course, students will learn to perform a repertoire of choral literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation.

## [Intermediate Band](#)

The Intermediate Middle School Band Program offers instruction to brass, wind, strings and percussion instruments in band performance skills in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course, students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

## [Intermediate Orchestra](#)

The Intermediate Middle School Orchestra Program offers instruction to string and wind instruments in performance skills in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

## Project Lead the Way Electives

### [App Creators I and II, PLTW \(currently available at #1, #6, and #19\)](#)

Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

### [Computer Science for Innovators and Makers, PLTW \(currently available at #1, #6, #9, and #19\)](#)

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

## Physical Education and Health

### [Physical Education K-2](#)

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. In grades K-2, students will learn fundamental movement and motor skills, or skill themes, needed to safely and effectively participate in various games and activities. These skill themes include locomotor and non-locomotor skills, manipulative skills, movement skills and concepts, fitness activities, and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

### [Physical Education 3-5](#)

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. In grades 3-5, students will continue to develop their fundamental movement and motor skills while introducing sport or game-specific skills. Units of study include sports skills, (soccer, basketball, flag football, volleyball, baseball/softball, etc.), rhythmic activities, fitness activities, and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

### [Physical Education 6-8](#)

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. In grades 6-8, students will begin to apply their sport-specific motor and movement skills within a small-sided, or modified, game context. Units of study include team sports (soccer, basketball, flag football, volleyball, baseball/softball, etc.), fitness activities, lifetime games (tennis/pickleball, dance, yard games, etc.), and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

### [Health K-2](#)

The goal of Health Education is to teach functional health information (essential knowledge), develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors, and shape personal values and beliefs that support healthy behaviors. The Health curriculum meets all NJSLS-CHPE and NJ Legislative Statutes. In grades K-5, students will learn various healthy topics regarding personal and wellness, safety and injury/violence prevention, nutrition and physical activity, and tobacco and alcohol prevention. Students will also develop various social and emotional learning (SEL) skills including self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

### [Health 3-5](#)

## Program of Study K-8 Only

The goal of Health Education is to teach functional health information (essential knowledge), develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors, and shape personal values and beliefs that support healthy behaviors. The Health curriculum meets all NJSL-CHPE and NJ Legislative Statutes. In grades K-5, students will learn various healthy topics regarding personal and wellness, safety and injury/violence prevention, nutrition and physical activity, and tobacco and alcohol prevention. Students will also develop various social and emotional learning (SEL) skills including self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

### [Health 6-8](#)

The goal of Health Education is to teach functional health information (essential knowledge), develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors, and shape personal values and beliefs that support healthy behaviors. The Health curriculum meets all NJSL-CHPE and NJ Legislative Statutes. In grades 6-8, students will learn various healthy topics regarding personal and sexual health, violence and injury prevention, nutrition and physical activity, and tobacco and alcohol prevention. Students will apply various social and emotional learning (SEL) skills including self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

## Science

### [Kindergarten Science](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science and Engineering Design. Students will be instructed via the three dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts; the three dimensional approach is part of the science standards, NJSL-S. Using FOSS kits, focused on investigations, students in Kindergarten will study Motion and Stability: Forces and Interactions, Energy, From Molecules to Organisms: Structures and Processes, Earth's Systems, and Earth and Human Activity.

### [Grade 1 Science](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science and Engineering Design. Students will be instructed via the three dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts; the three dimensional approach is part of the science standards, NJSL-S. Using FOSS kits, focused on investigations, students in Grade 1 will study Waves and Their Applications in Technologies for Information Transfer, From Molecules to Organisms: Structures and Processes, Heredity: Inheritance and Variation of Traits, and Earth's Place in the Universe.

### [Grade 2 Science](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science and Engineering Design. Students will be instructed via the three dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts; the three dimensional approach is part of the science standards, NJSL-S. Using FOSS kits, focused on investigations, students in Grade 2 will study Matter and Its Interactions, Ecosystems: Interactions, Energy, and Dynamics, Biological Evolution: Unity and Diversity, Earth's Place in the Universe, and Earth's Systems.

### [Grade 3 Science](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science and Engineering Design. Students will be instructed via the three dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts; the three dimensional approach is part of the new science standards, NJSL-S. Using FOSS kits, focused on investigations, students in Grade 3 will study Motion and Stability: Forces and Interactions, From Molecules to Organisms: Structures and Processes, Ecosystems: Interactions, Energy, and Dynamics, Heredity: Inheritance and Variation of Traits, Biological Evolution: Unity and Diversity, Earth's Systems, and Earth and Human Activity.

### [Grade 4 Science](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science and Engineering Design. Students will be instructed via the three dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts; the three dimensional approach is part of the new science standards, NJSL-S. Using FOSS kits, focused on investigations, students in Grade 4 will study Energy, Waves and Their Applications in Technologies for Information Transfer, From Molecules to Organisms: Structures and Processes, Earth's Place in the Universe, Earth's Systems, and Earth and Human Activity.

### [Grade 5 Science](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science and Engineering Design. Students will be instructed via the three dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts; the three dimensional approach is part of the new science standards, NJSL-S. Using FOSS kits, focused on investigations, students in Grade 5 will study Matter and Its Interactions, Motion and Stability: Forces and Interactions, Energy, From Molecules to Organisms: Structures and Processes, Ecosystems: Interactions, Energy, and Dynamics, Earth's Place in the Universe, Earth's Systems and Earth and Human Activity.

### [Science - Grade 6](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

### [Science - Grade 7](#)

## Program of Study K-8 Only

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

### [Science - Grade 8](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

## Social Studies

### [Social Studies- Grade K](#)

The Kindergarten Social Studies program consists of interdisciplinary units of study. Students will interact with CKLA lessons that include Native Americans, Kings & Queens, Columbus & The Pilgrims, Colonial Towns & Townspeople, and Presidents & American Symbols.

### [Social Studies- Grade 1](#)

The first grade Social Studies program consists of interdisciplinary units of study. Students will interact with CKLA lessons that include Early World Civilization, Early American Civilization, A New Nation: American Independence, and Frontier Explorers.

### [Social Studies- Grade 2](#)

The second grade Social Studies program consists of interdisciplinary units of study. Students will interact with CKLA lessons that include Early Asian Civilizations, The Ancient Greek Civilization, The War of 1812, Westward Expansion, The U.S. Civil War, Immigration, and Fighting For a Cause.

### [Social Studies- Grade 3](#)

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.

### [Social Studies- Grade 4](#)

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.

### [Social Studies- Grade 5](#)

The fifth grade Social Studies program consists of the study of Mesoamerica, Northern American Native Americans, Age of Exploration, North American Colonies, and United States of America founding documents. Students will identify how these events shaped the development of modern America.

### [Social Studies- Grade 6](#)

The sixth grade Social Studies program consists of the birth of civilization, Mesopotamian civilization, Ancient Egypt, Judaism and the Jewish people, Ancient India, and Ancient China. Students will compare and contrast these civilizations and make connections between their development. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Social Studies- Grade 7](#)

The seventh grade Social Studies program consists of the study of Ancient Greece, Ancient Rome, Islamic civilizations in Asia and Africa, Mesoamerican civilizations, and The Middle Ages. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Social Studies- Grade 8](#)

## Program of Study K-8 Only

Under the New Jersey mandate, Laura Wooten's Law S854/237, our 8th grade students will take a course in Civics during their 8th grade year of social studies. After a unit on the American Revolution, students will deepen their understanding of American democracy, government, and citizenship in the United States. Units of study will cover the following topics: foundational concepts and principles; foundational documents; The Constitution, American ideals, and the American experience; and the role of the citizen. Throughout the year, students will engage with their classmates in a citizenship project. The goal will be to identify and develop a plan for solving a problem in their school/community. This will provide students with an experience in active citizenship, thus providing an opportunity to "live out" the concepts being taught throughout the year. Bilingual classes are designed to parallel the 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.

### Visual Arts

#### [Kindergarten General Art](#)

Kindergarten Art participates in a sequential curriculum, developing interaction between each student's creative expressions and their appreciation for art. Students will have hands-on experiences in producing original works of art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes encourage critical and creative problem-solving skills, addresses social emotional learning and encourages connections between the elements of art. Principles of design are also an anchor for students to use creative, critical and design thinking processes in solving design challenges that connect or respond to the world around us.

#### [Grade 1 General Art](#)

Grade One Art participates in a sequential curriculum, developing interaction between each student's creative expressions and their appreciation for art. Students will have hands-on experiences in producing original works of art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes encourage critical and creative problem-solving skills, addresses social emotional learning and encourages connections between the elements of art. Principles of design are also an anchor for students to use creative, critical and design thinking processes in solving design challenges that connect or respond to the world around us.

#### [Grade 2 General Art](#)

Grade Two Art continues developing interactions among students through creative expressions and their appreciation for visual art. Hands-on experiences in producing original works of art, enhanced by the integration of art history and aesthetic critiques refine students artistic abilities. Art education classes encourage critical and creative problem-solving skills, addresses social emotional learning and encourages connections between the elements of art. Principles of design are also an anchor for students to use creative, critical and design thinking processes in solving design challenges that connect or respond to the world around us.

#### [Grade 3 General Art](#)

Grade Three Art continues developing interactions among students through creative expressions and their appreciation for visual art. Hands-on experiences in producing original works of art, enhanced by the integration of art history and aesthetic critiques refine students artistic abilities. Art education classes encourage critical and creative problem-solving skills, addresses social emotional learning and encourages connections between the elements of art. Principles of design are also an anchor for students to use creative, critical and design thinking processes in solving design challenges that connect or respond to the world around us.

#### [Grade 4 General Art](#)

Grade Four Art is designed to enhance interactions among students through creative expressions and their appreciation for visual art. Hands-on experiences in producing original works of art, enhanced by the integration of art history and aesthetic critiques refine students artistic abilities. Art education classes encourage critical and creative problem-solving skills, addresses social emotional learning and encourages connections between the elements of art. Principles of design are also an anchor for students to use creative, critical and design thinking processes in solving design challenges that connect or respond to the world around us.

#### [Grade 5 General Art](#)

Grade Five Art is designed to enhance interactions among students through creative expressions and their appreciation for visual art. Hands-on experiences in producing original works of art, enhanced by the integration of art history and aesthetic critiques refine students artistic abilities. Art education classes encourage critical and creative problem-solving skills, addresses social emotional learning and encourages connections between the elements of art. Principles of design are also an anchor for students to use creative, critical and design thinking processes in solving design challenges that connect or respond to the world around us.

#### [Grade 6 General Art](#)

Students in Grade 6 will participate in a curriculum, designed to link each student's creative expressions and their appreciation for art. Students will have hands-on experiences in producing their art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes encourage critical and creative problem-solving skills, 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.

#### [Grade 7 General Art](#)

Grade 7 Art courses provide students the opportunity to foster their creative expression while learning to appreciate a variety of cultures demonstrated through various art mediums. Students are focused on making connections to other content areas, develop their own aesthetic abilities and explore a variety of art forms. Students use the elements of art and principles of design to elevate their understanding of the creative process.

#### [Grade 8 General Art](#)

Students in Grade 8 course will be provided students with the opportunity to creatively express their thoughts through the culmination of skills taught in previous years. Students will focus on the influence of drawing and the study of art history linking pieces of work to the ever changing societies in history. Exploration of famous artists will occur allowing students to examine different styles, techniques and influences that have support the evolution of art.

# Program of Study K-8 Only

## World Language

### World Language K-5

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.

### Spanish - Grade 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. Language domains, reading and writing, and the further development of interpretive skills will be a focus.

### Spanish – Grade 7

This course is aligned to the New Student Learning Standard and indicators for World Languages and 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 which are 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

This course is aligned to the New Student Learning Standard and indicators for World Languages. 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.

## Special Education

### Special Education Curriculum

The *Preschool Disabled (PSD)* program for students that have been found eligible as a "preschool child with a disability". Students would be between the ages of 3-5 and experience at 33% delay in one of the 5 required areas, or a 25% delay in two or more of the required areas.

The *Autism Spectrum Disorder (ASD)* program prepares students to progress in their achievement and skills according to their individual needs in the areas of language pragmatics and communication, social interaction, academic coursework, functional life skills, and vocational skills. Academic course work is individualized for each student within the program. Utilizing a behavioral approach, the program tracks skill development through data collection. All ASD classes are staffed by certified Special Education Teachers.

The *Intellectually Disabled (ID, formerly CI)*- A special class program, run by a special education teacher, for students with cognitive disabilities.

The *Pull-Out Resource Program* is offered to students who experience difficulty with the rigor, pace and/or structure of general education academic subjects. Small group instruction is provided by highly qualified teachers who modify the general curriculum to meet the individual needs of students. Efforts are made to transition students into general education classes by teaching compensatory skills and strategies.

The *In-Class Resource Program* is designed to provide support services to classified students in the general education setting. Two teachers, a certified special education teacher, and a content area general education teacher work collaboratively to instruct and assist students within the classroom environment. All students are expected to meet general education curricular requirements with individualized instructional strategies and modifications as set forth in the students' IEPs.

The *Learning Language Disability* program is self-contained program designed to provide greater academic and social support in the core academic subjects using a modified curriculum guide. The curriculum is presented to students through specialized instructional strategies with an emphasis on language-based instruction. All LLD classes are staffed by certified Special Education Teachers. LLD classes are offered at the elementary and secondary levels.

The *Emotional Regulation Impairment (ERI)* program (formerly Behavioral Disorders ) for students that need a special class program, run by a special education teacher, that focuses on students that exhibit behavioral needs and require specialized instruction to address those needs.

*Extended School Year (ESY)* program is intended to reduce the effects of undue regression of academic skills over the long summer break for students determined eligible for such services by the student's IEP team. It also addresses the needs of students who have an unusually long recoupment period after a break from school.

# Passaic Gifted and Talented Academy

## 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 their 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 their cause and also research one charity that aligns with their genocide's social injustice.

### [Civil Liberties and Equal Opportunities – Grades 5, 6, 7, and 8](#)

Civil Liberties and Equal Opportunities will teach students that their own identity is shaped by many factors in their environment and linked to many communities. Myths exist associated with the social construct of race and racial stereotypes evolved from these myths. The concept of identity applies to issues of group membership in history. There are differences between the Supreme Court's interpretations of the 14th Amendment in Plessy v. Ferguson (1896) with that in Brown v. Board of Education (1954). There are short-term and long-term consequences of those decisions people made in Little Rock, Arkansas in 1957 in response to Brown v. Board of Education. There is a distinction between just and unjust laws. The philosophy of nonviolence can inform responses to injustice and violence.

### [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 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.

### [Greek Mythology](#)

Students will be able to read, interpret and evaluate texts through the study of literature in English with a focus on Greek Mythology. Learners develop an understanding of literal meaning, relevant contexts and of the deeper themes or attitudes that may be expressed. Through their studies, they learn to recognize and appreciate the ways in which writers use English to achieve a range of effects, and will be able to present an informed, personal response to the material they have studied. The syllabus also encourages the exploration of wider and universal issues, promoting learners' better understanding of themselves and of the world around them.

### [Biomedical 1 and 2](#)

In this elective students will be introduced to the many topics and methods concerning forensic science, as a preparation for the Biomedical Science Pathway in High School. Students will develop their observational and inferential skills, and will learn how forensic scientists analyze crime scenes and gather evidence in order to help catch criminals. They will also be introduced to introductory biology. Topics of Study include: CSI Daily Challenges, Crime Scene & Testimonial Evidence, Fingerprinting, Impression Evidence, Hair & Fibers, Chromatography.

### [Aerospace Engineering](#)

In this elective, students will be introduced to various topics concerning aerospace engineering. Through a variety of interactive projects and activities, students will learn about the parts of airplanes and rockets, build and test miniature versions of these devices, and further explore concepts and problems in aerospace engineering.

### [Understanding Business Activity](#)

The aims are to enable candidates to: • make effective use of relevant terminology, concepts and methods, and recognise the strengths and limitations of the ideas used in business • apply their knowledge and critical understanding to current issues and problems in a wide range of business contexts • distinguish between facts and opinions, and evaluate qualitative and quantitative data in order to help build arguments and make informed judgements • appreciate the perspectives of a range of stakeholders in relation to the business environment, individuals, society, government and enterprise

### [Economics](#)

# Passaic Gifted and Talented Academy

Students will learn the following: Basic economic problem: choice and the allocation of resources, economic problem, factors of production, opportunity cost, resource allocation, choice, production possibility curves. The allocation of resources: how the market works; market failure, market and mixed economic systems, demand and supply analysis, price elasticity, market failure, social and private costs and benefits. The individual as producer, consumer and borrower, functions of money, exchange, central banks, stock exchanges and commercial banks, labor market, motives for spending, saving and borrowing.

## [On the Record](#)

Students will learn how to construct a newspaper by analyzing the history and theory of journalism as well as learn the components that make up a newspaper such as subheadings, headline stories, sports page, editorial page, entertainment Section, etc. The main focus will be writing, editing, and creating layouts in order to report on past and current events throughout the school, community, and world. Additionally, students will gather information based on research to enhance their stories through the writing process.

## [Student Council-Chapter Team](#)

This pre-pathway elective will offer students the opportunity to be the leaders of their own school building. Students will explore community activism, government and student rights. They will work to design events for the school and students. They will put on an election and learn about campaigning, fundraising and mobilizing a community of their peers. The student council will give our students the opportunity to use their talents to directly impact their peers and their school community.

## [Transformational Leadership](#)

This course is designed for aspiring teachers. Students will have the opportunity to learn the fundamentals of teaching which includes creating lessons, shadowing teachers, mentoring younger students, leading lessons in the lower grades, and understanding the basis of educational equity and the issues facing the educational system. Students will also learn how to write a resume and cover letter and gain useful interview skills to prepare for a successful career in teaching.

## [All About Me - Career Prep](#)

Career resume elevator pitch! Students will have the opportunity to create resumes and cover letters, learn the interview process, collaborate with teachers and students to explore careers in various fields.

## [Young Author's Corner](#)

Students will gain an understanding of how an author uses the various elements of language, detail, diction, tone, syntax, , image or contrast in order to combine critical thinking with creative writing through nonfiction and fiction novels. Students will also identify the historical and rhetorical contexts of creative fiction and nonfiction works in order to write stories, plays, essays, and produce and present their creative pieces.

## [Community Awareness & Service](#)

Participants create a video that highlights their chapter's involvement with the American Cancer Society (ACS) over the course of a school Year. Participants create and submit a finished video, capable of being played on a standalone DVD player that depicts the local TSA chapter's service with the American Cancer Society, national TSA's service partner. This competition has connections to one or more of the career areas featured: Director, Actor, Screenplay writer, Audiovisual technician.

## [Trigonometry in Careers](#)

Students will be able to understand how mathematics can be used to model situations in the real world and solve problems in relation to both standard models and less familiar contexts, interpreting the results. Students will gain an understanding of careers that require the use of trigonometry such as astronomy, engineering, fashion design, architecture, and many more.

## [Enterprise](#)

The aims are to: • make effective use of relevant terms, concepts and methods when discussing enterprise and enterprising behaviour • develop an understanding of what it means to be enterprising, and the skills that requires • develop the ability to work in an enterprising and independent manner • develop and apply knowledge, understanding and skills to contemporary enterprising issues, in a range of local, national and global contexts

## [Your Business!](#)

In this electives students will be able to combine all of their business studies to complete a business plan. Business plan will include their idea, marketing, employees, and finances. Students will need the deep understanding behind running a business. By the end of the semester they should be able to market and present their ideas.

## [Intro to Finance](#)

From Financial Responsibility, to career and income planning, to basic economics and entrepreneurship, Intro to Finance is designed to prepare students for a successful life by teaching mindfulness and responsibility with finances. Course topics include: Personal Financial Responsibility; Economic Fundamentals; Income and Careers; Planning and Money Management; Credit and Debt; Risk Management and Insurance; Saving and Investing; Entrepreneurship; Governmental Economics.

## [Child Development](#)

Students will learn the developmental psychology of the child. This course aims to enable students to: develop an understanding of the relationships between currently accepted norms of development and actual observed behavior of children, enhance their ability to apply their knowledge and understanding of children to their own interaction with parents and children, and develop empathy with young children.

## [Model United Nations – Grades 5, 6, 7, and 8](#)

# Passaic Gifted and Talented Academy

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.

## English/Language Arts

### [Grade 6 English Language Arts](#)

The Grade 6 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 6 Units include:**

Dahl & Narrative  
Mysteries & Investigations  
The Chocolate Collection  
The Greeks  
The Summer Of Mariposas  
The Titanic Collection

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 7 English Language Arts](#)

The Grade 7 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 7 Units include:**

Red Scarf & Narrative  
Character & Conflict  
Brain Science  
Poetry & Poe  
The Frida & Diego Collection  
The Gold Rush

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 8 English Language Arts](#)

The Grade 8 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 8 Units include:**

Perspectives & Narrative  
Liberty & Equality  
Science & Science Fiction  
Shakespeare's Romeo & Juliet  
Holocaust: Memory & Meaning  
The Space Race

### [English I / ELA Grade 8 Academics](#)

# Passaic Gifted and Talented Academy

Years offered: 8 & 9

Prerequisites: None

Periods per week: 10

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

## English I Units

Unit 1: Against All Odds

Unit 2: Breaking Through Barriers

Unit 3: Crime Scenes

Unit 4: Love & Loss

Unit 5: Freedom At All Costs

Unit 6: Epic Journeys

## English as a Second Language and Bilingual Education

### [Grades 2-4 English as a Second Language and Bilingual Education](#)

In grades 2 – 4, a self-contained bilingual/ESL classroom is available for all L1-L2 English Language Learners. 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 3 and 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 the NJSLS 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 mainstream classes.

### [Grades 5-8 English as a Second Language and Bilingual Education](#)

In grades 5-8, English Language Learners (ELLs) are placed in General Education classes. A Bilingual teacher provides native language support to Levels 1 & 2 ELLs in language arts and mathematics to facilitate the acquisition of reading, writing, and math skills in order to establish a firm foundation for the transfer of literacy and mathematics skills to English. All ELLs receive instruction in English as a Second Language from an ESL certified teacher. Students' language proficiency is continually monitored and assessed. Students will exit the Bilingual/ESL program when they meet the criteria designed to ensure their success in mainstream classes.

## Dance Arts

### [Dance Lab Grades 6 - 8](#)

The Dance Lab is a fun, exploratory course designed to provide a dance overview for all students. Students will be exposed to basic techniques in ballet, modern, jazz, hop hop as well as awareness of the impact of dance in society. Gaining movement skills and finding confidence and enjoyment through movement are a focus of this class. Interested students may have the opportunity to perform at concerts as well as festivals and community performances.

## Musical 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.

### [Guitar](#)

Students with no previous guitar experience are encouraged to take this course. Students will receive guidance and direction in solving problems related to playing the guitar at the beginning level and will learn many of the different styles, skills, and techniques required to become a successful guitarist.

### [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 music-making, improvisation, style, and influence.

# Passaic Gifted and Talented Academy

## [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.

## Theatre Arts

### [Intermediate Theater Arts](#)

In this course, students who have taken beginning theater arts will continue their development of a method for building an honest and believable character, text analysis, and performance techniques. Students will enhance their awareness of imagination, body, and voice as acting tools, as well as understanding the methods and approaches to the acting of Konstantin Stanislavski.

### [Advanced Theater Arts](#)

In this course, students who have taken intermediate theater arts will continue their learning of a variety of contemporary acting techniques and methods from teachers including Konstantin Stanislavski, Uta Hagen, Viola Spolin, and others. Students will also explore some period acting (Shakespearean, Greek, etc). Emphasis will be placed on acting exercises, physical and vocal awareness, and practical (honest and committed) application of techniques and theories. Classes include exercises in movement, improvisation, character development, vocal expression, articulation and projection, relaxation exercises, concentration, sensory awareness, emotional recall, working in the moment, given circumstances, and text analysis. Classes will also include performances and responding to your own and others' class work and performances in journal writings and discussion.

### [Improvisation for the Actor](#)

Improvisation (acting without a script) is a fundamental skill for all actors. This introductory-level performance course features a range of confidence-building exercises, trust- and ensemble-building games, and character development. Students will learn to (gently) face fears while developing their instinctive, authentic artist within. This course is specifically designed for students with no prior experience, but is open to everyone. Studying improvisation frees the imagination, builds self-confidence, and it's fun! It also helps students to become more spontaneous and receptive to new ideas in a playful, supportive atmosphere, alongside classmates. This course will help students become more comfortable in themselves, no matter the situation. Sometimes silly, sometimes outrageous, improv training inspires students to think outside of the box and say "yes" to the unknown!

### [Introduction to the Theatre - Grades 6 - 8](#)

Introduction to the Theatre courses provide an overview of the art, convention and history of the theatre. Student learn about basic techniques in acting, developments in dramatic literature, major playwrights and critical appreciation of the art.

### [Theatrical Design](#)

In this course students will learn about the design and execution of makeup and costumes for the purpose of developing believable characters. Includes discussion of basic makeup and costume principles and practical experience of makeup application and costume design. Students will also learn the principles of straight and character makeup. Students must purchase a basic makeup kit for this course. Assistance in productions throughout the school year is required as part of the grade for this class.

### [American History through Musicals](#)

In this course, we explore the American past through musicals such as Hamilton, 1776, Miss Saigon, and Ragtime, among others. While watching and listening, we ask ourselves: what kinds of stories about the American past are being told? Whose voices are being heard, and who is left out? What do the plot, characters, and musical styles of each show say about the time period when it was produced, and what do our reactions say about our own moment in time? When comparing the narrative of these musicals with narratives told by historians, we learn that the kinds of stories we tell about the past are constantly changing and continually intertwined with the events of the present.

### [Destination Imagination](#)

In this elective students will engage in problem based learning that combines science, technology, engineering and mathematics with art and drama. Students will learn to work together in a team to solve a challenge of their choice. There will be a culminating project where students compete against other students from the state. For more information please check out [www.destinationimagination.org](http://www.destinationimagination.org)

## Theatre Arts

Theater Arts course focuses on the study and performance of drama including musical theatre. These courses review a wide range of scripted materials including plays, screenplays, readers' theatre scripts and the creation of original works. Students will also explore a discussion of career opportunities in the theatre.

## Technology

### [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](#)

# Passaic Gifted and Talented Academy

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 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 team 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, storyboarding, and editing software to produce a piece that incorporates plot, characters, setting, conflict, resolution, 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.

## [Computer Science 1](#)

Students will develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions using algorithms and a high-level programming language. Learners also develop a range of technical skills to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognize their potential risks.

## [Computer Science 2](#)

Students will develop their understanding of the main principles of problem solving using computers. They can apply their understanding to develop computer-based solutions using algorithms and a high-level programming language. Learners also develop a range of technical skills to effectively test and evaluate computing solutions. Studying Cambridge IGCSE Computer Science will help learners appreciate current and emerging computing technologies, the benefits of their use and recognize their potential risks.

## [Information and Communication Technology 1](#)

The Information and Communications Technology course encourages learners to develop lifelong skills which will be useful to them in their work across curriculum and prepare them for future employment and entrepreneurship. They will develop an understanding of technology in society, including social, economic, and ethical issues and awareness of the ways ICT can help in home, learning, work and to self-brand.

## [Design and Technology](#)

The Design and Technology course enables learners to identify, consider, and solve problems through creative thinking, planning and design by working with different media, materials, and tools. As a result, learners gain a greater technical and design awareness, while developing skills such as initiative, resourcefulness, inquiry, and ingenuity. Students will also reinforce positive communication skills central to design making and evaluation.

## [Information and Communication Technology 2](#)

The Information & Communication Technology 2 course will allow student to apply ICT 1 concepts to presentations of their choice. Learners will continue to develop lifelong skills which will be useful to them in their work across curriculum and prepare them for future employment and entrepreneurship. They will develop an understanding of technology in society, including social, economic, and ethical issues and awareness of the ways ICT can help in home, learning, work and to self-brand.

# Passaic Gifted and Talented Academy

## 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:Comprehensive](#)

In this elective students will conduct in depth explorations of recurring themes and concepts in art that transcend culture and time. Students will analyze and evaluate the work of artists then use this knowledge to develop ideas to personally explore these themes and concepts in the creation of portfolio quality works of art.

### [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.

### [Exploring Art](#)

A project based fine arts class where students begin or continue to explore and create using a variety of 2D and 3D art media from pencil drawings to ceramics. Students will engage in creative explorations resulting in a collection of both individual and collaborative works of art.

### [Great Artists](#)

A project based fine art and art history class where students explore the lives of famous artists and the artworks they created. In this class, students will engage in reading, writing, discussion and fine art activities such as drawing, painting and sculpting. Students will use their learning to create a series of 2D and 3D artworks inspired by artists such as Leonardo Da Vinci, Pablo Picasso, Vincent Van Gogh, Frida Kahlo, and many more.

### [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 styles.

### [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.

## World Language

### [World Language Grades 2-5](#)

# Passaic Gifted and Talented Academy

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.

## [Spanish Grade 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. Language domains, reading and writing, and the further development of interpretive skills will be a focus.

## [Spanish Grade 7](#)

This course is aligned to the New Student Learning Standard and indicators for World Languages and 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 which are 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](#)

This course is aligned to the New Student Learning Standard and indicators for World Languages. 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 Preparatory Academy

## English / Language Arts

### [Grade 6 English Language Arts](#)

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#### **Grade 6 Units include:**

Dahl & Narrative  
Mysteries & Investigations  
The Chocolate Collection  
The Greeks  
The Summer Of Mariposas  
The Titanic Collection

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 7 English Language Arts](#)

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#### **Grade 7 Units include:**

Red Scarf & Narrative  
Character & Conflict  
Brain Science  
Poetry & Poe  
The Frida & Diego Collection  
The Gold Rush

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 8 English Language Arts](#)

The Grade 8 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 8 Units include:**

Perspectives & Narrative  
Liberty & Equality  
Science & Science Fiction  
Shakespeare's Romeo & Juliet  
Holocaust: Memory & Meaning  
The Space Race

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Advanced Placement English 3 - English Language and Composition](#)

Years offered: 11

Credits: 5

Prerequisites: Advanced Placement English II

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement English 4 - English Literature and Composition](#)

Years offered: 11

Credits: 5

Prerequisites: Advanced Placement English 2

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [English Language and Composition Honors](#)

Years offered: 10

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

# Passaic Preparatory Academy

The emphasis of the English Language and Composition Honors course 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 such as reading foundational U.S. documents like Lincoln's Second Inaugural Address and the Declaration of Independence, essays by Henry David Thoreau and Ralph Waldo Emerson, and Zora Neale Hurston's Their Eyes Were Watching God. Students will write informative and synthesis essays around the American Dream. This curriculum is designed by College Board, therefore, the program's instruction and assessments align with the skills, knowledge, and standards that ensure students are career and college ready. This includes being aligned to the SAT® Suite of Assessments: SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9.

## English Literature and Composition Honors

Years offered: 11,12

Credits: 5

Prerequisites: English I, English II, English Language and Composition Honors

Periods per week: 5

The emphasis of the English Literature and Composition Honors course is on perspectives. Students will read James Baldwin's "Stranger in the Village," George Orwell's "Shooting an Elephant," Shakespeare's Othello, and George Bernard Shaw's Pygmalion in order to apply multiple perspectives to complex texts. Students will be asked to learn and apply various types of literary criticism: archetypal, Marxist, feminist, historical, cultural, and reader response. They perform rigorous reading and writing tasks to synthesize learning. This curriculum is designed by College Board, therefore, the program's instruction and assessments align with the skills, knowledge, and standards that ensure students are career and college ready. This includes being aligned to the SAT® Suite of Assessments: SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9.

## English I / ELA Grade 8 Academics

Years offered: 8 & 9

Credits: 5

Prerequisites: None

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### **English I / IH Units**

Unit 1: Against All Odds

Unit 2: Breaking Through Barriers

Unit 3: Crime Scenes

Unit 4: Love & Loss

Unit 5: Freedom At All Costs

Unit 6: Epic Journeys

## English II

Years offered: 10

Credits: 5

Prerequisites: English I

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### **English II / II H Units**

Unit 1: Conflict & Connection

Unit 2: The Power of Perception

Unit 3: Hard Won Liberty

Unit 4: Reckless Ambition

Unit 5: Forces of Change

Unit 6: Our Place In Nature

## English III

Years offered: 9,10

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### **English III**

Unit 1: Foundations & Encounters

Unit 2: Building A Democracy

Unit 3: The Individual & Society

Unit 4: The Quest For Freedom

Unit 5: America Transformed

Unit 6: Modern & Contemporary Voices

## English IV

Years offered: 12

Credits: 5

Prerequisites: English I, English II, English III

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### **English IV**

Unit 1: Origin Of A Nation

Unit 2: A Celebration of Human Achievement

Unit 3: Tradition & Reason

Unit 4: Emotion & Experimentation

Unit 5: An Era of Rapid Change

Unit 6: New Ideas & New Voices

## Journalism I

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

# Passaic Preparatory Academy

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.

## [Journalism II](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Journalism II is the second year long course designed to provide students with an intermediate study of media applications above Journalism I. This course can serve as further preparation for advanced media applications. Students in Journalism II will become active participants in the world of media to enhance their communication skills. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members. Writing, technology, and visual and electronic media are used as tools for learning as students create, assess, and produce. Students will learn to apply journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility.

## [Journalism III](#)

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Journalism III is the third year long course designed to provide students with an intermediate study of media applications above Journalism II. This course can serve as further preparation for advanced media applications. Journalism III emphasizes the practical aspects of becoming a working, multimedia journalist. Learn to use cutting-edge technology in presenting stories that the public needs to hear. Lessons will emphasize the use of cameras, microphones and personal Smartphones in storytelling. Students will conduct multimedia interviews, write in a variety of journalistic forms and be introduced to business management skills as they relate to journalism in the world today. Each student will finish the year with a personal online portfolio to showcase their multimedia skills.

## [Creative Writing](#)

Years offered: 11, 12

Credits: 5

Prerequisites: None- (can not replace core classes) English I, English II, English III or English IV

Periods per week: 5

Creative Writing

This course provides an opportunity for students to pursue advanced creative writing work framed around the study of and exploration with prose and poetry. This course will assess narrative and lyric poetry, essays and short stories, advertising, stage and film scripts. Students will engage in careful reading and critical analysis of imaginative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In addition, this course will enable students to create works of literature in various genres, including, but not limited to: Short story/fiction, creative nonfiction, drama, and poetry and prepare students with the reading, analytical, and writing skills necessary for success in their college work. Reading is accompanied by thoughtful discussion and numerous opportunities for analytical writing across all genres. The course emphasizes creative writing, and the strengthening and developing of student technique.

## [African Diaspora Literature](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

African Diaspora Literature

This course examines the history and culture of the people of Africa and the African Diaspora from the 18th century -21st century. We will explore a diverse group of works from the African diaspora, inviting students to make connections and distinctions about themes, genres, formal devices, political outlooks, and cultural influence through a historical and literary perspective. The class will explore topics within each text and analyze their intricacies such as: African history and the Trans-Atlantic Slave Trade, literary and cultural productions of the diaspora, the impact of blackness across temporal and spatial planes, and how people of the diaspora shape and have been shaped by their environment. These movements are discovered through text that exude suspense, laughter, conflict, progression, struggle and triumph.

## [Gothic/Horror Literature & Media Overview](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

Gothic/Horror Literature & Media Overview

This course will examine the genre of Gothic Literature from its origin in the late 18th-century to modern day. Students will read and analyze a range of poetry, short stories, novels, and media. Through these works, they will explore themes of isolation and confinement, otherness, overcoming fear, and potential consequences of scientific advancement. Students will also conduct research to identify the prevalence and analyze the purpose for the genre in popular culture.

Through this course, students will:

Read and analyze a variety of gothic literature from its inception through modern day.

Identify gothic elements and literary devices that are characteristics of the Gothic literature genre and compare and contrast these across a variety of texts.

Construct organized and cohesive arguments using Gothic elements, terminology, and textual evidence.

Examine media interpretations and Gothic literature's influence on popular culture, and demonstrate an awareness of the cultural and historical contexts in which the texts were written.

## [Latin American Literature and Culture](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

Using a combination of fiction and non-fiction texts, as well as music and film, students will gain a deeper understanding of the various experiences and perspectives of Latinos and explore issues such as identity, culture, language, politics, and history. In addition, students will analyze the complex historical, social, and cultural issues related to Latino influence in the U.S. This course will provide students an opportunity to engage with the rich literary and cultural traditions of Latin America while also learning about the historical and contemporary issues facing Latino communities in the U.S. Students will study the works of important Latin American authors such as Gabriel Garcia Márquez, Jorge Luis Borges, and Isabel Allende, as well as lesser-known writers whose works provide valuable insights into the social and cultural norms of Latin America.

By the end of the course, students will have a comprehensive understanding of the literature and culture of Latin America, as well as an appreciation for the rich and diverse cultures and traditions of these countries.

## [Dystopian Literature](#)

Years offered: 10

Credits: 5

Prerequisites: English I

Periods per week: 5

Imagine living in a world where your right to choose does not exist and love is a feared disease. Imagine being raised in a society where cosmetic surgery is not only mandatory, but necessary to live. What if you were born into a society that requires you to take a life, or risk losing your own for the mere entertainment of the wealthy? Would you survive? This is a discussion-driven course designed for readers to examine dystopian worlds. You will use a variety of mediums to analyze different governments and their means of control; common themes, such as loss of individuality and self, the dangers of technology, and the power of knowledge; and the similarities between dystopian worlds and our own. Additionally, you will create your own dystopia, incorporating the themes and lessons you learn from our class readings and discussions. This course will dive into one of the most popular literary genres for young adults today and push you to ask yourself, are these worlds really that far-fetched or can this be our reality? Are you ready?

## [Leadership in the 21st Century](#)

Years offered: 11 & 12

Credits: 5

# Passaic Preparatory Academy

Prerequisites: English II & English II

Periods per week: 5

This course is designed to equip students with the essential skills and knowledge needed to become effective leaders in their personal and professional lives. The course will cover a range of topics from goal setting, team building, personal relations, problem-solving, and much more.

Participants will start by understanding what leadership means and what their unique leadership style is. They will learn how to set clear and achievable goals, communicate effectively, make effective decisions, and build strong teams. Participants will also develop skills in time and stress management, self-confidence, assertiveness, and maintaining a positive attitude.

Throughout the course, participants will engage in a range of interactive learning activities, including case studies, group discussions, and role-playing exercises, designed to help them apply their learning to real-world scenarios. By the end of the course, participants will have the confidence and skills to lead effectively, motivate others, and drive positive change in their lives.

English / Language Arts			
TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement English Language and Composition	10,11	5	5
Advanced Placement English Literature and Composition	11, 12	5	5
English Language and Composition Honors	10,11	5	5
English Literature and Composition Honors	11, 12	5	5
Creative Writing	11, 12	5	5
English I	8,9	5	10
English II	9, 10	5	5
English III	10, 11	5	5
English IV	11, 12	5	5
English IV EN101/25 DE	11,12	5	5
Journalism I	9, 10, 11, 12		
Journalism II	10, 11, 12	5	5
Journalism III	11, 12	5	5
World Literature I (EN 215) DE	10	5	5
Creative Writing (EN 108) DE	11, 12	5	5
Dystopian Literature	10	5	5
Latin American Lit and Culture	11, 12	5	5
Leadership in the 21st Century	11, 12	5	5
African Diaspora Literature	11, 12	5	5
Gothic/Horror Literature & Media Overview	11, 12	5	5

## English as a Second Language (ESL)

### [Grades 6 - 8 English as a Second Language and Bilingual Education](#)

In grades 6-8, English Language Learners (ELLs) are placed in General Education classes. A Bilingual teacher provides native language support to Levels 1 & 2 ELLs in language arts and mathematics to facilitate the acquisition of reading, writing, and math skills in order to establish a firm foundation for the transfer of literacy and mathematics skills to English. All ELLs receive instruction in English as a Second Language from an ESL certified teacher. Students' language proficiency is continually monitored and assessed. Students will exit the Bilingual/ESL program when they meet the criteria designed to ensure their success in mainstream classes.

#### [ESL Level 1](#)

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 10

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 1](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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

Credits: 10

Prerequisites: None

Periods per week: 10

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 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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

Credits: 10

Prerequisites: None

Periods per week: 10

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.

# Passaic Preparatory Academy

## ESL Level 3

Years offered: 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

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

Prerequisites: None

Credits: 10

Periods per week: 10

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.

## ESL Level 4

Years offered: 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

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.

## SAT ESL PREP

Years offered: 11, 12

Prerequisites: None

Credits: 2.5

Periods per week: 5

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

Prerequisites: None

Credits: 2.5

Periods per week: 5

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.

English as a Second Language (ESL)			
TITLE	Years Offered	PDS/WK	CREDITS
ESL Level 1	9	1-9	10
ESL Level 1	10, 11, 12	1-4	5
ESL Level 2	9	1-9	10
ESL Level 2	10, 11, 12	1-4	5
ESL Level 3	9	1-9	10
ESL Level 3	10, 11, 12	1-4	5
ESL Level 4	9	1-9	10
ESL Level 4	10, 11, 12	1-4	5
SAT ESL Prep	11, 12	5	2.5
SAT Math Prep - BL	11, 12	1-4	2.5

Mathematics					
Grade 6 - 9 Math Placement Sequence					
Grade 6 Placement	Grade 7 Placement	Grade 7 Final Grade	Grade 8 Placement	Grade 8 Course Final Grade	Grade 9 Placement***
Grade 6 Math*	Grade 7 Algebra 1^	Less than 83 (B)	Grade 8 Algebra 1^	F**	Algebra 1 Double Period
				D to B-	Algebra 2 Double Period
				B to B+	Algebra 2 Single Period
				A	Algebra II Single Period and Geometry Single Period
				F**	Algebra II (Double Period)
				D to B-	Geometry Double Period
	Grade 7 Math	83 (B) and above	Grade 8 Algebra II	B - A	Geometry Single Period
				F	Algebra 1 Double Period
				D to B-	Algebra II Double Period
				B to B+	Algebra 2 Single Period
				A	Algebra II Single Period and Geometry Single Period
				N/A	Grade 8 Algebra 1

# Passaic Preparatory Academy

\* The following indicators are used for placing students in Grade 7: Final Grade, NJSLA-Math Score and MAP and Teacher Survey

\*\* Must attend Summer Promotion/Retention program

\* Placement of level will be determined by grade in course

^ Courses will be offered to eligible students to advance in Math sequence during summer (i.e, Algebra I, Geometry)

## [Grade 6 Mathematics](#)

The Grade 6 Mathematics program follows the New Jersey Students Learning Standards for Mathematics. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## [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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## [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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## [Algebra 1 CP](#)

Algebra 1 H

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Algebra 1 program follows the NJSL. 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.

## [Applications of Algebra or \(Algebra I Workshop\)](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra I and NJSLA-Math score of 725 - 749

Periods per week: 5

Applications for Algebra is an elective that will provide assistance with algebraic content, techniques, and strategies needed to develop mathematical proficiency and fluency. Students will develop the confidence and appreciation for using mathematics so they can be more successful as they progress in their high school math courses. Emphasis will be placed on written and oral communication of mathematics, as well as the ability to justify mathematical decisions.

## [Algebra 2 CP](#)

### [Algebra 2 H DE](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

The Algebra 2 program follows the NJSL. 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.

## [Pre-Calculus H](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra 1, Algebra 2, and Geometry

Periods per week: 5

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.

## [Advanced Placement Pre-Calculus](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Grade of 85 or better in Algebra 2

Periods per week: 5

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## [Calculus H](#)

Years offered: 11, 12

Credits: 5

Prerequisite: Pre-Calculus

Periods per week: 5

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

## [Advanced Placement Calculus AB](#)

Years offered: 11,12

Credits: 5

# Passaic Preparatory Academy

Prerequisites: Pre-Calculus

Periods per week: 5

Trigonometric and logarithmic functions are studied. Functions, derivatives and integrals 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## Financial Algebra

Years offered: 11, 12

Credits: 5

Prerequisite: Algebra 1,

Periods per week: 5

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 Algebra covers investing, banking, credit, income tax, insurance and household budget.

## Geometry - Grade 8

The Geometry program follows the New Jersey Students Learning Standards for Mathematics. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## Geometry CP

Years offered: 9, 10, 11, 12

Credits: 5 or 10

Prerequisites: None

Periods per week: 5 - 10

The Geometry program follows the NJSL. 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

Prerequisites: None

Periods per week: 5 - 10

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

## Probability and Statistics

Years offered: 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

In Statistics, student 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. This course mirrors that of a college level introductory statistics course.

## Advanced Placement Statistics

Honors Statistics

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 2

Periods per week: 5

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 binomial distribution, estimation and hypothesis testing, chi-square and F- distribution as well as correlation and regression analysis. Students will become aware of how decisions are influenced by statistical information. This course will prepare students for the AP Statistics exam. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## SAT Math PREP

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 Science	10, 11, 12	5	5
Advanced Placement Computer Science Principles	9, 10, 11, 12	5	5
Advanced Placement Statistics	10,11,12	5	5
Advanced Placement Precalculus	10, 11, 12	5	5
Algebra 1 CP	9, 10, 11, 12	5 or 10	5
Algebra 1 H / DE	9, 10, 11, 12	5 or 10	5
Algebra 2 CP	9, 10, 11, 12	5 or 10	5 or 10
Algebra 2 H	9, 10, 11, 12	5 or 10	5 or 10
Applications of Algebra I	9, 10, 11, 12	5	5
Calculus H	11, 12	5	5
Financial Algebra	11, 12	5	5
Geometry CP	9, 10, 11, 12	5 or 10	5 or 10
Geometry H	10, 11, 12	5 or 10	5 or 10
Probability and Statistics	11, 12	5	5
Pre-Calculus CP	10, 11, 12	5	5
Pre-Calculus H / DE	10, 11, 12	5	5
Programming in Java	11, 12	5	5
SAT Math Prep	11, 12	5	2.5

# Passaic Preparatory Academy

## Media Arts

### [Video Production](#)

Years offered: 9, 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

Video Production 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.

### [Digital Media](#)

Years offered: 10, 11, 12

Prerequisites: Video Production

Credits: 5

Periods per week: 5

Digital Media 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. Multimedia Studies is the second year long course designed to provide students with an intermediate study of media applications above Video Production. This course can serve as further preparation for advanced media applications. Students in Digital Media will become active participants in the world of media to enhance their communication skills. Students will progress in their academic knowledge through the roles of reporters, photographers, ad sales, and marketing team members. Writing, technology, and visual and electronic media are used as tools for learning as students create, assess, and produce. Students will learn to apply journalistic guidelines for writing and design, which include objectivity, responsibility, and credibility.

### [Multimedia Studies](#)

Years offered: 11, 12

Prerequisites: Digital Media

Credits: 5

Periods per week: 5

Multimedia Studies is the third year long course designed to provide students with an intermediate study of media applications above Journalism II. This course can serve as further preparation for advanced media applications. This course emphasizes the practical aspects of becoming a working, multimedia journalist. Learn to use cutting-edge technology in presenting stories that the public needs to hear. Lessons will emphasize the use of cameras, microphones and personal Smartphones in storytelling. Students will conduct multimedia interviews, write in a variety of journalistic forms and be introduced to business management skills as they relate to journalism in the world today. Each student will finish the year with a personal online portfolio to showcase their multimedia skills.

### [Video Production & Social Media Year 4](#)

Years offered: 12

Prerequisites: Multimedia Studies

Credits: 5

Periods per week: 5

This course is designed for students who successfully completed three years of sequential instruction in the video production and social media pathway to apply their skills in the world of the visual broadcasting industry. This course will support students with project based learning experiences applicable in real life scenarios using composition and planning, principles of composition through various media medium projects, interactive presence development and commercial broadcasting in the United States as well as across the global market.

Media Arts			
TITLE	Year Offered	PDS/WK	CREDITS
Video Production	9, 10, 11, 12	5	5
Digital Media	10, 11, 12	5	5
Multimedia Studies	11, 12	5	5
Video Production & Social Media Year 4	12	5	5

## Musical Arts

### [Grade 6 General Music](#)

Students in Grade 6 will participate in a wide range of musical experiences including proper vocal singing, playing of classroom instruments, critical listening/responding to music, composition and moving to various styles of music. Students are asked to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony. Students will examine these elements through the lens of American Popular Music.

### [Grade 7 General Music](#)

Students in Grade 7 will participate in a wide range of musical experiences to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony. Students are asked to use proper vocal singing, playing of classroom instruments, critical listening/responding to music, composition and evaluating musical styles using elements from Asian, African and European artists.

### [Grade 8 General Music](#)

Students in Grade 8 General Music will apply their understanding of musical knowledge to the exploration of careers in music and how music moves our society. Students will work collectively to explore a wide range of musical positions and investigate their impact on everyday life as well the evolution of technology in music. Students are asked to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony.

### [Intermediate Chorus](#)

The Intermediate Middle School Chorus Program offers instruction to vocalists of all ranges in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

### [Intermediate Band](#)

The Intermediate Middle School Band Program offers instruction to brass, wind and percussion instruments in band performance skills in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

### [Grades 6, 7, 8 Music Technology](#)

Students will develop an understanding of music creative form exploring the influences of sound and technology. Concentration will be on composing original music using web based software focused Jazz, Soundtracks, Pop, Hip-Hop and more while reaching independent goals creating simple compositions.

# Passaic Preparatory Academy

## [Chorus 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites:

Periods per week: 5

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.

## [Chorus 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Chorus 1 or equivalent

Periods per week: 5

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.

## [Chorus 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Chorus 2 or equivalent

Periods per week: 5

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.

## [Chorus 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Chorus 3 or equivalent

Periods per week: 5

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 Band 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

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

Periods per week: 5

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.

## [Concert Band 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Concert Band 1 or equivalent

Periods per week: 5

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.

## [Concert Band 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Concert Band 2 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Concert Band 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Concert Band 3 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Orchestra 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

## [Orchestra 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Orchestra 1 or equivalent

Periods per week: 5

# Passaic Preparatory Academy

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.

## [Orchestra 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Orchestra 2 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Orchestra 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Orchestra 3 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Piano 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

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.

## [Piano 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Piano 1.

Periods per week: 5

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.

## [AP Music Theory](#)

Honors Music Theory

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Piano 1 & 2.

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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.

## [Music Technology 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

This course introduces the fundamentals of music technology geared to the needs of today's professional musician. One of the most significant challenges facing musicians today is mastering the skills required to continually adapt to a changing technology base. This course's topics will give an overview of all aspects of the current technology with the primary goal of enabling students to connect the elements of music with creative decisions in music making.

## [Music Technology 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Music Technology 1.

Periods per week: 5

Music Technology 2 reinforces and further develops students' comprehensive musicianship skills. Detailed instruction in the creative process and working knowledge of music and technology will assist students in original compositions and connecting the art form to the industry. Students will explore legal aspects of the music industry such as copyright laws and other legal and ethic laws in the music business. Students will learn the elements of Deejay skills to enhance live events and performances. Students will also capture sound from this performance and engineer the audio into high-quality recordings.

## [Music Technology 3](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Music Technology 2

Periods per week: 5

Music Technology 3 prepare students to manipulate music by creating medley mixes, music re-arranging, and exploring the digital world of music. Digital audio and MIDI will be incorporate to compose original music compositions. Students will execute career analysis across the digital music industry. Students will develop their own business model reflecting industry laws and regulations to promote their music production entity in the virtual space.

## [Music Technology 4](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Music Technology 2

Periods per week: 5

Music Technology 3 prepare students to manipulate music by creating medley mixes, music re-arranging, and exploring the digital world of music. Digital audio and MIDI will be incorporate to compose original music compositions. Students will execute career analysis across the digital music industry. Students will develop their own business model reflecting industry laws and regulations to promote their music production entity in the virtual space.

## [Legacy of Popular Music](#)

Years Offered: 9, 10, 11, 12

Credits: 5

## Passaic Preparatory Academy

Prerequisites: None

Periods per week: 5

The Legacy of Popular Music will explore the history of American Music during the 20th and 21st century. This course will explore the ever-evolving and increasingly complex relation between music, culture, society and technology. Students will encounter popular musical genres such as Pop, Hip-Hop, Country, R&B and Rock examining the impact of genres, artists and songs that dominated the charts. As students analyze the connections between U.S. History and the evolution of music, class discussions will guide the journey to explain how music genres reverberate in society, reflect cultural change, and make history.

### Modern Band

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course is designed for students to learn to perform, compose and improvise using the popular music styles students listen to including Rock, Hip-Hop, Pop, Salsa, Bachata, R&B and other modern styles. Students will learn to play guitar, electric bass, keyboard drum set, vocals and technology while exploring their musicianship to integrate aspects of melody, harmony, texture, rhythm, form and musical analysis. Musician listening skills will support the student's ability to read and write iconic and traditional musical notation.

### Marching Band Techniques

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Students have the opportunity to develop marching skills, improve personal playing skills, build group playing skills, participate in leadership opportunities, and develop a strong sense of musical group effort among members. The Passaic City High School Band includes all three schools offering 9 -12 students will provides half-time entertainment at all home varsity football games, performs in various parades, and performs at local marching band/drumline/color guard festivals. Additional performance opportunities such as home concerts, state festival, and provides other opportunities to students such as, conference band, solos and ensemble contest, and district band. Participating students are expected to attend the band camp prior to the beginning of the schools year, attend after school rehearsals, evening and weekend competitions/performances.

Musical Arts			
TITLE	Year Offered	PDS/WK	CREDITS
Chorus 1	9, 10, 11, 12	5	5
Chorus 2	10, 11, 12	5	5
Chorus 3	11, 12	5	5
Chorus 4	12	5	5
Concert Band 1	9, 10, 11, 12	5	5
Concert Band 2	10, 11, 12	5	5
Concert Band 3	11, 12	5	5
Concert Band 4	12	5	5
Orchestra 1	9, 10, 11, 12	5	5
Orchestra 2	10, 11, 12	5	5
Orchestra 3	11, 12	5	5
Orchestra 4	12	5	5
Piano 1	9, 10, 11, 12	5	5
Piano 2	10, 11, 12	5	5
Advanced Placement Music Theory DE	10, 11	5	5
Music Technology 1	9, 10, 11, 12	5	5
Music Technology 2	10, 11, 12	5	5
Music Technology 3	11, 12	5	5
Music Technology 4	12	5	5
Legacy of Popular Music	9, 10, 11, 12	5	5
Modern Band	9, 10, 11, 12	5	5
Marching Band Techniques	9, 10, 11, 12	5	5

## Naval Science

### Naval Science 1 (NJROTC)

Years offered: 9, 10, 11, 12

Credits: 3.75

Prerequisites: None

Periods per week: 5

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

Credits: 3.75

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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.

# Passaic Preparatory Academy

Naval Science			
TITLE	Years Offered	PDS/WK	CREDITS
<a href="#">Naval Science 1 (NJROTC)</a>	9, 10, 11, 12	5	3.75
<a href="#">Naval Science 2 (NJROTC)</a>	10, 11, 12	5	3.75
<a href="#">Naval Science 3 (NJROTC)</a>	11, 12	5	3.75
<a href="#">Naval Science 4 (NJROTC)</a>	12	5	3.75

**Naval Science Courses are may be scheduled as substitutes for Physical Education.**

## Physical Education and Health

### [Physical Education 6-8](#)

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. In grades 6-8, students will begin to apply sport-specific motor and movement skills within a small-sided, or modified, game context. Units of study include team sports (soccer, basketball, flag football, volleyball, baseball/softball, etc.), fitness activities, lifetime games (tennis/pickleball, dance, yard games, etc.), and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

### [Health 6-8](#)

The goal of Health Education is to teach functional health information (essential knowledge), develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors, and shape personal values and beliefs that support healthy behaviors. The Health curriculum meets all NJSLS-CHPE and NJ Legislative Statutes. In grades 6-8, students will learn various healthy topics regarding personal and sexual health, violence and injury prevention, nutrition and physical activity, and tobacco and alcohol prevention. Students will apply various social and emotional learning (SEL) skills including self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

### [Physical Education 9-12](#)

Years offered: 9, 10, 11, 12

Credits: 3.75

Prerequisites: None

Periods per week: 5

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. In grades 9-12, students will apply sport-specific motor and movement skills within a full sport/game context. Units of study include team sports (soccer, basketball, flag football, volleyball, baseball/softball, etc.), fitness activities, lifetime games (tennis/pickleball, dance, yard games, etc.), and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

### [Health 1](#)

Years offered: 9

Credits: 1.25

Prerequisites: None

Periods per week: 5

Health 1 introduces students to the functional knowledge and essential skills required for adopting and maintaining healthy behaviors. In addition to comprehending concepts, students will begin practicing essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

### [Health 2: Driver's Education](#)

Years offered: 10

Credits: 1.25

Prerequisites: None

Periods per week: 5

In Health 2: Driver Education, students will learn the basis of knowledge to develop life-long, responsible driving skills and habits. Students will be review New jersey driving laws, best practices, and the skills necessary to a safe and effective driver. At the end of the course, students will have the opportunity to take the knowledge test needed to obtain a NJ Learner's Permit.

### [Health and Safety Education 3](#)

Years offered: 11

Credits: 1.25

Prerequisites: None

Periods per week: 5

Health and Safety Education 3 continues to develop students' functional knowledge and skills required for adopting and maintaining healthy behaviors. Students will continue to practice essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

### [Health and Safety Education 4](#)

Years offered: 12

Credits: 1.25

Prerequisites: None

Periods per week: 5

In Health and Safety Education 4, students will apply functional knowledge and skills required for adopting and maintaining healthy behaviors. Students will demonstrate competency in essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

Physical Education			
TITLE	Years Offered	PDS/WK	CREDITS
Health 1	9	5	1.25
Health 2: Driver Education	10	5	1.25
Health and Safety Education 3	11	5	1.25
Health and Safety Education 4	12	5	1.25
Physical Education	9, 10, 11, 12	5	3.75

## Project Lead the Way Electives

### [App Creators I and II, PLTW](#)

Grades 7-8

Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

### [Computer Science for Innovators and Makers, PLTW](#)

# Passaic Preparatory Academy

Grades 6-7

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

## Computer Science Electives

### [Intro to Computer Science](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

In Computer Science, students will use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python to create apps and develop websites, and learn how to make computers work together to put their design into practice. They will apply computational thinking practices, build their vocabulary, and collaborate just a computing professionals do to create products that address topics and problems important to them.

### [Advanced Placement Computer Science](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 2

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement Computer Science Principles](#)

Honors Computer Science Principles

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Programming in Java](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

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.

Computer Science Electives			
TITLE	Years Offered	PDS/WK	CREDITS
Intro to Computer Science	9, 10, 11, 12	5	5
Advanced Placement Computer Science	10, 11, 12	5	5
Advanced Placement Computer Science Principles	10, 11, 12	5	5
Programming in Java	11, 12	5	5

## Science

### [Science - Grade 6](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

### [Science - Grade 7](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

### [Science - Grade 8](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

### [Advanced Placement Biology](#)

DE eligible

Years offered: 11, 12

Credits: 10

Prerequisites: Biology, Chemistry

Periods per week: 10

## Passaic Preparatory Academy

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 and a survey of the major forms of life found in the five kingdoms. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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 Chemistry

Years offered: 11,12

Prerequisites: Chemistry, Algebra 2

Credits: 10

Periods per week: 10

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### Advanced Placement Physics 1

DE eligible

Years offered: 11,12

Prerequisites: Geometry, Algebra 2 can be taken concurrently

Credits: 10

Periods per week: 10

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 algebra-trigonometry 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 understanding of physics concepts. In turn, students gain the knowledge and the tools they would need to advance in their chosen careers or fields of study in college. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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.

### Biology with Lab Honors

Years offered: 9,10,11,12

Prerequisites: None

Credits: 6

Periods per week: 6

The Biology with Lab Honors program will provide the advanced student with a comprehensive and solid foundation in all major branches of the field. Real life phenomena will be embedded throughout the course to teach students how science is relevant in everyday lives. 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.

### Chemistry with Lab Honors

Years offered: 9,10,11,12

Prerequisites: None

Credits: 6

Periods per week: 6

The Chemistry with Lab 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 nonmetallic elements, and an introduction to organic chemistry. Experiments and demonstrations are performed. Field-related careers and job opportunities are discussed.

### Environmental Science

Environmental Science DE

Years offered: 10, 11, 12

Prerequisites: Biology

Credits: 5

Periods per week: 5

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: 11,12

Prerequisites: Biology, Chemistry

Credits: 5

Periods per week: 5

This class will demonstrate real-life applications of science. Students will integrate knowledge of the 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; students will be studying the use of science in the legal system. Course topics will include observation skills, evidence collection, DNA fingerprinting, a study of hair, blood, and blood spatter evidence toxicology, and forensic anthropology.

### Human Anatomy and Physiology Honors

DE eligible

Years offered: 10, 11, 12

Prerequisites: Biology

Credits: 6

Periods per week: 6

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.

### Physics with Lab Honors

Years offered: 10,11,12

Prerequisites: Algebra 1

Credits: 6

Periods per week: 6

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.

Science			
TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement Biology	11,12	10	10
Advanced Placement Biology DE	11,12	10	10
Advanced Placement Chemistry	11,12	10	10

## Passaic Preparatory Academy

Advanced Placement Physics 1	11,12	10	10
Advanced Placement Physics 1 DE	11,12	10	10
Biology with Lab Honors	9,10,11,12	6	6
Chemistry with Lab Honors	9,10,11,12	6	6
Environmental Science	10,11,12	5	5
Environmental Science DE	10,11,12	5	5
Forensic Science	11,12	5	5
Human Anatomy & Physiology Honors	12	6	6
Physics with Lab Honors	10,11,12	6	6

### Career and Technical Education

#### [Music Technology 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

Music Technology 1 introduces the fundamentals of music technology geared to the needs of today's professional musician. One of the most significant challenges facing musicians today is mastering the skills required to continually adapt to a changing technology base. The course topics will give an overview of all aspects of the current technology with the primary goal of enabling students to make intelligent decisions in evaluating future technological needs.

#### [Music Technology 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Music Technology 1.

Periods per week: 5

The second level course will explore the legal and ethic laws in the music business. Students will develop their skills in Dee Jayng, audio editing, science of sound and multi track recording elements. This course builds on the fundamentals of music technology geared to the needs of today's professional musician.

#### [Music Technology 3](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Music Technology 2

Periods per week: 5

Music Technology 3 prepares students to manipulate music by creating medley mixes, music re-arranging, and exploring the digital world of music. Digital audio and MIDI will be used and incorporated to create music files. Students will execute career analyses across the digital music industry. Students will develop their own business model along with industry laws and regulations to promote their music production entity in the virtual space.

#### [Music Technology 4](#)

Years offered: 12

Credits: 5

Prerequisites: Music Technology 3

Periods per week: 5

This course is designed for students who successfully completed three years of sequential instruction in the music technology pathway to apply their skills in the world of the music industry. This course will support students with project based learning experiences applicable in real life scenarios using composition and notation, sound recording/engineering, web presence development and commercial music in the United States as well as across the global market.

#### [Theatre - Acting/Performance](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Theatre Acting/Performance course is intended to promote students' experience and skill development in one or more aspects of theatrical production concentrating on acting and performance skills. Through the use of Meisner's school of acting with a focus on objective and given circumstances students emphasis technique development, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.

#### [Musical Theatre](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Theatre - Acting/Performance

Periods per week: 5

Musical Theatre is an exploration of the American Musical from Oklahoma to Hadestown and everything in between. Students focus on musical structure by exploring key similarities and develop students' skills in one or more aspects of theatrical production, improving technique, expanding students' exposure to different types of theatrical techniques and traditions. The course delves further into representation of the American Theatre using shows such as West Side Story, Caroline or Change, and In the Heights, comparing how minority characters have been written, acted, and perceived throughout American theatrical history. Students are provided with an overview of acting, set design, stage management and career opportunities in the theatre.

#### [Stagecraft & Screenwriting](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Theatre - Musical Theatre

Periods per week: 5

Stagecraft and Screenwriting offers students an in-depth study of technical theatre through practical application and is designed as an exploration of the behind the scene elements of production. Students will expand their existing knowledge of technical theatre in costumeing, set design and construction, lighting and sound design as well as stage management with students working with hands on experiences. The Screenwriting component of the course will assist students in acquiring the essential skills of dramatic story telling applying those abilities to the creation of scripts for various scenarios. Concentration will be placed on career opportunities in Theatre Arts, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of leading public productions.

#### [Theater Year 4](#)

Years offered: 12

Credits: 5

Prerequisites: Theatre - Stagecraft & Screenwriting

Periods per week: 5

This course is designed for students who successfully completed three years of sequential instruction in the theater arts pathway to apply their skills in the world of the stage and screen industry. This course will support students with project-based learning experiences applicable in real-life scenarios using composition of original or inspired scripts, implement a full theatrical work inclusive of hands-on administrative tasks, extensive marketing and licensing rights processing, and commercial theater in the United States as well as across the global market. In addition, students will receive exposure to artistic, business, casting, literary, develop, education, and production management

#### [Digital Art/Animation 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

## Passaic Preparatory Academy

Digital Art and Animation 1 prepares students to use artistic and technological foundations to design and create industry relevant digital artwork. The basic design principles of digital arts and animation are taught, including image creation, character development and story conception through production. Students learn the technical language used in the digital art and production along with basic design and animation methods. They will also learn techniques about various ways to plan, create, design and prepare digital artwork through pre-production, production and post-production.

### [Digital Arts/Animation 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Digital Art/Animation 1

Periods per week: 5

Digital Art and Animation 2 continues to develop students' artistic and technological foundations to be successful artists in the digital realm. Enhancement of design principles of digital arts and creative problem solving are highlighted, including image creation, character development and story conception through production. Students will apply techniques and language used in the digital art and animation industry along with design and animation methods using tablets. Learning experiences will support the techniques to plan, create, design and prepare professional caliber digital artwork in either the fields of pre-production, production and post-production.

### [Digital Arts/Animation 3](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Digital Art/Animation 2

Periods per week: 5

Digital Art and Animation 3 explores advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original works of art. Students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through portfolio building, and exploring the professional landscape, students will have the opportunity to find what interests them most and figure out how to best utilize their energy, time, and money to achieve that profession or access that professional environment. Students will consistently evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work.

### [Digital Arts/Animation 4](#)

Years offered: 12

Credits: 5

Prerequisites: Digital Art/Animation 3

Periods per week: 5

This course is designed for students who successfully completed three years of sequential instruction in the digital arts technology pathway to apply their skills in the world of the artistic illustration industry. This course will support students with project based learning experiences applicable in real life scenarios using composition and planning, principles of composition through various digital media projects, web presence development and commercial cartooning in the United States as well as across the global market.

Career and Technical Education			
TITLE	Years Offered	PDS/WK	CREDITS
Music Technology 1	9, 10, 11, 12	5	5
Music Technology 2	10, 11, 12	5	5
Music Technology 3	11, 12	5	5
Music Technology 4	12	5	5
<a href="#">Digital Arts/Animation 1</a>	9, 10, 11, 12	5	5
Digital Arts/Animation 2	10, 11, 12	5	5
Digital Art/sAnimation 3	11, 12	5	5
Digital Arts/Animation 4	12	5	5
Theatre - Acting/Performance	9, 10, 11, 12	5	5
Musical Theatre	10, 11, 12	5	5
Stagecraft & Screenwriting	11, 12	5	5
Theater Year 4	12	5	5

## Social Studies

### [Grade 6](#)

The sixth grade Social Studies program consists of the birth of civilization, Mesopotamian civilization, Ancient Egypt, Judaism and the Jewish people, Ancient India, and Ancient China. Students will compare and contrast these civilizations and make connections between their development. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 7](#)

The seventh grade Social Studies program consists of the study of Ancient Greece, Ancient Rome, Islamic civilizations in Asia and Africa, Mesoamerican civilizations, and The Middle Ages. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 8](#)

Under the New Jersey mandate, Laura Wooten's Law S854/237, our 8th grade students will take a course in Civics during their 8th grade year of social studies. After a unit on the American Revolution, students will deepen their understanding of American democracy, government, and citizenship in the United States. Units of study will cover the following topics: foundational concepts and principles; foundational documents; The Constitution, American ideals, and the American experience; and the role of the citizen. Throughout the year, students will engage with their classmates in a citizenship project. The goal will be to identify and develop a plan for solving a problem in their school/community. This will provide students with an experience in active citizenship, thus providing an opportunity to "live out" the concepts being taught throughout the year. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Advanced Placement Human Geography](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement Macroeconomics](#)

Years offered: 10, 11, 12

Credits: 5

# Passaic Preparatory Academy

Prerequisites: None

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. This course can be taken to fulfill the graduation requirement for a course in financial, economic, business, and entrepreneurial literacy. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Advanced Placement United States History I](#)

DE eligible

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 19th 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.

## [Advanced Placement United States History 2](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Advanced 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 20th 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Advanced Placement World History](#)

DE Eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Advanced Placement US Government and Politics](#)

DE Eligible

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 this course is the equivalent to that of an introductory college course in U.S. government and politics. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Holocaust and Genocide Studies](#)

DE eligible

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Students in this course examine the nature of human behavior, views of prejudice, and the tragedy of genocide. By studying events such as the Nazi Holocaust, Cambodian Genocide, Armenian Massacre, Bosnian Crisis, and the American Indians devastation, students come to understand causes of such catastrophes, their impact on history, and how they might be avoided. The course stresses student involvement and interaction. This course is eligible for dual enrollment college credit with Kean University.

## [Introduction to Criminal Justice](#)

DE eligible, curriculum implemented by PCCC

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.

## [Criminal Law in New Jersey](#)

DE eligible, curriculum implemented by PCCC

Credits: 5

Periods per week: 5

Prerequisites: Introduction to Criminal Justice

Criminal Law in New Jersey helps students develop the ability to read, interpret, and apply New Jersey state and county statutes.

## [Constitutional Law for Public Safety](#)

DE eligible, curriculum implemented by PCCC

Credits: 5

Periods per week: 5

Prerequisites: Criminal Law in New Jersey

This course is a study of the principles and processes of American government, civil rights and liberties, political parties, the presidency, Congress, the Supreme Court, and judicial review. This course also studies the development of the American Constitution including the powers and growth of the national government. It focuses on the U.S. Supreme Court decisions in the areas of civil rights, race relations, reapportionment, and basic First Amendment freedom.

## [Advanced Legal Studies IV](#)

DE eligible, curriculum implemented by Fit4Basic

Credits: 5

Periods per week: 5

# Passaic Preparatory Academy

Prerequisites: American Government and Law

Year IV of the legal studies pathway is meant to have the students gain real world knowledge and skills in various forms. These may include but are not limited to internships, externships, work based learning experiences, and certification courses. The students are able to use this knowledge in real world situations. Examples of this include opportunities to review, compose, and execute contracts for other pathways in their school, practicing and executing the art of mediation internally, and staying informed about modern technology and its place in an ever changing world.

## [Financial Well-Being](#)

DE eligible

Years offered: 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

Financial well-being is designed to promote financial literacy among students in order to allow them to increase their overall financial, economic and social well-being. Consumers operate in a buyer beware marketplace and must be financially literate in order to achieve and maximize their own well-being and security. This course covers the basic financial planning process and will help students obtain a working knowledge of creating an investment portfolio, filing taxes, risk management, insurance, credit scores, credit reports, debt management, retirement planning and time value of money.

Social Studies			
TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement Human Geography	10, 11, 12	5	5
Advanced Placement Macroeconomics	10, 11, 12	5	5
Advanced Placement United States History 1 DE	9, 10, 11, 12	5	5
Advanced Placement United States History 2 DE	10, 11, 12	5	5
Advanced Placement United States Government and Politics	10, 11, 12	5	5
Advanced Placement World History	10, 11, 12	5	5
Holocaust and Genocide Studies DE	9, 10, 11, 12	5	5
Legal Studies Pathway Year I: Introduction to Criminal Justice	9	5	5
Legal Studies Pathway Year II: Criminal Law in New Jersey	10	5	5
Legal Studies Pathway Year III: Constitutional Law and Public Safety	11	5	5
Legal Studies Pathway Year IV: Advanced Legal Studies IV	12	5	5
Financial Well Being	9, 10, 11, 12	5	5

## Theatre Arts

### [Introduction to the Theatre - Grades 6 - 8](#)

Introduction to the Theatre courses provide an overview of the art, convention and history of the theatre. Student learn about basic techniques in acting, developments in dramatic literature, major playwrights and critical appreciation of the art.

### [Introduction to Theatre Arts](#)

Years Offered: 9, 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art.

### [Theatre - Acting/Performance](#)

Years offered: 9, 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

Theatre Acting/Performance course is intended to promote students' experience and skill development in one or more aspects of theatrical production concentrating on acting and performance skills. Through the use of Meisner's school of acting with a focus on objective and given circumstances students emphasis technique development, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of participating in public productions.

### [Musical Theatre](#)

Years offered: 10, 11, 12

Prerequisites: Theatre - Acting/Performance

Credits: 5

Periods per week: 5

Musical Theatre is an exploration of the American Musical from Oklahoma to Hometown and everything in between. Students focus on musical structure by exploring key similarities and develop students' skills in one or more aspects of theatrical production, improving technique, expanding students' exposure to different types of theatrical techniques and traditions. The course delves further into representation of the American Theatre using shows such as West Side Story, Caroline or Change, and In the Heights, comparing how minority characters have been written, acted, and perceived throughout American theatrical history. Students are provided with an overview of acting, set design, stage management and career opportunities in the theatre.

### [Stagecraft & Screenwriting](#)

Years offered: 11, 12

Prerequisites: Theatre - Musical Theatre

Credits: 5

Periods per week: 5

Stagecraft and Screenwriting offers students an in-depth study of technical theatre through practical application and is designed as an exploration of the behind the scene elements of production. Students will expand their existing knowledge of technical theatre in costuming, set design and construction, lighting and sound design as well as stage management with students working with hands on experiences. The Screenwriting component of the course will assist students in acquiring the essential skills of dramatic story telling applying those abilities to the creation of scripts for various scenarios. Concentration will be placed on career opportunities in Theatre Arts, expanding students' exposure to different types of theatrical techniques and traditions, and increasing their chances of leading public productions.

### [Theater Year 4](#)

Years offered: 12

Prerequisites: Theatre - Stagecraft & Screenwriting

Credits: 5

Periods per week: 5

## Passaic Preparatory Academy

This course is designed for students who successfully completed three years of sequential instruction in the theater arts pathway to apply their skills in the world of the stage and screen industry. This course will support students with project-based learning experiences applicable in real-life scenarios using composition of original or inspired scripts, implement a full theatrical work inclusive of hands-on administrative tasks, extensive marketing and licensing rights processing, and commercial theater in the United States as well as across the global market. In addition, students will receive exposure to artistic, business, casting, literary, develop, education, and production management

Theatre Arts			
TITLE	Years Offered	PDS/WK	CREDITS
Introduction to Theatre Arts	9, 10, 11, 12	5	5
Theatre - Acting/Performance	9, 10, 11, 12	5	5
Musical Theatre	10, 11, 12	5	5
Stagecraft & Screenwriting	11, 12	5	5
Theater Year 4	12	5	5

### Dance Arts

#### [Dance Lab Grades 6 - 8](#)

The Dance Lab is a fun, exploratory course designed to provide a dance overview for all students. Students will be exposed to basic techniques in ballet, modern, jazz, hop hop as well as awareness of the impact of dance in society. Gaining movement skills and finding confidence and enjoyment through movement are a focus of this class. Interested students may have the opportunity to perform at concerts as well as festivals and community performances.

#### [Dance 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

In Dance 1, students will obtain an understanding of dance related areas including nutrition, basic anatomy, care of dance injuries, dance related careers, production elements and dance vocabulary with an emphasis on ballet terminology. Students will learn the foundations of Ballet, Modern, Contemporary, Jazz and Tap Dance. Opportunities will be provided to create introductory movement phrases and motifs independently with their peers using choreographic devices, prompts, and imagery. Students will share their dance compositions in class and will receive constructive feedback from their peers and the instructor. Students will also participate in solo, small group, and large group pieces choreographed by the instructor and guest choreographers.

#### [Dance 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Dance 1

Periods per week: 5

In this course, students will learn the history of popular Western Dance Styles and Social/ Cultural Dances such as Ballet, Tap, Jazz, Modern, Contemporary, Latin Dance, Hip Hop, West African, and traditional dances from the AAPI culture. Students will embody the movements from these cultures and explore the cultural importance of the dance style that is being studied. Students will be exposed to these styles by their instructor, master classes, residencies, and guest choreographers. Students will apply their skills in solo/ small group dance research projects and share their own composition pieces based on the information gathered in each unit. These skills will also be applied in showcases choreographed by the instructor and guest choreographers. Students with exceptional dedication to the arts, high academic achievement, and outstanding leadership will be inducted to the National Honor Society for Dance Arts.

#### [Dance 3](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Dance 2

Periods per week: 5

Students in the Dance 3 course will focus on dance styles that characterize our dance world infusing traditions that have developed through the centuries. The diversity of the class will include intermingled repertory within single choreographic works. Each dancer will discover his/her own reputation in proportion to the richness and complexity of personal creations. The complexity of combinations with further emphasis on technique and style is focused as well as enhance through choreography. This advanced course will highlight pre-stretch with advanced modern/jazz/ballet barre emphasizing the need for daily participation.

Dance Arts			
TITLE	Year Offered	PDS/WK	CREDITS
Dance Lab Grades 6 - 8	6, 7, 8	5	5
Dance 1	9, 10, 11, 12	5	5
Dance 2	10, 11, 12	5	5
Dance 3	11, 12	5	5

### Visual Arts

#### [Grade 6 Visual Arts](#)

Students in Grade 6 will participate in a curriculum, designed to link each student's creative expressions and their appreciation for art. Students will have hands-on experiences in producing their art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes encourage critical and creative problem-solving skills, 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.

#### [Grade 7 General Art](#)

Grade 7 Art courses provide students the opportunity to foster their creative expression while learning to appreciate a variety of cultures demonstrated through various art mediums. Students are focused on making connections to other content areas, develop their own aesthetic abilities and explore a variety of art forms. Students use the elements of art and principles of design to elevate their understanding of the creative process.

#### [Grade 8 General Art](#)

Students in Grade 8 course will be provided students with the opportunity to creatively express their thoughts through the culmination of skills taught in previous years. Students will focus on the influence of drawing and the study of art history linking pieces of work to the ever changing societies in history. Exploration of famous artists will occur allowing students to examine different styles, techniques and influences that have support the evolution of art.

#### [Introduction to Fine Arts](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 assessment will help drive growth and support student empowerment. 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.

# Passaic Preparatory Academy

## [Advanced Drawing & Painting](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. Drawing and Painting is for the upper level art student who is looking to begin an art portfolio for their college future and developing a strong artistic growth. A variety of techniques and materials will be introduced in order to advance the student's skills in drawing, painting and mixed media. Observational drawing, material studies, figure drawing, collage are just a few of the subjects which will be covered in this course.

## [AP Art History](#)

Honors Art History

Years offered: 10, 11

Credits: 5

Prerequisites: None.

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [AP Studio Art](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: AP Art History

Periods per week: 5

Advanced Placement Studio Art 2D Design is a year-long, rigorous experience designed for students who are seriously interested in the practical experience of art and wish to develop mastery in the concept, composition and execution of their ideas. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation in early May. In building their portfolios students experience a variety of concepts, techniques and approaches designed to help them demonstrate their abilities as well as their versatility with techniques, problem solving and ideation. Students develop work for the three sections of the AP Art Portfolio: Breadth, Concentration and Quality.

## [Digital Art/Animation 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

Digital Art and Animation 1 prepares students to use artistic and technological foundations to design and create industry relevant digital artwork. The basic design principles of digital arts and animation are taught, including image creation, character development and story conception through production. Students learn the technical language used in the digital art and production along with basic design and animation methods. They will also learn techniques about various ways to plan, create, design and prepare digital artwork through pre-production, production and post-production.

## [Digital Art/Animation 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Digital Art/Animation 1

Periods per week: 5

Digital Art and Animation 2 continues to develop students' artistic and technological foundations to be successful artists in the digital realm. Enhancement of design principles of digital arts and creative problem solving are highlighted, including image creation, character development and story conception through production. Students will apply techniques and language used in the digital art and animation industry along with design and animation methods using tablets. Learning experiences will support the techniques to plan, create, design and prepare professional caliber digital artwork in either the fields of pre-production, production and post-production.

## [Digital Art/Animation 3](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Digital Art/Animation 2

Periods per week: 5

Digital Art and Animation 3 explores advanced topics through project-based work, becoming more self-directed in their acquisition and use of concepts, terminology, techniques, and applications to design, create, print, and display original works of art. Students design and produce digital still images through the single or combined use of computers, digital cameras, scanners, photo editing software, drawing and painting software, graphic tablets, printers, new media, and emerging technologies. Through portfolio building, and exploring the professional landscape, students will have the opportunity to find what interests them most and figure out how to best utilize their energy, time, and money to achieve that profession or access that professional environment. Students will consistently evaluate and respond to their own designs and images and those of their peers to measure artistic growth with increasing sophistication and independence to promote risk-taking in the completion of conceptually based, self-directed work.

## [Digital Art/Animation 4](#)

Years offered: 12

Credits: 5

Prerequisites: Digital Art/Animation 3

Periods per week: 5

This course is designed for students who successfully completed three years of sequential instruction in the digital arts technology pathway to apply their skills in the world of the artistic illustration industry. This course will support students with project based learning experiences applicable in real life scenarios using composition and planning, principles of composition through various digital media projects, web presence development and commercial cartooning in the United States as well as across the global market.

Visual Arts			
TITLE	Years Offered	PDS/WK	CREDITS
Introduction to Fine Arts	9, 10, 11, 12	5	5
Advanced Drawing & Painting	9, 10, 11, 12	5	5
AP Art History	9, 10, 11, 12	5	5
AP Studio Art	11, 12	5	5
Digital Art/Animation 1	9, 10, 11, 12	5	5
Digital Art/Animation 2	10, 11, 12	5	5
Digital Art/Animation 3	11, 12	5	5
Digital Art/Animation 4	12	5	5

# Passaic Preparatory Academy

## World Languages

### [Spanish - Grade 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.

### [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 which are 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](#)

This course is aligned to the New Student Learning Standard and indicators for World Languages. 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.

### [Spanish 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Period per week: 5

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: 9, 10, 11, 12

Credits: 5

Prerequisites: Spanish 1

Period per week: 5

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 3](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Spanish 2

Period per week: 5

This program is specifically designed for Spanish/English students to re-engage students in the development of their Spanish. These students have familiarity with Spanish because it is spoken in their homes with various levels of consistency. The goal of the course is to develop students’ fluency further, to learn more about their language, literature, and cultural heritage; to acquire Spanish literacy skills, and to develop or expand Spanish academic language skills.

### [Spanish 4](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Spanish 3

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. Multilingual learners enrolled in this course during grade 12 are recommended to receive the Seal of Biliteracy.

### [Advanced Placement Spanish Language and Culture](#)

Prerequisites: Spanish 4

Years offered: 11, 12

Credits: 5

DE eligible

Period per week: 5

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 in-class assignments. The expectation is that all communication in the classroom (teacher- student/student-student) takes place in Spanish. Students must take the AP Exam. Students who do not take the AP Exam will have a Spanish Language and Culture Honors Class reflected on their transcripts. Multilingual learners enrolled in this course during grade 12 are recommended to receive the Seal of Biliteracy.

### [Advanced Placement Spanish Literature and Culture](#)

Prerequisites: Spanish Language & Culture

Years offered: 11, 12

Credits: 5

DE eligible

Period per week: 5

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. Students who do not take the AP Exam will have a Spanish Literature and Culture Honors Class reflected on their transcripts. Multilingual learners enrolled in this course during grade 12 are recommended to receive the Seal of Biliteracy.

World Languages			
TITLE	Years Offered	PDS/WK	CREDITS
Spanish 1	9, 10, 11, 12	5	5
Spanish 2	9, 10, 11, 12	5	5
Spanish 3	10, 11, 12	5	5
Spanish 4	10, 11, 12	5	5
Advanced Placement Spanish Literature and Culture	11,12	5	5
Advanced Placement Spanish Language and Culture	11,12	5	5

Option II			
TITLE	Years Offered	PDS/WK	CREDITS
Accredited College Courses	9, 10, 11, 12	N/A	2.5 or 5
Distance Learning	9, 10, 11, 12	N/A	2.5 or 5

## Passaic Preparatory Academy

Independent Work, Internships, and Community Service	9, 10, 11, 12	N/A	2.5 or 5
Independent Study	11, 12	N/A	2.5 or 5

Independent study, otherwise known in the State of New Jersey as "Option Two" may serve as an alternative to traditional high school courses and involve in-depth experiences that may be provided by district personnel or instructors not employed by the school district. Options for independent study include, but are not limited to: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extracurricular programs, and/or other structured learning experiences. In addition, independent study includes successful completion of accredited college courses that assures student learning consistent with the knowledge and skills identified in the New Jersey Student Learning Standards.

In order for students to participate in independent study, the following procedures must be followed:

### A. Accredited College Courses:

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

High School credit will be awarded for courses taken at a college/vocational institution under the following conditions:

1. Student and parent will make a request to School Counselor
2. Course must be approved by the school Principal or Designee.
3. Student must be approved by the college/vocational institution and meet their requirements to take course(s) as a highschool student.
4. An official transcript from the college/vocational institution will be required at the end of the course to award credits.
5. Credits that impact grade level promotion must be submitted by August 1st.
6. Credits that impact graduation participation must be submitted by June 1st.
7. If a student successfully completes an out of district course it will be recorded on the student's transcript as a Pass.
8. The district reserves the right to deny the credits for any course.
9. Courses may be taken any semester after July 1st of the student's 9th grade year.

The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, Passaic Board of Education, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

### B. Distance Learning

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

This is not designed to replace or work in conjunction with our cooperative education programs. The cooperative education programs have a required classroom component and provide supervision and on-site visits.

High School credit will be awarded for programs under the following conditions:

1. Programs will only be approved for students in grade 11 or 12.
2. Independent work and internships may count toward the fulfillment of elective credits or 21st Century Life and Career Skills credits.
3. It is the responsibility of the student and parent/guardian to find a work/internship/community service placement which suits the interest and career goals of the student.
4. The application must be submitted to the school counselor. The counselor and the principal's designee will approve or reject the application. Any change in the work/internship must be approved.
5. A student must work/intern for at least 180 hours to earn 2.5 credits or 360 hours to earn 5 credits. No partial credit will be given. Pass or fail grade will be issued. Grade will not affect GPA or class rank.
6. A student must demonstrate the number of hours, as specified above in section E, have been fulfilled, and may be required to complete an assignment in order to certify the completion.
  - a. Hours will begin to be counted from the time of application approval and must be completed within the school year.
  - b. Hours may begin as early as July 1st of the academic year and must be completed no later than June 1st of the same academic year.
  - c. A weekly log must be filled in by the student and signed by the site supervisor. The log is to be signed by the student's guidance counselor in September and at the end of 1st, 2nd, and 3rd marking periods. The entire log will be turned in by June 1 of the year the program is completed to the counselor.
  - d. For community service, a reflective journal is required in addition to the weekly log identified above section c above.
7. The school principal has the right to refuse the granting of the credits based on lack of fulfilling requirements identified above. At the discretion of the principal, his/her designee and/or site supervisor the student may be ineligible to receive credit under this program (excessive school absenteeism, tardiness, insubordination, dishonesty, poor performance, or other serious violation). In order to maintain eligibility, students are expected to act in accordance with the Code of Student Conduct and all applicable board policies. Violation of those policies at the work site may result in the discipline procedures described therein.
8. The school principal has the right to refuse the granting of the credits based on lack of fulfilling requirements identified above. At the discretion of the principal, his/her designee and/or site supervisor the student may be ineligible to receive credit under this program (excessive school absenteeism, tardiness, insubordination, dishonesty, poor performance, or other serious violation). In order to maintain eligibility, students are expected to act in accordance with the Code of Student Conduct and all applicable board policies. Violation of those policies at the work site may result in the discipline procedures described therein.
9. Working papers, if needed, may be obtained through the school office.
10. Guidelines for Community Service credit are subject to change in order to reflect the New Jersey Department of Education Community Service Guidelines.
11. The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

### C. Independent Work, Internships, and Community Service

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

Independent Study is offered as an Option Two program to allow students to develop interests beyond those available in the district curriculum which:

- A. Relates the real world and the school world in a more meaningful fashion.
- B. Inculcates a sense of community service in the minds of students.
- C. Broadens the base of learning to include a greater variety of experiences.
- D. Draws upon the human and material resources that the community offers.

High School credit will be awarded for Independent Study under the following conditions:

## Passaic Preparatory Academy

- A. All courses must be approved prior to beginning the study. An Independent Study Proposal Form must be filled out and signed by the appropriate individuals.
- B. Student and parent will make a request to the school counselor. Application must be completed and accompanied by a proposal for the Independent Study work explaining the project, timeframe, objectives, and credit desired.
- C. A committee of staff members, as appointed by the principal, will review the proposal to approve for submission for approval by the Superintendent or his/her designee.
- D. Upon completion of the independent study a weekly time log and a portfolio of work completed must be submitted for evaluation and grading to the committee.
- E. The committee will grant credit based on a review of the completed project. As a general guide 5 credits = 360 hours.
- F. No more than 10 credits can be earned through Independent Study in a school year.
- G. Independent Study work will be recorded on the transcript as a Pass or Fail and will not be calculated into GPA or class rank.
- H. The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, Passaic Board of Education, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

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.

### 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 accommodations or modifications of instructional strategies or assessment procedures, based on individual students' needs.

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.

# Passaic Academy for Science and Engineering

## English / Language Arts

### [Grade 6 English Language Arts](#)

The Grade 6 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 6 Units include:**

Dahl & Narrative  
Mysteries & Investigations  
The Chocolate Collection  
The Greeks  
The Summer Of Mariposas  
The Titanic Collection

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 7 English Language Arts](#)

The Grade 7 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 7 Units include:**

Red Scarf & Narrative  
Character & Conflict  
Brain Science  
Poetry & Poe  
The Frida & Diego Collection  
The Gold Rush

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Grade 8 English Language Arts](#)

The Grade 8 English Language Arts curriculum has a structured literacy framework that is supported by the New Jersey Student Learning Standards. This curriculum emphasizes explicit, systematic instruction designed to prepare our students to be successful throughout their years in school, as well as in the 21st century. Amplify ELA is a blended English Language Arts curriculum designed specifically to support students in grades 6–8 and prepare them for high school and beyond. With Amplify ELA, students learn to tackle any complex text and make observations, grapple with interesting ideas, and find relevance for themselves. Students are engaged through dynamic texts, lively classroom discussions, and meaningful digital experiences. Amplify ELA features high-quality lessons grounded in great books, paired with powerful tools to immerse young adolescents in reading, writing, and speaking. A digitally forward program built to prepare today's middle schoolers for high school and beyond, Amplify ELA inspires next-level engagement, with five levels of differentiation designed to engage all students with grade level instructional materials.

#### **Grade 8 Units include:**

Perspectives & Narrative  
Liberty & Equality  
Science & Science Fiction  
Shakespeare's Romeo & Juliet  
Holocaust: Memory & Meaning  
The Space Race

Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [English I / ELA Grade 8 Academics](#)

Years offered: 8 & 9

Credits: 7.5

Prerequisites: None

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

#### **English I / IH Units**

Unit 1: Against All Odds  
Unit 2: Breaking Through Barriers  
Unit 3: Crime Scenes  
Unit 4: Love & Loss  
Unit 5: Freedom At All Costs  
Unit 6: Epic Journeys

### [Academic Research](#)

Years offered: 9

Credits: 2.5

## Passaic Academy for Science and Engineering

Prerequisites: Current Enrollment in English I

Periods per week: 2/3

This class will provide an introduction to the research and literacy skills needed to succeed in high school and beyond. Students will be able to access information, analyze information critically, create and evaluate. Students will utilize technology to evaluate the credibility and quality of information, compare and contrast different resources, and understand their purposes and points of view.

### [English II](#)

Years offered: 9,10

Credits: 7.5

Prerequisites: English I

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

#### **English II / II H Units**

Unit 1: Conflict & Connection

Unit 2: The Power of Perception

Unit 3: Hard Won Liberty

Unit 4: Reckless Ambition

Unit 5: Forces of Change

Unit 6: Our Place In Nature

### [English III](#)

Years offered: 9,10

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

#### **English III**

Unit 1: Foundations & Encounters

Unit 2: Building A Democracy

Unit 3: The Individual & Society

Unit 4: The Quest For Freedom

Unit 5: America Transformed

Unit 6: Modern & Contemporary Voices

### [English IV](#)

Years offered: 12

Credits: 5

Prerequisites: English I, English II, English III

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

#### **English IV**

Unit 1: Origin Of A Nation

Unit 2: A Celebration of Human Achievement

Unit 3: Tradition & Reason

Unit 4: Emotion & Experimentation

Unit 5: An Era of Rapid Change

Unit 6: New Ideas & New Voices

### [English Language and Composition Honors](#)

Years offered: 10

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

The emphasis of the English Language and Composition Honors course 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 such as reading foundational U.S. documents like Lincoln's Second Inaugural Address and the Declaration of Independence, essays by Henry David Thoreau and Ralph Waldo Emerson, and Zora Neale Hurston's *Their Eyes Were Watching God*. Students will write informative and synthesis essays around the American Dream. This curriculum is designed by College Board, therefore, the program's instruction and assessments align with the skills, knowledge, and standards that ensure students are career and college ready. This includes being aligned to the SAT® Suite of Assessments: SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9.

### [English Literature and Composition Honors](#)

Years offered: 11,12

Credits: 5

Prerequisites: English I, English II, English Language and Composition Honors

Periods per week: 5

The emphasis of the English Literature and Composition Honors course is on perspectives. Students will read James Baldwin's "Stranger in the Village," George Orwell's "Shooting an Elephant," Shakespeare's *Othello*, and George Bernard Shaw's *Pygmalion* in order to apply multiple perspectives to complex texts. Students will be asked to learn and apply various types of literary criticism: archetypal, Marxist, feminist, historical, cultural, and reader response. They perform rigorous reading and writing tasks to synthesize learning. This curriculum is designed by College Board, therefore, the program's instruction and assessments align with the skills, knowledge, and standards that ensure students are career and college ready. This includes being aligned to the SAT® Suite of Assessments: SAT, PSAT/NMSQT, PSAT 10, and PSAT 8/9.

### [Advanced Placement English Language and Composition](#)

Years offered: 11

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

# Passaic Academy for Science and Engineering

## [Advanced Placement English Literature and Composition](#)

Years offered: 11

Credits: 5

Prerequisites: English I, English II, Advanced Placement English II

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Creative Writing](#)

Years offered: 11, 12

Credits: 5

Prerequisites: None- (can not replace core classes) English I, English II, English III or English IV

Periods per week: 5

Creative Writing

This course provides an opportunity for students to pursue advanced creative writing work framed around the study of and exploration with prose and poetry. This course will assess narrative and lyric poetry, essays and short stories, advertising, stage and film scripts. Students will engage in careful reading and critical analysis of imaginative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In addition, this course will enable students to create works of literature in various genres, including, but not limited to: Short story/fiction, creative nonfiction, drama, and poetry and prepare students with the reading, analytical, and writing skills necessary for success in their college work. Reading is accompanied by thoughtful discussion and numerous opportunities for analytical writing across all genres. The course emphasizes creative writing, and the strengthening and developing of student technique.

## [African Diaspora Literature](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

African Diaspora Literature

This course examines the history and culture of the people of Africa and the African Diaspora from the 18th century -21st century. We will explore a diverse group of works from the African diaspora, inviting students to make connections and distinctions about themes, genres, formal devices, political outlooks, and cultural influence through a historical and literary perspective. The class will explore topics within each text and analyze their intricacies such as: African history and the Trans-Atlantic Slave Trade, literary and cultural productions of the diaspora, the impact of blackness across temporal and spatial planes, and how people of the diaspora shape and have been shaped by their environment. These movements are discovered through text that exude suspense, laughter, conflict, progression, struggle and triumph.

## [Gothic/Horror Literature & Media Overview](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

**Gothic/Horror Literature & Media Overview**

This course will examine the genre of Gothic Literature from its origin in the late 18th-century to modern day. Students will read and analyze a range of poetry, short stories, novels, and media. Through these works, they will explore themes of isolation and confinement, otherness, overcoming fear, and potential consequences of scientific advancement. Students will also conduct research to identify the prevalence and analyze the purpose for the genre in popular culture. Through this course, students will:  
Read and analyze a variety of gothic literature from its inception through modern day.  
Identify gothic elements and literary devices that are characteristics of the Gothic literature genre and compare and contrast these across a variety of texts.  
Construct organized and cohesive arguments using Gothic elements, terminology, and textual evidence.  
Examine media interpretations and Gothic literature's influence on popular culture, and demonstrate an awareness of the cultural and historical contexts in which the texts were written.

## [Latin American Literature and Culture](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

Using a combination of fiction and non-fiction texts, as well as music and film, students will gain a deeper understanding of the various experiences and perspectives of Latinos and explore issues such as identity, culture, language, politics, and history. In addition, students will analyze the complex historical, social, and cultural issues related to Latino influence in the U.S. This course will provide students an opportunity to engage with the rich literary and cultural traditions of Latin America while also learning about the historical and contemporary issues facing Latino communities in the U.S. Students will study the works of important Latin American authors such as Gabriel García Márquez, Jorge Luis Borges, and Isabel Allende, as well as lesser-known writers whose works provide valuable insights into the social and cultural norms of Latin America.

By the end of the course, students will have a comprehensive understanding of the literature and culture of Latin America, as well as an appreciation for the rich and diverse cultures and traditions of these countries.

## [Dystopian Literature](#)

Years offered: 10

Credits: 5

Prerequisites: English I

Periods per week: 5

Imagine living in a world where your right to choose does not exist and love is a feared disease. Imagine being raised in a society where cosmetic surgery is not only mandatory, but necessary to live. What if you were born into a society that requires you to take a life, or risk losing your own for the mere entertainment of the wealthy? Would you survive? This is a discussion-driven course designed for readers to examine dystopian worlds. You will use a variety of mediums to analyze different governments and their means of control; common themes, such as loss of individuality and self, the dangers of technology, and the power of knowledge; and the similarities between dystopian worlds and our own. Additionally, you will create your own dystopia, incorporating the themes and lessons you learn from our class readings and discussions. This course will dive into one of the most popular literary genres for young adults today and push you to ask yourself, are these worlds really that far-fetched or can this be our reality? Are you ready?

## [Leadership in the 21st Century](#)

Years offered: 11 & 12

Credits: 5

Prerequisites: English II & English II

Periods per week: 5

This course is designed to equip students with the essential skills and knowledge needed to become effective leaders in their personal and professional lives. The course will cover a range of topics from goal setting, team building, personal relations, problem-solving, and much more.

Participants will start by understanding what leadership means and what their unique leadership style is. They will learn how to set clear and achievable goals, communicate effectively, make effective decisions, and build strong teams. Participants will also develop skills in time and stress management, self-confidence, assertiveness, and maintaining a positive attitude.

Throughout the course, participants will engage in a range of interactive learning activities, including case studies, group discussions, and role-playing exercises, designed to help them apply their learning to real-world scenarios. By the end of the course, participants will have the confidence and skills to lead effectively, motivate others, and drive positive change in their lives.

## Passaic Academy for Science and Engineering

TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement English 2 -English Language and Composition DE	10, 11	5	5
Advanced Placement English Language and Composition	10, 11	5	5
Advanced Placement English Literature and Composition	11, 12	1/4	5
English Literature and Composition Honors	10, 11, 12	5	5
English Language and Composition Honors	10, 11, 12	5	5
Creative Writing	11, 12	5	5
Dystopian Literature	10	5	5
Latin American Lit and Culture	11, 12	5	5
African Diaspora Literature	11, 12	5	5
Leadership in the 21st Century	11, 12	2.5	2.5
Gothic/Horror Literature & Media Overview	11, 12	5	5
English I	8,9	10	7.5
English II	9, 10	5	5
English III	10,11	5	5
English IV	10, 11, 12	5	5
English IV EN101/25 DE	12	5	5
Academic Research	8,9	2/3	2.5

### English as a Second Language (ESL)

#### [ESL Level 1](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 1](#)

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 10

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: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 2](#)

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 10

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: 5

Prerequisites: None

Periods per week: 5

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 3](#)

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 10

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: 5

Prerequisites: None

Periods per week: 5

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.

# Passaic Academy for Science and Engineering

## ESL Level 4

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 10

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.

English as a Second Language (ESL)			
TITLE	Years Offered	PDS/WK	CREDITS
ESL Level 1	9	1-9	10
ESL Level 1	10, 11, 12	1-4	5
ESL Level 2	9	1-9	10
ESL Level 2	10, 11, 12	1-4	5
ESL Level 3	9	1-9	10
ESL Level 3	10, 11, 12	1-4	5
ESL Level 4	9	1-9	10
ESL Level 4	10, 11, 12	1-4	5

Grade 6 - 9 Math Placement Sequence					
Grade 6 Placement	Grade 7 Placement	Grade 7 Final Grade	Grade 8 Placement	Grade 8 Course Final Grade	Grade 9 Placement**
Grade 6 Math*	Grade 7 Algebra 1^	Less than 83 (B)	Grade 8 Algebra 1^	F**	Algebra 1 Double Period
				D to B-	Algebra 2 Double Period
				B to B+	Algebra 2 Single Period
		A	Algebra II Single Period and Geometry Single Period		
		83 (B) and above	Grade 8 Algebra II	F**	Algebra II (Double Period)
				D to B-	Geometry Double Period
	B - A			Geometry Single Period	
	Grade 7 Math	N/A	Grade 8 Algebra 1	F	Algebra 1 Double Period
				D to B-	Algebra II Double Period
				B to B+	Algebra 2 Single Period
				A	Algebra II Single Period and Geometry Single Period

\* The following indicators are used for placing students in Grade 7: Final Grade, NJSLA-Math Score and MAP and Teacher Survey

\*\* Must attend Summer Promotion/Retention program

\* Placement of level will be determined by grade in course

^ Courses will be offered to eligible students to advance in Math sequence during summer (i.e, Algebra I, Geometry)

## Grade 6 Mathematics

The Grade 6 Mathematics program follows the New Jersey Students Learning Standards for Mathematics. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## Pre-Algebra – Grade 7

# Passaic Academy for Science and Engineering

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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## [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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

## [Advanced Placement Calculus AB](#)

Years offered: 11,12

Credits: 5

Prerequisites: Pre-Calculus

Periods per week: 5

Trigonometric and logarithmic functions are studied. Functions, derivatives and integrals 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Advanced Placement Statistics](#)

Honors Statistics

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 2

Periods per week: 5

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 binomial distribution, estimation and hypothesis testing, chi-square and F- distribution as well as correlation and regression analysis. Students will become aware of how decisions are influenced by statistical information. This course will prepare students for the AP Statistics exam. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Advanced Placement Pre-Calculus](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Grade of 85 or better in Algebra 2

Periods per week: 5

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

## [Algebra 1 CP](#)

### [Algebra 1 H](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Algebra 1 program follows the NJSLS. 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.

## [Applications of Algebra or \(Algebra I Workshop\)](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra I and NJSLA-Math score of 725 - 749

Periods per week: 5

Applications for Algebra is an elective that will provide assistance with algebraic content, techniques, and strategies needed to develop mathematical proficiency and fluency. Students will develop the confidence and appreciation for using mathematics so they can be more successful as they progress in their high school math courses. Emphasis will be placed on written and oral communication of mathematics, as well as the ability to justify mathematical decisions.

## [Algebra 2 CP](#)

### [Algebra 2 H DE](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

The Algebra 2 program follows the NJSLS. 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

Prerequisite: Pre-Calculus

Periods per week: 5

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

# Passaic Academy for Science and Engineering

## Financial Algebra

Years offered: 11, 12

Credits: 5

Prerequisite: Algebra 1,

Periods per week: 5

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 Algebra covers investing, banking, credit, income tax, insurance and household budget.

## Geometry CP

Years offered: 9, 10, 11, 12

Credits: 5 or 10

Prerequisites: None

Periods per week: 5 - 10

The Geometry program follows the NJSLS. 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

Prerequisites: None

Periods per week: 5 - 10

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

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra 1, Algebra 2, and Geometry

Periods per week: 5

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.

## Probability and Statistics

Years offered: 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

In Statistics, student 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. This course mirrors that of a college level introductory statistics course.

## SAT Math PREP

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

## Introduction to Math Modeling

Years offered: 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

This is a data analytics pathway keystone course meant for students who have already mastered the content of AP Computer Science Principles and AP Statistics. The course is intended to provide insight into the importance of mathematics to the world outside academia, and to improve students' verbal and mathematical reasoning and problem-solving skills. It will introduce to students applications by way of management decision making, social choice, and population studies. Typical among problems to be studied are: scheduling of projects with precedence restrictions; linear programming problems; apportionment; fair division in presence of individual preferences; data modeling with functions; and network science.

Mathematics			
TITLE	Years Offered	PDS/WK	CREDITS
Algebra 1 CP	9, 10, 11, 12	5	5
Algebra 1 H / DE	9, 10, 11, 12	5	5
Applications of Algebra I	9, 10, 11, 12	5	5
Advanced Placement Calculus AB	11, 12	5	5
Advanced Placement Calculus BC	11, 12	5	5
Advanced Placement Statistics	10,11,12	5	5
Advanced Placement Precalculus	10,11,12	5	5
Algebra 1 H / DE	9, 10, 11, 12	5	5
Algebra 2 CP	9, 10, 11, 12	5 or 10	5 or 10
Algebra 2 H	9, 10, 11, 12	5 or 10	5 or 10
Applications of Algebra I	9, 10, 11, 12	5	5
Calculus H	11, 12	5	5
Financial Algebra	11, 12	5	5
Geometry CP	9, 10, 11, 12	5 or 10	5 or 10
Geometry H	10, 11, 12	5 or 10	5 or 10
Probability and Statistics	11, 12	5	5
Pre-Calculus CP	10, 11, 12	5	5
Pre-Calculus H / DE	10, 11, 12	5	5
SAT Math Prep	11, 12	5	2.5
Introduction to Math Modeling	11,12	5	5

## Musical Arts

# Passaic Academy for Science and Engineering

## [Grade 6 General Music](#)

Students in Grade 6 will participate in a wide range of musical experiences including proper vocal singing, playing of classroom instruments, critical listening/responding to music, composition and moving to various styles of music. Students are asked to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony. Students will examine these elements through the lens of American Popular Music.

## [Grade 7 General Music](#)

Students in Grade 7 will participate in a wide range of musical experiences to identify, analyze, describe and explain the elements of music such as rhythm, melody, and harmony. Students are asked to use proper vocal singing, playing of classroom instruments, critical listening/responding to music, composition and evaluating musical styles using elements from Asian, African and European artists.

## [Grade 8 General Music](#)

Students in Grade 8 General Music will apply their understanding of musical knowledge to the exploration of careers in music and how music moves our society. Students will work collectively to explore a wide range of musical positions and investigate their impact on everyday life as well the evolution of technology in music. Students are asked to identify, analyze, describe and explain

## [Intermediate Chorus](#)

The Intermediate Middle School Choir Program offers instruction to vocalists of all ranges in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

## [Intermediate Band](#)

The Intermediate Middle School Band Program offers instruction to brass, wind and percussion instruments in band performance skills in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

## [Intermediate Orchestra](#)

The Intermediate Middle School Orchestra Program offers instruction to string and wind instruments in performance skills in preparation for concerts and competitions with an emphasis on music theory, interpretation, improved technical proficiency and various musical styles. In this course students will learn to perform a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and within ensembles. This course includes musical periods, selections, performance, listening, composing, improvising, analyzing, and learning how to read standard music notation. Students will develop a higher level of technical playing proficiency is development.

## [Chorus 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

## [Chorus 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Chorus 1 or equivalent

Periods per week: 5

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.

## [Chorus 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Chorus 2 or equivalent

Periods per week: 5

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.

## [Chorus 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Chorus 3 or equivalent

Periods per week: 5

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 Band 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

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

Periods per week: 5

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.

## [Concert Band 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Concert Band 1 or equivalent

Periods per week: 5

## Passaic Academy for Science and Engineering

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.

### [Concert Band 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Concert Band 2 or equivalent

Periods per week: 5

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.

### [Concert Band 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Concert Band 3 or equivalent

Periods per week: 5

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.

### [Orchestra 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

### [Orchestra 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Orchestra 1 or equivalent

Periods per week: 5

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.

### [Orchestra 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Orchestra 2 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

### [Orchestra 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Orchestra 3 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

### [Piano 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

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.

### [AP Music Theory](#)

Honors Music Theory

DE eligible

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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.

### [Legacy of Popular Music](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

## Passaic Academy for Science and Engineering

The Legacy of Popular Music will explore the history of American Music during the 20th and 21st century. This course will explore the ever-evolving and increasingly complex relation between music, culture, society and technology. Students will encounter popular musical genres such as Pop, Hip-Hop, Country, R&B and Rock examining the impact of genres, artists and songs that dominated the charts. As students analyze the connections between U.S. History and the evolution of music, class discussions will guide the journey to explain how music genres reverberate in society, reflect cultural change, and make history.

### Modern Band

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course is designed for students to learn to perform, compose and improvise using the popular music styles students listen to including Rock, Hip-Hop, Pop, Salsa, Bachata, R&B and other modern styles. Students will learn to play guitar, electric bass, keyboard drum set, vocals and technology while exploring their musicianship to integrate aspects of melody, harmony, texture, rhythm, form and musical analysis. Musician listening skills will support the student's ability to read and write iconic and traditional musical notation.

### Marching Band Techniques

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Students have the opportunity to develop marching skills, improve personal playing skills, build group playing skills, participate in leadership opportunities, and develop a strong sense of musical group effort among members.

The Passaic City High School Band includes all three schools offering 9 -12 students will provides half-time entertainment at all home varsity football games, performs in various parades, and performs at local marching band/drumline/color guard festivals. Additional performance opportunities such as home concerts, state festival, and provides other opportunities to students such as, conference band, solos and ensemble contest, and district band. Participating students are expected to attend the band camp prior to the beginning of the schools year, attend after school rehearsals, evening and weekend competitions/performances.

Musical Arts			
TITLE	Year Offered	PDS/AWK	CREDITS
Chorus 1	9, 10, 11, 12	5	5
Chorus 2	10, 11, 12	5	5
Chorus 3	11, 12	5	5
Chorus 4	12	5	5
Concert Band 1	9, 10, 11, 12	5	5
Concert Band 2	10, 11, 12	5	5
Concert Band 3	11, 12	5	5
Concert Band 4	12	5	5
Piano 1	9, 10, 11, 12	5	5
Orchestra 1	9, 10, 11, 12	5	5
Orchestra 2	10, 11, 12	5	5
Orchestra 3	11, 12	5	5
Orchestra 4	12	5	5
Advanced Placement Music Theory DE	10, 11	5	5
Legacy of Popular Music	9, 10, 11, 12	5	5
Modern Band	9, 10, 11, 12	5	5
Marching Band Techniques	9, 10, 11, 12	5	5

### Naval Science

#### Naval Science 1 (NJROTC)

Years offered: 9, 10, 11, 12

Credits: 3.75

Prerequisites: None

Periods per week: 5

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

Credits: 3.75

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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.

Naval Science			
TITLE	Years Offered	PDS/AWK	CREDITS
Naval Science 1 (NJROTC)	9, 10, 11, 12	5	3.75

## Passaic Academy for Science and Engineering

Naval Science 2 (NJROTC)	10, 11, 12	5	3.75
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.**

### Physical Education and Health

#### [Physical Education 6-8](#)

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. In grades 6-8, students will begin to apply sport-specific motor and movement skills within a small-sided, or modified, game context. Units of study include team sports (soccer, basketball, flag football, volleyball, baseball/softball, etc.), fitness, lifetime games (tennis/pickleball, dance, yard games, etc.), and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

#### [Health 6-8](#)

The goal of Health Education is to teach functional health information (essential knowledge), develop the essential health skills necessary to adopt, practice, and maintain health-enhancing behaviors, and shape personal values and beliefs that support healthy behaviors. The Health curriculum meets all NJSL-CHPE and NJ Legislative Statutes. In grades 6-8, students will learn various health topics regarding personal and sexual health, violence and injury prevention, nutrition and physical activity, and tobacco and alcohol prevention. Students will apply various social and emotional learning (SEL) skills including self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

#### [Physical Education 9-12](#)

Years offered: 9, 10, 11, 12

Credits: 3.75

Prerequisites: None

Periods per week: 5

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of physical activity. In grades 9-12, students will apply sport-specific motor and movement skills within a full sport/game context. Units of study include team sports (soccer, basketball, flag football, volleyball, baseball/softball, etc.), fitness activities, lifetime games (tennis/pickleball, dance, yard games, etc.), and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, character development, and other interpersonal skills.

#### [Health 1](#)

Years offered: 9

Credits: 1.25

Prerequisites: None

Periods per week: 5

Health 1 introduces students to the functional knowledge and essential skills required for adopting and maintaining healthy behaviors. In addition to comprehending concepts, students will begin practicing essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

#### [Health 2: Driver's Education](#)

Years offered: 10

Credits: 1.25

Prerequisites: None

Periods per week: 5

In Health 2: Driver Education, students will learn the basis of knowledge to develop life-long, responsible driving skills and habits. Students will be review New jersey driving laws, best practices, and the skills necessary to a safe and effective driver. At the end of the course, students will have the opportunity to take the knowledge test needed to obtain a NJ Learner's Permit.

#### [Health and Safety Education 3](#)

Years offered: 11

Credits: 1.25

Prerequisites: None

Periods per week: 5

Health and Safety Education 3 continues to develop students' functional knowledge and skills required for adopting and maintaining healthy behaviors. Students will continue to practice essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

#### [Health and Safety Education 4](#)

Years offered: 12

Credits: 1.25

Prerequisites: None

Periods per week: 5

In Health and Safety Education 4, students will apply functional knowledge and skills required for adopting and maintaining healthy behaviors. Students will demonstrate competency in essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

Physical Education and Health			
TITLE	Years Offered	PDS/AWK	CREDITS
Health 1	1, 8	5	1.25
Health 2: Driver Education	10	5	1.25
Health and Safety Education 3	11	5	1.25
Health and Safety Education 4	12	5	1.25
Physical Education	9, 10, 11, 12	5	3.75

### Project Lead the Way Electives

#### [App Creators I and II, PLTW](#)

Grades 7-8

Throughout the unit, students will learn about programming for the physical world by blending hardware design and software development, allowing students to discover computer science concepts and skills by creating personally relevant, tangible, and shareable projects.

#### [Computer Science for Innovators and Makers, PLTW](#)

Grades 6-7

This unit will expose students to computer science as a means of computationally analyzing and developing solutions to authentic problems through mobile app development, and will convey the positive impact of the application of computer science to other disciplines and to society.

# Passaic Academy for Science and Engineering

## [Design and Modeling, PLTW](#)

Grades 6-7

Students discover the design process and develop understanding of the influence of creativity and innovation in their lives. They are then challenged and empowered to use and apply what they've learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.

## [Automation and Robotics, PLTW](#)

Grades 7-8

Students learn about the history and impact of automation and robotics as they explore mechanical systems, energy transfer, machine automation, and computer control systems. Using the VEX Robotics platform, students apply what they know to design and program traffic lights, robotic arms and more.

## [Medical Detectives, PLTW](#)

Grade 7-8

Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.

## Computer and Information Sciences

### [Introduction to Computer Science](#)

Years offered: 9, 10, 11, 12

Credits: 5

Periods per week: 5

This course serves as an introduction to how a computer thinks: how they perform calculations, make decisions, and manipulate and store data. Students will develop fundamental thinking and problem-solving skills (Computational thinking, systems thinking, and design thinking), while learning to design, develop, and test computer programs. A variety of programming languages may be covered; however, the focus will be on Python3. Major Topics: Algorithms, Operations & Expressions, Variables & Data Types, Selection with Conditionals, Repetition and Recursion, Data Structures, Modularity With Methods and Functions, and Events.

### [Advanced Placement Computer Science A](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 2

Periods per week: 5

This is a college-level introductory computer science class. It covers all required topics defined by the College Board's AP Computer Science A course description. Students are taught the fundamentals of the Java programming language through hands-on tasks where they design, write, and test various computer programs.

### [Advanced Placement Computer Science Principles](#)

Honors Computer Science Principles

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that will utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Cybersecurity](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

Students will learn foundational cybersecurity topics including networking fundamentals, software security, system administration and the basics of cryptography and programming. This course prepares students with crucial skills to be responsible citizens in a digital future. The content is a mix of web-based and physical activities.

### [Introduction to Data Science](#)

Years offered: 9,10

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

Introduction to Data Science (IDS) Curriculum teaches students to reason with, and think critically about, data in all forms. IDS provides access to rigorous learning that fuses mathematics with computer science through the use of R/RStudio, an open-source programming language/environment that has long been the standard for academic statisticians and analysts in industry. The New Jersey Student Learning Standards(NJSLS) for High School Statistics and Probability relevant to data science are taught along with the data demands of good citizenship in the 21st century.

### [Data Science with Python](#)

Years offered: 11,12

Credits: 5

Prerequisites: AP Computer Principles

Periods per week: 5

Students will learn Python for data science and gain the career-building skills they need to succeed as data scientists, from data manipulation to machine learning! In this course, students will learn how this versatile language allows them to import, clean, manipulate, and visualize data—all integral skills for any aspiring data professional or researcher. Starting with the Python essentials for data science, students will work through interactive exercises that test their abilities. Students get hands-on with some of the most popular Python libraries for data science, including pandas, Seaborn, Matplotlib, sci-kit-learn, and many more. As students' progress, they will work with real-world datasets to learn the statistical and machine-learning techniques needed to test hypotheses and build predictive models. Students will also get an introduction to supervised learning with sci-kit-learn and apply their skills to various projects. Students will conclude the course by applying for Data Scientist Associate Certification through DataCamp. This certification was developed in partnership with industry experts with extensive experience hiring for data roles across many industries. DataCamp Certification officially recognizes that a student has achieved the required skill level as a Data Scientist. DataCamp measures students' abilities through timed and practical exams based on scenarios they are likely to find in the workplace.

### [Programming in Java](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

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.

## Passaic Academy for Science and Engineering

TITLE	Years Offered	PDS/WK	CREDITS
Introduction to Computer Science	9, 10, 11, 12	5	5
Cybersecurity	9, 10, 11, 12	5	5
Advanced Placement Computer Science Principles	9, 10, 11, 12	5	5
Advanced Placement Computer Science A	10, 11, 12	5	5
Introduction to Data Science (IDS)	9,10	5	5
Data Science with Python	11,12	5	5
Programming in Java	11,12	5	5

### Science

#### [Science - Grade 6](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

#### [Science - Grade 7](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

#### [Science - Grade 8](#)

In this course, students will explore topics in Physical Science, Earth and Space Science, Life Science, and Engineering Design. Students will be instructed via the three-dimensional approach, incorporating the disciplinary core ideas, science and engineering practices, and crosscutting concepts. The three-dimensional approach is part of the new science standards, NJSL. The 3-dimensional approach requires students to build DCI science content knowledge, engage in Science and Engineering Practices and utilize Cross Cutting Concepts in each lesson. Using Amplify Science, the students will engage in hands-on activities, and collect evidence to address phenomena related to Physical Science, Earth and Space Science, Life Science, and/or Engineering Design. Bilingual classes are designed to parallel mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade-level standards. They support content vocabulary development as well as academic discourse.

#### [Advanced Placement Biology](#)

DE eligible

Years offered: 11, 12

Credits: 10

Prerequisites: Biology, Chemistry

Periods per week: 10

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 and a survey of the major forms of life found in the five kingdoms. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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 Chemistry](#)

Years offered: 11, 12

Credits: 10

Prerequisites: Chemistry, Algebra 2

Periods per week: 10

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

#### [Advanced Placement Physics 1](#)

DE eligible

Years offered: 11, 12

Credits: 10

Prerequisites: Geometry, Algebra 2 can be taken concurrently

Periods per week: 10

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 algebra-trigonometry 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 understanding of physics concepts. In turn, students gain the knowledge and the tools they would need to advance in their chosen careers or fields of study in college. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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 C Mechanics](#)

DE eligible

Years offered: 12

Credits: 10

Prerequisites: Calculus can be taken concurrently

Periods per week: 10

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. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

#### [Aerospace Engineering, PLTW](#)

DE eligible

# Passaic Academy for Science and Engineering

Years offered: 11, 12

Credits: 5

Prerequisites: Introduction to Engineering Design and Principles of Engineering

Periods per week: 5

This PLTW course is the third in the Aerospace Engineering Pathway. In this course students will explore the physics of flight and bring what they're learning to life through hands-on projects like designing a glider and creating a program for an autonomous space rover. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard PLTW end of course exam.

## [Biology with Lab Honors](#)

Years offered: 9, 10, 11, 12

Credits: 6

Prerequisites: None

Periods per week: 6

The Biology with Lab Honors program will provide the advanced student with a comprehensive and solid foundation in all major branches of the field. Real life phenomena will be embedded throughout the course to teach students how science is relevant in everyday lives. 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.

## [HS Biomedical Innovations](#)

Years offered: 12

Credits: 5

Prerequisites: Biology, Principles of Biomedical Science, and Medical Innovations

Periods per week: 5

This course is the fourth course in the Biomedical Pathway and will allow students to explore the fundamental principles of biomedical science. In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician's office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

## [Biotechnology](#)

Years offered: 10, 11, 12

Credits: 6

Prerequisites: Biology, Principles of Biomedical Science

Periods per week: 6

This course is the second course in the Biotechnology Pathway and 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, healthcare and pharmaceuticals, genetically modified organisms, fermentation technology, energy and environmental management, forensic science, cloning, stem cells and bioethics.

## [Chemistry with Lab Honors](#)

Years offered: 9, 10, 11, 12

Credits: 6

Prerequisites: None

Periods per week: 6

The Chemistry with Lab 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 nonmetallic elements, and an introduction to organic chemistry. Experiments and demonstrations are performed. Field-related careers and job opportunities are discussed.

## [Environmental Science](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Biology

Periods per week: 5

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: 11,12

Credits: 5

Prerequisites: Biology, Chemistry

Periods per week: 5

This class will demonstrate real-life applications of science. Students will integrate knowledge of the 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; 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.

## [Genetic Engineering](#)

Years offered: 11, 12

Credits: 6

Prerequisites: Biology, Chemistry

Periods per week: 6

This course is the fourth course of the Biotechnology Pathway. 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 relate 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.

## [Human Anatomy and Physiology Honors](#)

DE eligible

Years offered: 10, 11, 12

Credits: 6

Prerequisites: Biology

Periods per week: 6

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.

## Passaic Academy for Science and Engineering

This PLTW Engineering course is the first course for the Engineering Pathway. It 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..

### [Introduction to Engineering Design, PLTW](#)

DE eligible

Years offered: 9, 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

This PLTW Engineering course is the first course for the Engineering Pathway. It 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. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard PLTW end of course exam.

### [Medical Interventions, PLTW](#)

DE eligible

Years offered: 11, 12

Prerequisites: Principles of Biomedical Science, Human Anatomy and Physiology

Credits: 5

Periods per week: 5

This course is the third in the Biomedical Pathway. In Medical Interventions students delve into activities like designing a prosthetic arm as they follow the life of a fictitious family and investigate how to prevent, diagnose, and treat disease. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard PLTW end of course exam.

### [Organic and Biochemistry Honors](#)

Years offered: 11, 12

Prerequisites: Biology, Chemistry

Credits: 6

Periods per week: 6

This course is the third in the Biotechnology Pathway. 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?

### [Phlebotomy \(curriculum off-site\)](#)

Years offered: 10, 11, 12

Prerequisites: PLTW PBS

Credits: 5

Periods per week: off-site

This course if offered off-site and space is limited. In Phlebotomy, students acquire knowledge, skills, and experiences related to the drawing of blood and typically learn about such topics as infection control, sterilization practices, medical/hospital procedures and environments, diagnostic procedures, and the process of drawing blood. If all requirements are met, students receive a phlebotomy technician certification.

### [Physics with Lab Honors](#)

Years offered: 10, 11, 12

Prerequisites: Algebra 1

Credits: 6

Periods per week: 6

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](#)

DE eligible

Years offered: 9, 10, 11, 12

Prerequisites: None

Credits: 6

Periods per week: 6

The introductory course of the PLTW Biomedical Science program is the first course for both the Biotechnology Pathway and the Biomedical Science Pathway. Students will 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. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard PLTW end of course exam.

### [Principles of Engineering, PLTW](#)

DE eligible

Years offered: 9, 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

Principles of Engineering (POE) is a foundation course of the high school engineering pathway. This survey course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of materials and structures, automation, and kinematics. The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the standard PLTW end of course exam. This accelerated PLTW course meets 8 times a week.

### [Unmanned Aerial System, UAS](#)

DE eligible

Years offered: 9, 10, 11, 12

Prerequisites: None

Credits: 5

Periods per week: 5

This course is part of the Aerospace Engineering Pathway. Topics of instruction include UAS foundations, robotic aircraft, UAS applications, professionalism, rules and regulations, safety policy, safety risk management, and safety promotion. Successful candidates in this course earn the Small UAS Safety Certificate. The dual enrollment, DE, version of this course will provide college credits to the students that meet certain criteria, such as passing the FAA exam and the sUAS Safety exam.

### [Aerospace Engineering Pathway SLE](#)

Years offered: 11 and 12

Prerequisites: Introduction to Engineering Design, Principles of Engineering

Credits: Max. of 10

Periods per week: TBD

## Passaic Academy for Science and Engineering

Workplace Experience course provides students with work experience in fields related to the Aerospace Engineering Pathway. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

### [Biomedical Science Pathway SLE](#)

Years offered: 11 and 12

Credits: Max. of 10

Prerequisites: Principles of Biomedical Science, Human Anatomy and Physiology

Periods per week: TBD

Workplace Experience course provides students with work experience in fields related to the Biomedical Pathway. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

### [Biotechnology/Lab Sciences Pathway SLE](#)

Years offered: 11 and 12

Credits: Max. of 10

Prerequisites: Introduction to Engineering Design, Biotechnology

Periods per week: TBD

Workplace Experience course provides students with work experience in fields related to the Biotechnology/Lab Sciences Pathway. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

Science			
TITLE	Years Offered	PDS/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 Physics 1	11,12	10	10
Advanced Placement Physics 1 DE	11,12	10	10
Advanced Placement Physics C Mechanics	11,12	10	10
Aerospace Engineering, PLTW	11,12	5	5
Aerospace Engineering, DE, PLTW	11,12	5	5
Biology with Lab Honors	9,10,11,12	6	6
Biomedical Innovations, PLTW	12	5	5
Biomedical Innovations, DE, PLTW	12	5	5
Biotechnology	10,11,12	6	6
Chemistry with Lab Honors	9,10,11,12	6	6
Emergency Medical Technician	10,11,12	5	5
Emergency Medical Technician DE	10,11,12	5	5
Environmental Science	10,11,12	5	5
Forensic Science	11,12	5	5
Genetic Engineering	11,12	6	6
Human Anatomy and Physiology Honors	10,11,12	6	6
Human Anatomy and Physiology Honors DE	10,11,12	6	6
Introduction to Engineering Design, PLTW	9,10,11,12	5	5
Introduction to Engineering Design, DE, PLTW	9,10,11,12	5	5
Mechanical Engineering Design	11, 12	5	5
Medical Interventions, PLTW	11, 12	5	5
Medical Interventions, DE, PLTW	11, 12	5	5
Organic and Biochemistry Honors	11, 12	6	6
Phlebotomy	10,11,12	5	5
Physics with Lab Honors	11,12	6	6
Principles of Biomedical Science, PLTW	9,10,11,12	6	6
Principles of Biomedical Science, DE, PLTW	9,10,11,12	6	6
Principles of Engineering, PLTW	10,11,12	5	5
Principles of Engineering, DE, PLTW	10,11,12	5	5
Unmanned Aerial System, UAS	10,11,12	5	5
Unmanned Aerial System, UAS, DE	9,10,11,12	5	5
Aerospace Engineering Pathway Work-Based Learning	11,12	TBD	Max of 10
Biomedical Science Pathway Work-Based Learning	11,12	TBD	Max of 10
Biotechnology/Lab Sciences Pathway Work-Based Learning	11,12	TBD	Max of 10

## Social Studies

[Grade 6](#)

## Passaic Academy for Science and Engineering

The sixth grade Social Studies program consists of the birth of civilization, Mesopotamian civilization, Ancient Egypt, Judaism and the Jewish people, Ancient India, and Ancient China. Students will compare and contrast these civilizations and make connections between their development. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse. In addition to this program, students at the Passaic Academy for Science and Engineering will also be exposed to the Big History Project curriculum, designed by the OER Project. This approach allows students to ask and answer big questions about history, and to analyze the timelines of our Universe, our planet, life, and humanity through a scientific lens.

### [Grade 7](#)

The seventh grade Social Studies program consists of the study of Ancient Greece, Ancient Rome, Islamic civilizations in Asia and Africa, Mesoamerican civilizations, and The Middle Ages. 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. Bilingual classes are designed to parallel the mainstream courses. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse. This approach allows students to ask and answer big questions about history, and to analyze the timelines of our Universe, our planet, life, and humanity through a scientific lens.

### [Grade 8](#)

Under the New Jersey mandate, Laura Wooten's Law S854/237, our 8th grade students will take a course in Civics during their 8th grade year of social studies. After a unit on the American Revolution, students will deepen their understanding of American democracy, government, and citizenship in the United States. Units of study will cover the following topics: foundational concepts and principles; foundational documents; The Constitution, American ideals, and the American experience; and the role of the citizen. Throughout the year, students will engage with their classmates in a citizenship project. The goal will be to identify and develop a plan for solving a problem in their school/community. This will provide students with an experience in active citizenship, thus providing an opportunity to "live out" the concepts being taught throughout the year. Bilingual classes are designed to parallel the mainstream courses. These classes are designed

### [Advanced Placement Human Geography](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. These classes are designed to support the development of academic language and skills through alignment with the grade level standards. They support content vocabulary development as well as academic discourse.

### [Advanced Placement Macroeconomics](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

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. This course can be taken to fulfill the graduation requirement for a course in financial, economic, business, and entrepreneurial literacy. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement Microeconomics](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement United States History 1](#)

Honors

DE eligible

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 19th 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.

### [Advanced Placement United States History 2](#)

Honors

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Advanced 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 20th 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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 U.S. Government and Politics](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

## Passaic Academy for Science and Engineering

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 this course is the equivalent to that of an introductory college course in U.S. government and politics. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement World History](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [United States History 1 H](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 1919. 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 H](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The students will study United States history from about 1920 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 H](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

### [Financial Well-Being](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Financial well-being is designed to promote financial literacy among students in order to allow them to increase their overall financial, economic and social well-being. Consumers operate in a buyer beware marketplace and must be financially literate in order to achieve and maximize their own well-being and security. This course covers the basic financial planning process and will help students obtain a working knowledge of creating an investment portfolio, filing taxes, risk management, insurance, credit scores, credit reports, debt management, retirement planning and time value of money.

Social Studies			
TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement Human Geography	10, 11, 12	5	5
Advanced Placement Macroeconomics	10, 11, 12	5	5
Advanced Placement Microeconomics	10, 11, 12	5	5
Advanced Placement United States History 1 DE	9,10, 11, 12	5	5
Advanced Placement United States History 2 DE	10, 11, 12	5	5
Advanced Placement United States Government and Politics	10, 11, 12	5	5
Advanced Placement World History	10, 11, 12	5	5
United States History 1 H	9, 10, 11, 12	5	5
United States History 2 H	10, 11, 12	5	5
World History H	11, 12	5	5
Financial Well Being	9, 10, 11, 12	5	5

### [Theatre Arts](#)

#### [Introduction to Theatre Arts](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Introduction to the Theater courses provide an overview of the art, conventions, and history of the theater. Although the courses sometimes include experiential exercises, they emphasize learning about the theater rather than performance. Students learn about one or more of the following topics: basic techniques in acting, major developments in dramatic literature, major playwrights, the formation of theater as a cultural tradition, and critical appreciation of the art.

# Passaic Academy for Science and Engineering

Theatre Arts			
TITLE	Years Offered	PDS/AWK	CREDITS
Introduction to Theatre Arts	9, 10, 11, 12	5	5

## Visual Arts

### [Grade 6 Visual Arts](#)

Students in Grade 6 will participate in a curriculum, designed to link each student's creative expressions and their appreciation for art. Students will have hands-on experiences in producing their art, enhanced by the integration of art history, art criticism and aesthetic critiques. Art education classes encourage critical and creative problem-solving skills, 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.

### [Grade 7 Visual Arts](#)

Grade 7 Art courses provide students the opportunity to foster their creative expression while learning to appreciate a variety of cultures demonstrated through various art mediums. Students are focused on making connections to other content areas, develop their own aesthetic abilities and explore a variety of art forms. Students use the elements of art and principles of design to elevate their understanding of the creative process.

### [Grade 8 Visual Arts](#)

Students in Grade 8 course will be provided students with the opportunity to creatively express their thoughts through the culmination of skills taught in previous years. Students will focus on the influence of drawing and the study of art history linking pieces of work to the ever changing societies in history. Exploration of famous artists will occur allowing students to examine different styles, techniques and influences that have support the evolution of art.

### [Introduction to Fine Arts](#)

Years Offered: 9, 10, 11

Credits: 5

Prerequisites: None

Periods per week: 5

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 assessment will help drive growth and support student empowerment. 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.

### [Digital Photography](#)

Years Offered: 9, 10, 11

Credits: 5

Prerequisites: None

Periods per week: 5

This introductory digital photography course is designed to teach students basic camera and post-editing techniques, while expanding their voices as artists through this medium. Students will become proficient with understanding the camera functions while using DSLR/35mm cameras for indoor and outdoor shooting. Projects will be based on technical and theme-based projects helping students cultivate their eye for composition and various subject matter. Projects are based on rubrics and regular in-class critiques are implemented.

### [AP Art History](#)

Honors Art History

Years offered: 10, 11

Credits: 5

Prerequisites: None.

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course

### [Advanced Drawing & Painting](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. Drawing and Painting is for the upper level art student who is looking to begin an art portfolio for their college future and developing a strong artistic growth. A variety of techniques and materials will be introduced in order to advance the student's skills in drawing, painting and mixed media. Observational drawing, material studies, figure drawing, collage are just a few of the subjects which will be covered in this course.

### [Medical Illustrators](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course would be intended to introduce students to the professional obligations of medical illustrators in educating/ informing both healthcare professionals and the patient population through providing a large variety of medical/ scientific artistic illustrations of the human body-including organ systems, individual organs, tissues, and cells in both normal anatomical presentations and in various states of pathophysiology. This course will introduce interested students to the use of both artistic mediums and examples of various technologies which are used, daily, by the medical illustrator in the course of their work. Students will use their knowledge of Anatomy & Physiology courses in creating various illustrations of the human anatomy. Students will be challenged to create detailed artistic representations of the organs in each system (both in normal anatomy and diseased states) through the use of a variety of artistic mediums (charcoal, marker, colored pencil, acrylic paint, oil paint, and pastels).

Visual Arts			
TITLE	Years Offered	PDS/AWK	CREDITS
Introduction to Fine Arts	9, 10, 11, 12	5	5
Digital Photography	9, 10, 11, 12	5	5
AP Art History	9, 10, 11, 12	5	5
Advanced Drawing & Painting	9, 10, 11, 12	5	5
Medical Illustrators	10,11,12	5	5

# Passaic Academy for Science and Engineering

## World Languages

### [Spanish - Grade 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.

### [Spanish – Grade 7](#)

This course is aligned to the New Student Learning Standard and indicators for World Languages and 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 which are 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](#)

This course is aligned to the New Student Learning Standard and indicators for World Languages. 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.

### [Spanish 1](#)

Years offered: 9, 10, 11, and 12

Credits: 5

Prerequisites: None

Period per week: 5

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: 9, 10, 11, 12

Credits: 5

Prerequisites: Spanish 1

Period per week: 5

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 3](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Spanish 2

Period per week: 5

This program is specifically designed for Spanish/English students to re-engage students in the development of their Spanish. These students have familiarity with Spanish because it is spoken in their homes with various levels of consistency. The goal of the course is to develop students’ fluency further, to learn more about their language, literature, and cultural heritage; to acquire Spanish literacy skills, and to develop or expand Spanish academic language skills.

### [Spanish 4](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Spanish 3

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. Multilingual learners enrolled in this course during grade 12 are recommended to receive the Seal of Bilingual.

### [Advanced Placement Spanish Language and Culture](#)

DE eligible

Years offered: 11, 12

Credits: 5

Prerequisites: Spanish 4

Period per week: 5

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 in-class assignments. The expectation is that all communication in the classroom (teacher- student/student-student) takes place in Spanish. Students must take the AP Exam. Students who do not take the AP Exam will have a Spanish Language and Culture Honors Class reflected on their transcripts. Multilingual learners enrolled in this course during grade 12 are recommended to receive the Seal of Bilingual.

### [Advanced Placement Spanish Literature and Culture](#)

DE eligible

Years offered: 11, 12

Credits: 5

Prerequisites: Spanish Language & Culture

Period per week: 5

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. Students who do not take the AP Exam will have a Spanish Literature and Culture Honors Class reflected on their transcripts. Multilingual learners enrolled in this course during grade 12 are recommended to receive the Seal of Bilingual.

World Languages			
TITLE	Years Offered	PDS/WK	CREDITS
Spanish 1	9, 10, 11, 12	5	5
Spanish 2	9, 10, 11, 12	5	5
Spanish 3	10, 11, 12	5	5
Spanish 4	10, 11, 12	5	5
Advanced Placement Spanish Literature and Culture	11,12	5	5
Advanced Placement Spanish Language and Culture	11,12	5	5

## Passaic Academy for Science and Engineering

Independent Work, Internships, and Community Service	9, 10, 11, 12	N/A	2.5 or 5
Independent Study	11, 12	N/A	2.5 or 5

Option II			
TITLE	Years Offered	PDS/WK	CREDITS
Accredited College Courses	9, 10, 11, 12	N/A	2.5 or 5
Distance Learning	9, 10, 11, 12	N/A	2.5 or 5
Independent Work, Internships, and Community Service	9, 10, 11, 12	N/A	2.5 or 5
Independent Study	11, 12	N/A	2.5 or 5

### Option I

Independent study, otherwise known in the State of New Jersey as “Option Two” may serve as an alternative to traditional high school courses and involve in-depth experiences that may be provided by district personnel or instructors not employed by the school district. Options for independent study include, but are not limited to: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extracurricular programs, and/or other structured learning experiences. In addition, independent study includes successful completion of accredited college courses that assures student learning consistent with the knowledge and skills identified in the New Jersey Student Learning Standards.

In order for students to participate in independent study, the following procedures must be followed:

#### A. Accredited College Courses:

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

High School credit will be awarded for courses taken at a college/vocational institution under the following conditions:

1. Student and parent will make a request to School Counselor
2. Course must be approved by the school Principal or Designee.
3. Student must be approved by the college/vocational institution and meet their requirements to take course(s) as a highschool student.
4. An official transcript from the college/vocational institution will be required at the end of the course to award credits.
5. Credits that impact grade level promotion must be submitted by August 1st.
6. Credits that impact graduation participation must be submitted by June 1st.
7. If a student successfully completes an out of district course it will be recorded on the student's transcript as a Pass.
8. The district reserves the right to deny the credits for any course.
9. Courses may be taken any semester after July 1st of the student's 9th grade year.

The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, Passaic Board of Education, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

#### B. Distance Learning

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

This is not designed to replace or work in conjunction with our cooperative education programs. The cooperative education programs have a required classroom component and provide supervision and on-site visits.

High School credit will be awarded for programs under the following conditions:

1. Programs will only be approved for students in grade 11 or 12.
2. Independent work and internships may count toward the fulfillment of elective credits or 21st Century Life and Career Skills credits.
3. It is the responsibility of the student and parent/guardian to find a work/internship/community service placement which suits the interest and career goals of the student.
4. The application must be submitted to the school counselor. The counselor and the principal's designee will approve or reject the application. Any change in the work/internship must be approved.
5. A student must work/intern for at least 180 hours to earn 2.5 credits or 360 hours to earn 5 credits. No partial credit will be given. Pass or fail grade will be issued. Grade will not affect GPA or class rank.
6. A student must demonstrate the number of hours, as specified above in section E, have been fulfilled, and may be required to complete an assignment in order to certify the completion.
  - a. Hours will begin to be counted from the time of application approval and must be completed within the school year.
  - b. Hours may begin as early as July 1st of the academic year and must be completed no later than June 1st of the same academic year.
  - c. A weekly log must be filled in by the student and signed by the site supervisor. The log is to be signed by the student's guidance counselor in September and at the end of 1st, 2nd, and 3rd marking periods. The entire log will be turned in by June 1 of the year the program is completed to the counselor.
  - d. For community service, a reflective journal is required in addition to the weekly log identified above section c above.
7. The school principal has the right to refuse the granting of the credits based on lack of fulfilling requirements identified above. At the discretion of the principal, his/her designee and/or site supervisor the student may be ineligible to receive credit under this program (excessive school absenteeism, tardiness, insubordination, dishonesty, poor performance, or other serious violation). In order to maintain eligibility, students are expected to act in accordance with the Code of Student Conduct and all applicable board policies. Violation of those policies at the work site may result in the discipline procedures described therein.
8. The school principal has the right to refuse the granting of the credits based on lack of fulfilling requirements identified above. At the discretion of the principal, his/her designee and/or site supervisor the student may be ineligible to receive credit under this program (excessive school absenteeism, tardiness, insubordination, dishonesty, poor performance, or other serious violation). In order to maintain eligibility, students are expected to act in accordance with the Code of Student Conduct and all applicable board policies. Violation of those policies at the work site may result in the discipline procedures described therein.
9. Working papers, if needed, may be obtained through the school office.
10. Guidelines for Community Service credit are subject to change in order to reflect the New Jersey Department of Education Community Service Guidelines.
11. The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

#### C. Independent Work, Internships, and Community Service

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

## Passaic Academy for Science and Engineering

Independent Study is offered as an Option Two program to allow students to develop interests beyond those available in the district curriculum which:

- A. Relates the real world and the school world in a more meaningful fashion.
- B. Inculcates a sense of community service in the minds of students.
- C. Broadens the base of learning to include a greater variety of experiences.
- D. Draws upon the human and material resources that the community offers.

High School credit will be awarded for Independent Study under the following conditions:

- A. All courses must be approved prior to beginning the study. An Independent Study Proposal Form must be filled out and signed by the appropriate individuals.
- B. Student and parent will make a request to the school counselor. Application must be completed and accompanied by a proposal for the Independent Study work explaining the project, timeframe, objectives, and credit desired.
- C. A committee of staff members, as appointed by the principal, will review the proposal to approve for submission for approval by the Superintendent or his/her designee.
- D. Upon completion of the independent study a weekly time log and a portfolio of work completed must be submitted for evaluation and grading to the committee.
- E. The committee will grant credit based on a review of the completed project. As a general guide 5 credits = 360 hours.
- F. No more than 10 credits can be earned through Independent Study in a school year.
- G. Independent Study work will be recorded on the transcript as a Pass or Fail and will not be calculated into GPA or class rank.
- H. The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, Passaic Board of Education, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

### 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.

## 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 accommodations or modifications of instructional strategies or assessment procedures, based on individual students' needs.

# Passaic High School

## Advancement Via Individual Determination (AVID) Seminar

### [Advancement Via Individual Determination \(AVID\) Seminar](#)

Year offered: 10

Credits: 5

Prerequisites: None

Periods per week: 5

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: 11

Credits: 5

Prerequisites: None

Periods per week: 5

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) 1 Internationals

Year offered: 9

Credits: 5

Prerequisites: None

Periods per week: 5

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) 2 Internationals

Year offered: 10

Credits: 5

Prerequisites: None

Periods per week: 5

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.

### AP Seminar

Credits: 5

Year offered: 10

Periods per week: 5

Prerequisites: None

In this course, students investigate real-world problems, and analyze information to make valid and evidence based arguments. AP Seminar is a prerequisite to AP Research. Completing AP Seminar and its required assessment components is necessary for students to be successful in AP Research. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

Advancement Via Individual Determination (AVID) Seminar			
TITLE	Year Offered	PDS/WK	CREDITS
Advancement Via Individual Determination (AVID) Seminar	10	5	5
Advancement Via Individual Determination (AVID) Seminar	11	5	5
Advancement Via Individual Determination (AVID) 1 Internationals	9	5	5
Advancement Via Individual Determination (AVID) 2 Internationals	10	5	5
AP Seminar		5	5

## Dance Arts

### [Dance 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

General Dance provides a dance overview for students from other arts areas. Students become acquainted with basic technique in ballet, modern, and jazz, as well as anatomical awareness that is pervasive throughout their lives. Gaining movement skills and finding confidence and enjoyment through movement are a focus of this class. No previous dance experience is necessary. As a course requirement, students will perform at the annual winter and spring concerts as well as festival and community performances.

Dance Arts			
TITLE	Year Offered	PDS/WK	CREDITS
Dance 1	9, 10, 11, 12	5	5

## Musical Arts

# Passaic High School

## [Chorus 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

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.

## [Chorus 2](#)

Years Offered: 10, 11

Credits: 5

Prerequisites: Chorus 1 or equivalent

Periods per week: 5

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.

## [Chorus 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Chorus 2 or equivalent

Periods per week: 5

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.

## [Chorus 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Chorus 3 or equivalent

Periods per week: 5

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 Band 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

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

Periods per week: 5

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.

## [Concert Band 2](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Concert Band 1 or equivalent

Periods per week: 5

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.

## [Concert Band 3](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Concert Band 2 or equivalent

Periods per week: 5

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.

## [Concert Band 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Concert Band 3 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Piano 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None.

Periods per week: 5

# Passaic High School

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.

## [Piano 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Piano 1 or equivalent.

Periods per week: 5

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.

## [Piano 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Piano 2 or equivalent.

Periods per week: 5

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.

## [Piano 4](#)

Years Offered: 12

Credits: 5

Prerequisites: Piano 3 or equivalent.

Periods per week: 5

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.

## [Orchestra 1](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

## [Orchestra 2](#)

Years Offered: 10, 11, 12

Credits: 5

Prerequisites: Orchestra 1 or equivalent

Periods per week: 5

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.

## [Orchestra 3](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Orchestra 2 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Orchestra 4](#)

Years Offered: 11, 12

Credits: 5

Prerequisites: Orchestra 3 or equivalent

Periods per week: 5

Students will advance their skill and knowledge of all aspects of string orchestra performance including the further development 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.

## [Music Theory 1](#)

DE eligible

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course is designed to introduce the first year student to musicianship, theory, musical materials and procedures. The course will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis and elementary composition. Musician skills such as sight singing and listening skills will support the student's ability to read and write musical notation. Students must take the required course exam.

## [AP Music Theory](#)

Honors Music Theory

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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.

# Passaic High School

## [Legacy of Popular Music](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Legacy of Popular Music will explore the history of American Music during the 20th and 21st century. This course will explore the ever-evolving and increasingly complex relation between music, culture, society and technology. Students will encounter popular musical genres such as Pop, Hip-Hop, Country, R&B and Rock examining the impact of genres, artists and songs that dominated the charts. As students analyze the connections between U.S. History and the evolution of music, class discussions will guide the journey to explain how music genres reverberate in society, reflect cultural change, and make history.

## [Modern Band](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course is designed for students to learn to perform, compose and improvise using the popular music styles students listen to including Rock, Hip-Hop, Pop, Salsa, Bachata, R&B and other modern styles. Students will learn to play guitar, electric bass, keyboard drum set, vocals and technology while exploring their musicianship to integrate aspects of melody, harmony, texture, rhythm, form and musical analysis. Musician listening skills will support the student's ability to read and write iconic and traditional musical notation.

## [Marching Band Techniques](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Students have the opportunity to develop marching skills, improve personal playing skills, build group playing skills, participate in leadership opportunities, and develop a strong sense of musical group effort among members. The Passaic City High School Band includes all three schools offering 9 -12 students will provides half-time entertainment at all home varsity football games, performs in various parades, and performs at local marching band/drumline/color guard festivals. Additional performance opportunities such as home concerts, state festival, and provides other opportunities to students such as, conference band, solos and ensemble contest, and district band. Participating students are expected to attend the band camp prior to the beginning of the schools year, attend after school rehearsals, evening and weekend competitions/performances.

Musical Arts			
TITLE	Year Offered	PDS/WK	CREDITS
Chorus 1	9, 10, 11, 12	5	5
Chorus 2	10, 11, 12	5	5
Chorus 3	11, 12	5	5
Chorus 4	12	5	5
Concert Band 1	9, 10, 11, 12	5	5
Concert Band 2	10, 11, 12	5	5
Concert Band 3	11, 12	5	5
Concert Band 4	12	5	5
Piano 1	9, 10, 11, 12	5	5
Piano 2	10, 11, 12	5	5
Piano 3	11, 12	5	5
Piano 4	12	5	5
Orchestra 1	9, 10, 11, 12	5	5
Orchestra 2	10, 11, 12	5	5
Orchestra 3	11, 12	5	5
Orchestra 4	12	5	5
Music Theory 1	9, 10, 11, 12	5	5
AP Music Theory DE	10, 11 and 12	5	5
Legacy of Popular Music	9, 10, 11, 12	5	5
Modern Band	9, 10, 11, 12	5	5
Marching Band Techniques	9, 10, 11, 12	5	5

## Visual Arts

### [Introduction to Fine Arts](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 assessment will help drive growth and support student empowerment. 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.

### [AP Art History](#)

Honors Art History

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

## Passaic High School

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Drawing & Painting](#)

Years Offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. Drawing and Painting is for the upper level art student who is looking to begin an art portfolio for their college future and developing a strong artistic growth. A variety of techniques and materials will be introduced in order to advance the student's skills in drawing, painting and mixed media. Observational drawing, material studies, figure drawing, collage are just a few of the subjects which will be covered in this course.

Visual Arts			
TITLE	Years Offered	PDS/WK	CREDITS
Introduction to Fine Arts	9, 10, 11, 12	5	5
AP Art History	9, 10, 11, 12	5	5
Advanced Drawing & Painting	9, 10, 11, 12	5	5

## Business

### [Accounting I](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

### [Business Organization and Management](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This introductory course is for beginners who have little or no programming experience. Students will learn a little bit about several coding languages including JavaScript, Python and Block (drag and drop) code. Included in this class are the following programs: CodeCombat, CodeHS, Alice 3, Clickteam Fusion, code.org, CS First (Scratch) and GG Interactive if time permits. Students are coding daily on PC computers, as this class is completely hands-on. This class gives students a taste of several different programming styles using video tutorials, online directions and step-by-step guides to get them programming from the first day. Students log on to most programs using Google and save their work within the program. Programs that are loaded on the school computers will require students to save on their school hard drive space (Z drive). Rubrics are used to access student programs to determine class grades.

### [Computer Applications for Finance](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This is a full year entry level NAF Finance course designed to introduce students to commonly used computer software and data systems in finance. Examples of the computer software and data systems are Microsoft Access, Microsoft Excel, Microsoft Word, Google Documents, Google Forms, and Google Sheets. Students will utilize the computer software and data systems to demonstrate proficiency in money management; credit and debit management, planning, saving, and investing; insuring and protecting; and creating a business plan based on the wants and needs of the customer. Students will demonstrate mastery of the content through project-based learning, exams, and team presentations. This course fulfills the New Jersey Department of Education Personal Finance requirement.

### [Economics](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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: 5

Prerequisites: None

Periods per week: 5

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.

# Passaic High School

## Law

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 part-time 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: 10

Prerequisites: None

Periods per week: 5

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.

## Principles of Applied Finance

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Computer Applications for Finance

Periods per week: 5

This is the first course students take in the NAF Finance pathway and introduces them to the financial world. Students develop financial literacy as they learn about the function of finance in society and develop an understanding of profit. They study income and wealth; examine financial institutions; learn how businesses raise capital; study key investment-related terms and concepts; various financial analysis strategies; and methods by which businesses raise capital. Students will also research how innovations have changed the financial services field and explore, in depth, topics of high interest in the field of finance. Finally, students will research the types of careers that exist in finance today.

## Web Page Design

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 extracurricular 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.

## Business - Global Economy and Accounting

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Business - Global Economy and Accounting course acquaints students with management opportunities and effective human relations. These courses provide students with the skills to perform planning, staffing, financing, and controlling functions within a business. In addition, they usually provide a macro-level study of the business world, including business structure and finance, and the interconnections among industry, government, and the global economy. The course may also emphasize problem-based, real-world applications of business concepts and use accounting concepts to formulate, analyze, and evaluate business decisions.

## Community Based Instruction

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: None

Periods per week: 5

The Community Based Instruction program offers students the opportunity to learn a variety of skills that will enable them to successfully transition to postsecondary experiences. The curriculum specifically addresses the needs of individual learners and will encompass the following: Community Based Instruction for general knowledge, social and recreational purposes, career exploration through Structured Learning Experiences, functional academics in the areas of reading, writing, math, daily living skills, health and safety, social skills and decision-making, and self-advocacy skills

## Marketing Education SLE

Years offered: 11 and 12

Credits: Max. of 10

# Passaic High School

Prerequisites: None

Periods per week: NA

Workplace Experience course provides students with work experience in fields related to business administration. Goals are typically set cooperatively by the student, teacher, and employer (although students are not necessarily paid). This course may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the workplace.

## Principles of Marketing

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Major emphasis on techniques for solving business problems, the development of marketing policies, and the sale of consumer and industrial products. Various marketing decisions are examined with respect to product planning, channels of distribution, promotion activity, selling and sales management, pricing, and international marketing.

## Principles of Management

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Introduces basic principles, policies, problems, and successful methods of business organization and management. Emphasizes management's ability to analyze, plan, coordinate, and control the varied activities of production, personnel, finance, and marketing. Also examines social responsibility and environmental factors affecting business policy and operation.

## Financial Accounting

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Introductory course in the fundamental principles of accounting, the theory of debit and credit, account classification, preparation of working papers, adjusting, closing, reversing entries, and preparation of basic financial statements. Use of spreadsheet and word processing computer applications.

## Financial Well-Being

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Financial well-being is designed to promote financial literacy among students in order to allow them to increase their overall financial, economic and social well-being. Consumers operate in a buyer beware marketplace and must be financially literate in order to achieve and maximize their own well-being and security. This course covers the basic financial planning process and will help students obtain a working knowledge of creating an investment portfolio, filing taxes, risk management, insurance, credit scores, credit reports, debt management, retirement planning and time value of money.

Business			
TITLE	Years Offered	PDS/WK	CREDITS
Accounting	10, 11, and 12	5	5
Business Organization and Management	10, 11, and 12	5	5
Computer and Game Programming	10, 11, and 12	5	5
Computer Applications for Finance	9, 10, 11, and 12	5	5
Economics	10, 11, 12	5	5
Entrepreneurship	10, 11, and 12	5	5
Law	10, 11, and 12	5	5
Marketing Education 1	11, 12	5	5
Marketing Education 2	11, 12	5	10
Principles of Applied Finance	10, 11, and 12	5	5
Web Page Design	10, 11, 12	5	5
Sports and Entertainment Marketing	10, 11, and 12	5	5
Business - Global Economy and Accounting	10, 11, and 12	5	5
Community Based Instruction	9, 10, 11, 12	5	10
Marketing Education SLE	11 and 12	N/A	Max of 10
Principles of Marketing	10, 11, and 12	5	5
Principles of Management	10, 11, and 12	5	5
Financial Accounting	10, 11, and 12	5	5
Financial Well Being	10, 11, and 12	5	5

## Career and Technical Education

### Automotive Technology 1

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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

## Passaic High School

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Automotive Technology 1

Periods per week: 5

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

Prerequisites: Automotive Technology 1 and 2

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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

Prerequisites: Building Trades 1

Periods per week: 5

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

Prerequisites: Building Trades 2

Periods per week: 5

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 1](#)

Years offered: 9, 10, 11

Credits: 5

Prerequisites: None

Periods per week: 5

Graphic Arts Technology 1 course teaches students the fundamentals of graphic design and production and provide students with the opportunity to apply these principles to printed media, digital presentation media, and interactive media.

### [Graphic Arts Technology 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Graphic Arts Technology 3 course emphasizes applying the fundamental processes of artistic expression used in the fields of advertising and commercial art for the purpose of visual communication. These courses offer practical experiences in generating advertisements, commercial art, logos, executing layouts, illustrations, displays, lettering, and works with a variety of media, techniques, and processes. They also include preparing artwork for reproduction and presentation. Advertising Design courses present an historical and contemporary view of advertising art and commercial art. Students learn and practice responding to their own art and that of others including professional designers through analysis, critique, and interpretation for the purpose of reflecting on and refining work.

### [Graphic Arts Technology 3](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Graphic Arts Technology 3 course helps students apply artistic and computer techniques to the interpretation of technical and commercial concepts. Topics covered may include computer assisted art and design, printmaking, concept sketching, technical drawing, color theory, imaging, studio techniques, still life modeling, and commercial art business operations. Advanced topics may include topographic arrangements of print and/or electronic graphic and textual products, printing and lithographic equipment and operations, digital imaging, print preparation, desktop publishing and web page design.

### [Radio and Television Production 1](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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, 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

Prerequisites: Radio and Television Production 1

Periods per week: 5

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 "News Magazine Show - Passaic Pride News" at PHS, and producing their own programs.

# Passaic High School

## [Radio and Television Production 3 – Special Projects and Independent Study](#)

DE eligible

Years offered: 11, 12

Credits: 5

Prerequisites: Radio and Television Production 2

Periods per week: 5

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. Students will produce and manage creative video projects including the school's morning program, news stories, commercials, public service announcements, documentaries, promotional videos and a video yearbook. Successful completion of the course will afford the students the opportunity to receive a certification in Final Cut Pro and Apple Motion; enabling them to receive a certification from Passaic County Community College in Basic Video Production.

## [History of Modern Education](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course introduces students to the discipline of history by exploring the development and uses of education in the context of the formation of the modern world from the 18th century to the present. It traces how educational ideas, institutions, and policies interacted with political, economic, social, and cultural developments among the principal regions of the world - Europe, the Middle East, Africa, Asia and the Americas - from the Atlantic Revolutions and their aftermath to our contemporary era. Topics include: how historians study history, and the impact of the Enlightenment, Atlantic Revolutions, Industrialization, "New" Imperialism, Nationalism, Cold War, and globalization on educational ideas, institutions, and policies.

## [Child Development and Learning](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course explores child development and learning in physical, cognitive, linguistic, social, moral and emotional domains from birth through adolescence, and the application of knowledge of child development in educational settings spanning preschool through high school. In addition to exploring issues central to developmental theories and principles, the role of children's context and culture, as well as research on child development will be examined. Within the course embedded P-12 school field experience, students will have opportunities to observe children, understand their development and learning, and analyze classroom practices and children's behavior through the lenses of a range of psychological theories.

## [Globalization in Education](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Globalization and Education aims to develop a foundation for global understanding of national education systems from a comparative point of view and places teaching and learning in social, economic, cultural, religious, and political contexts. The course of study provides students foundational knowledge in relation to global, transnational and national schooling policies and practices that, once implemented, become local instruments of national education policy. Students will identify and explore critical global education issues and national policies such as privatization, corporatization, and public investment that impact local school traditions and often result in cultural and political conflict. Students will explore in depth global education reform and global understanding which are essential foundations for teaching and learning in the 21st century.

## [Rethinking of Disability](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Rethinking of Disability will provide a basic understanding of disability as a social construct and influence students' perceptions of the experience of living with a disability in today's society. Students will explore myths and stigmas about disability as well as issues of access and accommodations within multiple environments. This course is for students with and without disabilities, and may be of special interest to students exploring careers in education, public policy and government, sociology, psychology, technology and health professions.

## [Development of Pedagogical Knowledge in Mathematics](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The purpose of this course is to develop teacher candidates' specialized content knowledge and pedagogical content knowledge in the mathematics topics taught in the elementary school curriculum. The goal is to provide opportunities for students to explore the eight Standards for Mathematical Practice, outlined in the New Jersey Student Learning Standards for Mathematics. The content of the course follows the recommendations for the New Jersey Learning Standards, principles and standards for school mathematics developed by the National Council of Teachers of Mathematics, (NCTM, 2014, NCTM 2000, NCTM, 2002), and reflects performance expectations for K-6 students on statewide and other standardized assessments.

## [Foundations of Bilingual and Multicultural Education](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course will provide participants with the knowledge necessary for understanding the historical, political, legal, social and educational aspects of bilingual and multicultural education and how such knowledge influences teacher practices in Bilingual and ESL programs. Critical discussion of historical and current struggles for access to education in American history is central to this course. Another key focus of this course is learning about methods through which teachers can effectively explore and celebrate the diversity in language, culture, religion, gender, ability and other areas inherent in American classrooms through engaging in culturally relevant instruction; incorporating meaningful, authentic assessment; and including multiple perspectives throughout the curriculum. New research in the areas of bilingual and multicultural education will be examined, and students will analyze and apply best practices based on this research.

## [Jobs for America's Graduates New Jersey 1](#)

## Passaic High School

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course promotes both academic achievement and employability skills attainment, it allows for both cognitive and social development necessary for success beyond high school. In addition, student exposure to leadership activities, civic responsibility, and social awareness activities further leverages their readiness for employment, military, or their freshman year at a college or university.

### [Jobs for America's Graduates New Jersey 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

This course promotes both academic achievement and employability skills attainment, it allows for both cognitive and social development necessary for success beyond high school. Students will be given an opportunity to practice these skills in work-based learning opportunities

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 Construction 1	9, 10, 11, 12	5	5
Building Trades 2 – Career Exploration in Construction 2	10, 11, 12	5	5
Building Trades 3 – Construction Technology	11, 12	5	5
Graphic Arts Technology 1	9, 10, 11	5	5
Graphic Arts Technology 2	10, 11, 12	5	5
Graphic Arts Technology 3	10, 11, 12	5	5
Radio and Television Production 1 DE	10, 11, 12	5	5
Radio and Television Production 2 DE	11, 12	5	5
Radio and Television Production 3 – Special Projects and Independent Study DE	11, 12	5	5
Development of Pedagogical Knowledge in Mathematics	10, 11, and 12	5	5
Foundations of Bilingual and Multicultural Education	10, 11, and 12	5	5
Globalization in Education	10, 11, and 12	5	5
Rethinking of Disability	10, 11, and 12	5	5
History of Modern Education	10, 11, and 12	5	5
Child Development and Learning	10, 11, and 12	5	5
Jobs for America's Graduates New Jersey 1	10, 11, and 12	5	5
Jobs for America's Graduates New Jersey 2	10, 11, and 12	5	5

### Computer and Information Sciences

#### [Introduction to Computer Science](#)

Credits: 5

Years offered: 9, 10, 11, 12

Periods per week: 5

This course serves as an introduction to how a computer thinks: how they perform calculations, make decisions, and manipulate and store data. Students will develop fundamental thinking and problem-solving skills (Computational thinking, systems thinking, and design thinking), while learning to design, develop, and test computer programs. A variety of programming languages may be covered; however, the focus will be on Python3. Major Topics: Algorithms, Operations & Expressions, Variables & Data Types, Selection with Conditionals, Repetition and Recursion, Data Structures, Modularity With Methods and Functions, and Events.

#### [Advanced Placement Computer Science A](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 2

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

#### [Advanced Placement Computer Science Principles](#)

Honors Computer Science Principles

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

Using Python as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that will utilize computing, and introduce professional tools that foster creativity and collaboration. Computer Science Principles helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

#### [Programming in Java](#)

# Passaic High School

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

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.

Computer and Information Sciences			
TITLE	Years Offered	PDS/WK	CREDITS
Introduction to Computer Science	9, 10, 11, 12	5	5
Programming in Java	10, 11, 12	5	5
Advanced Placement Computer Science Principles	9, 10, 11, 12	5	5
Advanced Placement Computer Science A	10, 11, 12	5	5

## English as a Second Language (ESL)

### [ESL Level 1](#)

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria

Periods per week: 10

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

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria, or ESL 1

Periods per week: 10

This course meets the needs of English Language Learners (ELLs) who must increase their fluency levels to include conversations, complex statements, fictional narratives, idiomatic expressions, and language structure. Further, this course places a greater emphasis on those reading and writing skills required for success in content area classes. Students are exposed to academic language development, WIDA Standards and English Language Arts New Jersey Student Learning Standards (NJSLs). Students will also develop language skills in usage, syntax, and mechanics. Vocabulary and research skills will be developed and career opportunities will be explored. Students are exposed to the following novels: Star Girl, Of Sound Mind, Novio Boy, and Crazy Loco. In addition, teachers utilize the EDGE, Level A, National Geographic instructional program. ESL 2 provides students with an overview of reading selections from the content areas of social studies, science, and English. Critical reading and writing strategies and content area vocabulary are emphasized. Throughout the four units of the course, students analyze a variety of literary forms including short story, poetry, drama, and non-fiction. During each unit and in order to address the writing tasks of the NJSLA state assessment, the ESL 2 curriculum addresses different styles of writing Narrative, Informational, Literary Analysis, Research Simulation, and Argumentative.

### [ESL Level 3](#)

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria, or ESL 2

Periods per week: 10

This course meets the needs of English Language Learners (ELLs) who demonstrate readiness to produce expanded conversations and understand advanced levels of literary texts. Students in ESL 3 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. Writing assignments become more involved and will require research. This course continues to emphasize the requisite skills of the content area classroom. Students are exposed to academic language development, WIDA Standards and English Language Arts New Jersey Student Learning Standards (NJSLs). Students continue developing rich academic vocabulary, language skills in usage, syntax, mechanics, and research skills. Students are exposed to the following novels and short stories: The Outsiders, Left Behind, Romiette and Julio, Dance Hall of the Head, Parrot in the Oven, Monster, The Other Side of the Sky, Anthem, A Raisin in the Sun. In addition, teachers utilize the EDGE, Level B, National Geographic instructional program. ESL 3 provides students with an overview of a variety of literary forms including short story, poetry, drama, non-fiction, and novels. The reading selections for the course include a variety of short stories and poems chosen from classic, contemporary, and multicultural sources as well as novels. Students will be able to evaluate character motivation, identify and discuss universal themes, compare and contrast literary texts both visual and written. During each unit and in order to address the writing tasks of the NJSLA state assessment, the ESL 3 curriculum includes instruction in various styles of writing (narrative, research simulation, literary analysis, and argumentative). Vocabulary instruction is integrated across the curriculum in the literature units. Instruction in grammar and mechanics will be a part of all formal written work augmented with teacher chosen lessons.

### [ESL Level 4](#)

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria, or ESL 3

Periods per week: 10

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.

### [ESL Port of Entry](#)

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria

Periods per week: 10

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.

### ESL 4 Advanced Reading DE

Year offered: 11, 12

Credits: 5

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria, or ESL 3

Periods per week: 5

This is a reading skills course for advanced-level multilingual students from non-English language backgrounds. In this course, students develop the ability to understand and interpret college-level texts in content areas by applying appropriate reading strategies. Development of critical thinking skills and academic vocabulary through reading is emphasized.

### ESL 4 Advanced Writing DE

## Passaic High School

Year offered: 11, 12

Credits: 5

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria, or ESL 3

Periods per week: 5

This is a writing course for advanced-level multilingual students from non-English language backgrounds. Students develop their ability to understand and respond to college-level writing assignments across the disciplines using the appropriate writing strategies, including proofreading and editing grammar.

### [Language Development Through Technology 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

### [ELA and ESL 1 Internationals](#)

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria

Periods per week: 5

Students will begin to read, understand, and appreciate literature as an art while continuing to develop grade level 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. ELA-International will be delivered and assessed using experiential, project-based activities that allow students multiple opportunities to show what they know and are able to do and reflect on their learning. The units will include readings, resources, activities and projects that connect to student experience and are related to real-world scenarios. Students will interact with grade-level appropriate readings as well as scaffolded readings and resources relative to the student's WIDA levels. This course is designed to provide students of various WIDA levels multiple opportunities in each unit to use the content through reading, writing, speaking, and listening.

### [ELA and ESL 2 Internationals](#)

Years offered: 9, 10, 11, 12

Credits: 10

Prerequisites: WIDA Model Screening Assessment, District Placement Criteria

Periods per week: 5

The ELA and ESL Internationals course follows the ELA New Jersey Student Learning and WIDA Standards and utilizes the district's recommended instructional materials and programs. Students will read, comprehend and appreciate various genres of literature, in English and Spanish. Students will continue to develop grade level comprehensive reading skills and begin to use the learning in their writing. ELA and ESL Internationals will be delivered and assessed using experiential, project-based activities that allow students multiple opportunities to demonstrate and reflect on their learning. The units will include readings, resources, tasks and projects that connect to student background and are related to real-world scenarios and situations. Students will interact with grade-level appropriate skills, standards and readings as well as scaffolded readings and resources relative to the student's WIDA language levels. This course is designed to provide students of various WIDA language levels multiple opportunities to learn and use the content through the four language skills: reading, writing, speaking, and listening.

### [SAT ESL PREP](#)

Years offered: 11, 12

Credits: 2.5

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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.

English as a Second Language (ESL)			
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 Through Technology 1	9, 10, 11, 12	5	5
ESL Port Of Entry	9, 10, 11, 12	10	10
SAT ESL Prep	11, 12	5	2.5
SAT Math Prep – BL	9, 10, 11, 12	5	2.5
ESL 1 DE	9, 10, 11, 12	10	10
ESL 2 DE	9, 10, 11, 12	10	10
ESL 4 Advanced Reading DE	11, 12	5	5
ESL 4 Advanced Writing DE	11, 12	5	5
ELA and ESL 1 Internationals	9, 10, 11, 12	10	10
ELA and ESL 2 Internationals	9, 10, 11, 12	10	10

## Family and Consumer Science

### [Infant and Childcare Development](#)

Offered first and second marking periods.

Years offered: 10, 11, 12

Credits: 2.5

Prerequisites: None

Periods per week: 5

## Passaic High School

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."

### Family Living

Years offered: 10, 11, 12

Credits: 2.5

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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

Prerequisites: Culinary Arts 1

Periods per week: 5

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.

### Health Occupations 1

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

This course is designed to familiarize the student with the many professions available in the health field. Health Occupations 2 teaches 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.

### Nutrition

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

Family and Consumer Science			
TITLE	Years Offered	PDS/WK	CREDITS
Infant and Child Development	10, 11, 12	5	2.5
Family Living	10, 11, 12	5	2.5
Culinary Arts 1	9, 10, 11, 12	1-4	5
Culinary Arts 2	9, 10, 11, 12	1-4	10
Health Occupations 1	10, 11, 12	5	5
Health Occupations 2	10, 11, 12	1-4	5
Nutrition	10, 11, 12	5	2.5

## English / Language Arts

### Advanced Placement English 3 – English Language and Composition

Years offered: 11

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### Advanced Placement English 4 - English Literature and Composition

Years offered: 11

Credits: 5

Prerequisites: English I, English II, and English 3 or Advanced Placement English 3

Periods per week: 5

## Passaic High School

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Creative Writing](#)

Years offered: 11, 12

Credits: 5

Prerequisites: None- (can not replace core classes) English I, English II, English III or English IV

Periods per week: 5

This course provides an opportunity for students to pursue advanced creative writing work framed around the study of and exploration with prose and poetry. This course will assess narrative and lyric poetry, essays and short stories, advertising, stage and film scripts. Students will engage in careful reading and critical analysis of imaginative literature, thus deepening their understanding of the ways writers use language to provide both meaning and pleasure for their readers. In addition, this course will enable students to create works of literature in various genres, including, but not limited to: Short story/fiction, creative nonfiction, drama, and poetry and prepare students with the reading, analytical, and writing skills necessary for success in their college work. Reading is accompanied by thoughtful discussion and numerous opportunities for analytical writing across all genres. The course emphasizes creative writing, and the strengthening and developing of student technique.

### [African Diaspora Literature](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

African Diaspora Literature

This course examines the history and culture of the people of Africa and the African Diaspora from the 18th century -21st century. We will explore a diverse group of works from the African diaspora, inviting students to make connections and distinctions about themes, genres, formal devices, political outlooks, and cultural influence through a historical and literary perspective. The class will explore topics within each text and analyze their intricacies such as: African history and the Transatlantic Slave Trade, literary and cultural productions of the diaspora, the impact of blackness across temporal and spatial planes, and how people of the diaspora shape and have been shaped by their environment. These movements are discovered through text that exude suspense, laughter, conflict, progression, struggle and triumph.

### [Gothic/Horror Literature & Media Overview](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

Gothic/Horror Literature & Media Overview

This course will examine the genre of Gothic Literature from its origin in the late 18th-century to modern day. Students will read and analyze a range of poetry, short stories, novels, and media. Through these works, they will explore themes of isolation and confinement, otherness, overcoming fear, and potential consequences of scientific advancement. Students will also conduct research to identify the prevalence and analyze the purpose for the genre in popular culture

Through this course, students will:

Read and analyze a variety of gothic literature from its inception through modern day.

Identify gothic elements and literary devices that are characteristics of the Gothic literature genre and compare and contrast these across a variety of texts.

Construct organized and cohesive arguments using Gothic elements, terminology, and textual evidence.

Examine media interpretations and Gothic literature's influence on popular culture, and demonstrate an awareness of the cultural and historical contexts in which the texts were written.

### [English I](#)

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

#### **English I/IH Units**

Unit 1: Against All Odds

Unit 2: Breaking Through Barriers

Unit 3: Crime Scenes

Unit 4: Love & Loss

Unit 5: Freedom At All Costs

Unit 6: Epic Journeys

### [English I H](#)

Years offered: 9

Credits: 10

Prerequisites: None

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

#### **English I / IH Units**

Unit 1: Against All Odds

Unit 2: Breaking Through Barriers

Unit 3: Crime Scenes

Unit 4: Love & Loss

Unit 5: Freedom At All Costs

Unit 6: Epic Journeys

### [English II](#)

Years offered: 10

Credits: 5

Prerequisites: English I

Periods per week: 5

## Passaic High School

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### English II / II H Units

Unit 1: Conflict & Connection  
Unit 2: The Power of Perception  
Unit 3: Hard Won Liberty  
Unit 4: Reckless Ambition  
Unit 5: Forces of Change  
Unit 6: Our Place In Nature

### [English III](#)

Years offered: 11

Credits: 5

Prerequisites: English 2

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### English III

Unit 1: Foundations & Encounters  
Unit 2: Building A Democracy  
Unit 3: The Individual & Society  
Unit 4: The Quest For Freedom  
Unit 5: America Transformed  
Unit 6: Modern & Contemporary Voices

### [English IV](#)

Years offered: 12

Credits: 5

Prerequisites: English 3

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### English IV

Unit 1: Origin Of A Nation  
Unit 2: A Celebration of Human Achievement  
Unit 3: Tradition & Reason  
Unit 4: Emotion & Experimentation  
Unit 5: An Era of Rapid Change  
Unit 6: New Ideas & New Voices

### [English IV EN101/DE25](#)

Years offered: 12

Credits: 5

Prerequisites: English 3

Periods per week: 5

With diverse, culturally relevant texts that connect with students' lives, HMH Into Literature curriculum builds confidence, standards mastery, and college and career readiness for every learner in the classroom. Notice & note close reading strategies are embedded in each selection to encourage students' critical thinking and real-life application of the texts. The curricular program provides in-text assistance for multilingual learners in each lesson, including extra vocabulary, cultural context points, writing stems, grammar practice, and peer-coaching videos.

### English IV

Unit 1: Origin Of A Nation  
Unit 2: A Celebration of Human Achievement  
Unit 3: Tradition & Reason  
Unit 4: Emotion & Experimentation  
Unit 5: An Era of Rapid Change  
Unit 6: New Ideas & New Voice

### [Leadership in the 21st Century](#)

Years offered: 11 & 12

Credits: 5

Prerequisites: English II & English II

Periods per week: 5

This course is designed to equip students with the essential skills and knowledge needed to become effective leaders in their personal and professional lives. The course will cover a range of topics from goal setting, team building, personal relations, problem-solving, and much more.

Participants will start by understanding what leadership means and what their unique leadership style is. They will learn how to set clear and achievable goals, communicate effectively, make effective decisions, and build strong teams. Participants will also develop skills in time and stress management, self-confidence, assertiveness, and maintaining a positive attitude.

Throughout the course, participants will engage in a range of interactive learning activities, including case studies, group discussions, and role-playing exercises, designed to help them apply their learning to real-world scenarios. By the end of the course, participants will have the confidence and skills to lead effectively, motivate others, and drive positive change in their lives.

### [Latin American Literature and Culture](#)

Years offered: 11, 12

Credits: 5

Prerequisites: English I, English II

Periods per week: 5

## Passaic High School

Using a combination of fiction and non-fiction texts, as well as music and film, students will gain a deeper understanding of the various experiences and perspectives of Latinos and explore issues such as identity, culture, language, politics, and history. In addition, students will analyze the complex historical, social, and cultural issues related to Latino influence in the U.S. This course will provide students an opportunity to engage with the rich literary and cultural traditions of Latin America while also learning about the historical and contemporary issues facing Latino communities in the U.S. Students will study the works of important Latin American authors such as Gabriel García Márquez, Jorge Luis Borges, and Isabel Allende, as well as lesser-known writers whose works provide valuable insights into the social and cultural norms of Latin America.

By the end of the course, students will have a comprehensive understanding of the literature and culture of Latin America, as well as an appreciation for the rich and diverse cultures and traditions of these countries.

### Dystopian Literature

Years offered: 10

Credits: 5

Prerequisites: English I

Periods per week: 5

Imagine living in a world where your right to choose does not exist and love is a feared disease. Imagine being raised in a society where cosmetic surgery is not only mandatory, but necessary to live. What if you were born into a society that requires you to take a life, or risk losing your own for the mere entertainment of the wealthy? Would you survive? This is a discussion-driven course designed for readers to examine dystopian worlds. You will use a variety of mediums to analyze different governments and their means of control; common themes, such as loss of individuality and self, the dangers of technology, and the power of knowledge; and the similarities between dystopian worlds and our own. Additionally, you will create your own dystopia, incorporating the themes and lessons you learn from our class readings and discussions. This course will dive into one of the most popular literary genres for young adults today and push you to ask yourself, are these worlds really that far-fetched or can this be our reality? Are you ready?

English / Language Arts			
TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement English Language and Composition DE	11	1-4	5
Advanced Placement English Literature and Composition	11, 12	1-4	5
Creative Writing	11-12	5	5
English I CP	1, 8	1-4	10
English I H	9	1-4	10
English II	10	1-4	5
English III	1, 10, 00	1-4	5
English IV	1, 11	5	5
English IV EN101/25 DE	1, 11	5	5
Dystopian Literature	10	5	5
Latin American Lit and Culture	11, 12	5	5
Leadership in the 21st Century	11, 12	5	5
African Diaspora Literature	11, 12	5	5
Gothic/Horror Literature & Media Overview	11, 12	5	5

Grade 6 - 9 Math Placement Sequence					
Grade 6 Placement	Grade 7 Placement	Grade 7 Final Grade	Grade 8 Placement	Grade 8 Course Final Grade	Grade 9 Placement*
Grade 6 Math*	Grade 7 Algebra 1^	Less than 83 (B)	Grade 8 Algebra 1^	F**	Algebra 1 Double Period
				D to B-	Algebra 2 Double Period
				B to B+	Algebra 2 Single Period
				A	Algebra II Single Period and Geometry Single Period
	Grade 7 Algebra 1^	83 (B) and above	Grade 8 Algebra II	F**	Algebra II (Double Period)
				D to B-	Geometry Double Period
				B - A	Geometry Single Period
				F	Algebra I Double Period
Grade 6 Math*				D to B-	Algebra II Double Period

## Passaic High School

	Grade 7 Math	N/A	Grade 8 Algebra 1	B to B+	Algebra 2 Single Period
				A	Algebra II Single Period and Geometry Single Period

\* The following indicators are used for placing students in Grade 7: Final Grade, NJSLA-Math Score and MAP and Teacher Survey

\*\* Must attend Summer Promotion/Retention program

\* Placement of level will be determined by grade in course

^ Courses will be offered to eligible students to advance in Math sequence during summer (i.e, Algebra I, Geometry)

### Mathematics

#### [Advanced Placement Calculus AB](#)

Years offered: 12

Credits: 5

Prerequisites: Pre-Calculus

Periods per week: 5

Trigonometric and logarithmic functions are studied. Functions, derivatives and integrals 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

#### [Advanced Placement Statistics](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 2

Periods per week: 5

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 binomial distribution, estimation and hypothesis testing, chi-square and F- distribution as well as correlation and regression analysis. Students will become aware of how decisions are influenced by statistical information. This course will prepare students for the AP Statistics exam. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

#### [Advanced Placement Pre-Calculus](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Grade of 85 or better in Algebra 2

Periods per week: 5

AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

#### [Algebra 1 CP](#)

#### [Algebra 1 H](#)

#### [Algebra 1 International](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Algebra 1 program follows the New Jersey Student Learning Standards for Mathematics. 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.

#### [Applications of Algebra or \(Algebra I Workshop\)](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra I and NJSLA-Math score of 725 - 749

Periods per week: 5

Applications for Algebra is an elective that will provide assistance with algebraic content, techniques, and strategies needed to develop mathematical proficiency and fluency. Students will develop the confidence and appreciation for using mathematics so they can be more successful as they progress in their high school math courses. Emphasis will be placed on written and oral communication of mathematics, as well as the ability to justify mathematical decisions.

#### [Algebra 2 CP](#)

#### [Algebra 2 H/DE](#)

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

The Algebra 2 program follows follows the New Jersey Student Learning Standards for Mathematics. 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.

#### [Algebra 2 Internationals](#)

Years offered: 10, 11, 12

Credits: 5

## Passaic High School

Prerequisites: Algebra 1

Periods per week: 5

The Algebra 2 Internationals course follows the Mathematics New Jersey Student Learning and WIDA Standards and utilizes the district's recommended instructional materials and programs (i.e. Carnegie Learning). Algebra 2 Internationals will be delivered and assessed using experiential, project-based activities that allow students multiple opportunities to demonstrate and reflect on their learning. The units will include readings, resources, tasks and projects that connect to student background and are related to real-world scenarios and situations. Students will interact with grade-level appropriate skills, standards and readings as well as scaffolded readings and resources relative to the student's WIDA language levels. This course is designed to provide students of various WIDA language levels multiple opportunities to learn and use the content through the four language skills: reading, writing, speaking, and listening.

### Financial Algebra

Years offered: 11, 12

Credits: 5

Prerequisite: Algebra 1,

Periods per week: 5

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 Algebra covers investing, banking, credit, income tax, insurance and household budget.

### Geometry CP

Years offered: 9, 10, 11, 12

Credits: 5 or 10

Prerequisites: None

Periods per week: 5 - 10

The Geometry program follows the NJSLS. 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

Prerequisites: None

Periods per week: 5 - 10

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

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Algebra 1, Algebra 2, and Geometry

Periods per week: 5

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.

### Probability and Statistics

Years offered: 11, 12

Credits: 5

Prerequisites: Algebra 1

Periods per week: 5

In Statistics, student 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. This course mirrors that of a college level introductory statistics course.

### SAT Math PREP

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 Statistics	10,11,12	5	5
Advanced Placement Precalculus	10,11,12	5	5
Algebra 1 CP	9, 10, 11, 12	5	5
Algebra 1 H	9, 10, 11, 12	5	5
Algebra 1 Internationals	9, 10, 11, 12	5 or 10	5 or 10
Algebra 2 CP	9, 10, 11, 12	5 or 10	5 or 10
Algebra 2 H	9, 10, 11, 12	5 or 10	5 or 10
Algebra 2 Internationals	9, 10, 11, 12	5 or 10	5 or 10
Applications of Algebra I	9, 10, 11, 12	5	5
Calculus H	11, 12	5	5
Financial Algebra	11, 12	5	5
Geometry CP	9, 10, 11, 12	5 or 10	5 or 10
Geometry H	10, 11, 12	5 or 10	5 or 10
Probability and Statistics	11, 12	5	5
Pre-Calculus CP	10, 11, 12	5	5
Pre-Calculus H / DE	10, 11, 12	5	5
SAT Math Prep	11, 12	5	2.5

### Naval Science

Naval Science 1 (NJROTC)

## Passaic High School

Years offered: 9, 10, 11, 12

Credits: 3.75

Prerequisites: None

Periods per week: 5

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

Credits: 3.75

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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

Prerequisites: None

Periods per week: 5

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.

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
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.

## Physical Education and Health

### [Health 1](#)

Years offered: 9

Credits: 1.25

Prerequisites: None

Periods per week: 5

Health 1 introduces students to the functional knowledge and essential skills required for adopting and maintaining healthy behaviors. In addition to comprehending concepts, students will begin practicing essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

### [Health 2: Driver's Education](#)

Years offered: 9

Credits: 1.25

Prerequisites: None

Periods per week: 5

In Health 2: Driver Education, students will learn the basis of knowledge to develop life-long, responsible driving skills and habits. Students will be review New jersey driving laws, best practices, and the skills necessary to a safe and effective driver. At the end of the course, students will have the opportunity to take the knowledge test needed to obtain a NJ Learner's Permit.

### [Health and Safety Education 3](#)

Years offered: 11

Credits: 1.25

Prerequisites: None

Periods per week: 5

Health and Safety Education 3 continues to develop students' functional knowledge and skills required for adopting and maintaining healthy behaviors. Students will continue to practice essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

### [Health and Safety Education 4](#)

Years offered: 12

Credits: 1.25

Prerequisites: None

Periods per week: 5

In Health and Safety Education 4, students will apply functional knowledge and skills required for adopting and maintaining healthy behaviors. Students will demonstrate competency in essential health skills, such as analyzing influences, accessing information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and advocacy. Units of study include personal and sexual health, emotional and mental health, violence and injury prevention, nutrition and physical activity, and tobacco, alcohol and drug prevention.

### Teen Pep

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

## Passaic High School

The Teen Pep curriculum is designed to enable high schools and community-based organizations to use a peer education approach to provide students with medically accurate sexual health information and equip them with the skills they need to make healthy decisions. The Teen Pep curriculum uses a hand-on, activity-based structure which provides students with the opportunities for discussion and skill development. It is a comprehensive, sexual health program that utilizes peer-to-peer education to increase students' knowledge, attitudes, skills, and behaviors associated with health decision-making.

### Teen Pep-Bridge

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Teen Pep-Bridge is a comprehensive sexual health education program in which students are taught the benefits of abstinence, as well as providing factual information on the ways sexually active individuals can protect themselves from unintended pregnancy, HIV, and other STIs. To achieve this objective, Teen Pep-Bridge develops the leadership skills of high school juniors and/or seniors so that they can effectively provide outreach to middle school students.

### [Physical Education 9-12](#)

Years offered: 9, 10, 11, 12

Credits: 3.75

Prerequisites: None

Periods per week: 5

The goal of Physical Education is to develop physically literate individuals who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. In grades 9-12, students will apply their sport-specific motor and movement skills within a full sport/game context. Units of study include team sports (soccer, basketball, flag football, volleyball, baseball/softball, etc.), fitness activities, lifetime games (tennis/pickleball, dance, yard games, etc.), and cooperative games. The curriculum also emphasizes sportsmanship, leadership, teamwork, and character development.

### Aerobic Conditioning & Resistance and Flexibility

DE eligible

Years Offered: 10

Credits: 5

Prerequisites: None

Periods per week: 5

This course exposes students to a complete aerobic fitness program that introduces various cardiovascular exercise programs to help students understand and experience the effect of aerobic conditioning. Also, students study the fundamental principles of resistance and flexibility training with applications for personal fitness and sports.

### Introduction to Kinesiology & Health Promotion and Fitness Management

DE eligible

Years Offered: 11

Credits: 5

Prerequisites: Aerobic Conditioning & Resistance and Flexibility

Periods per week: 5

In this course, students learn basic information related to physical activity, the bio-sciences, fitness, health, psycho-social domains of kinesiology, and sport management. Students will be exposed to various careers in the fitness industry, such as athletic training, exercise science, physical education, and sport management. Students will also investigate the principles, applications, techniques of sports marketing, health promotion, program development, program delivery, facilities, program accountability, and budgeting.

### [Introduction to Personal Training](#)

Credits: 5

Years offered: 12

Periods per week: 5

Prerequisites: Aerobic Conditioning & Resistance and Flexibility; Introduction to Kinesiology & Health Promotion and Fitness Management

This capstone course will expand upon students' knowledge of exercise theory. Students will also receive hands-on practical skills essential to becoming successful professional trainer through an internship experience with a local partner.

Physical Education and Health			
TITLE	Years Offered	PDS/WK	CREDITS
Health 1	9	5	1.25
Health 2: Driver Education	10	5	1.25
Health and Safety Education 3	1, 10, 00	5	1.25
Health and Safety Education 4	1, 11	5	1.25
Physical Education	9, 10, 11, 12	5	3.75
Teen Pep	11-12	5	5
Teen Pep Bridge	11-12	5	5
Aerobic Conditioning & Resistance and Flexibility	10	5	5
Introduction to Kinesiology & Health Promotion and Fitness Management	11	5	5
Introduction to Personal Training	12	5	5

## Science

### [Advanced Placement Biology](#)

DE eligible

Years offered: 11, 12

Credits: 10

Prerequisites: Biology, Chemistry

Periods per week: 10

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, and taxonomy. A science fair project will be required. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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.

# Passaic High School

## [Advanced Placement Chemistry](#)

Years offered: 11, 12

Credits: 10

Prerequisites: Chemistry, Algebra 2

Periods per week: 10

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

## [Advanced Placement Physics 1](#)

DE eligible

Years offered: 11, 12

Credits: 10

Prerequisites: Geometry, and Algebra 2 can be taken concurrently

Periods per week: 10

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 algebra-trigonometry 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 understanding of physics concepts. In turn, students gain the knowledge and the tools they would need to advance in their chosen careers or fields of study in college. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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.

## [Biology with Lab Honors](#)

Years offered: 9, 10, 11, 12

Credits: 6

Prerequisites: None

Periods per week: 6

The Biology with Lab Honors program will provide the advanced student with a comprehensive and solid foundation in all major branches of the field. Real life phenomena will be embedded throughout the course to teach students how science is relevant in everyday lives. 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](#)

### [Biology Internationals Support Document](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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

## [Chemistry with Lab Honors](#)

### [Chemistry Internationals](#)

Years offered: 9,10,11,12

Credits: 6

Prerequisites: None

Periods per week: 6

The Chemistry with Lab 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 nonmetallic elements, and an introduction to organic chemistry. Experiments and demonstrations are performed. Field-related careers and job opportunities are discussed.

## [Emergency Medical Technician \(off-site\)](#)

DE eligible

Years offered 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: Off-site

This course is offered off-site and space is limited. Emergency Medical Technology places a special emphasis on the knowledge and skills needed in medical emergencies. Topics typically include clearing airway obstructions, controlling bleeding, bandaging, methods for lifting and transporting injured persons, simple spinal immobilization, infection control, stabilizing fractures, and responding to cardiac arrest. The courses may also cover the legal and ethical responsibilities involved in dealing with medical emergencies. If all requirements are met, students can receive college credits, first aid, CPR and EMS certifications.

## [Environmental Science](#)

Years offered: 10, 11, 12

Credits: 5

DE eligible

Prerequisites: Biology

Periods per week: 5

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: 11, 12

Credits: 5

Prerequisites: Biology, Chemistry

Periods per week: 5

This class will demonstrate real-life applications of science. Students will integrate knowledge of the 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; 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](#)

# Passaic High School

DE eligible

Years offered: 11, 12

Credits: 6

Prerequisites: Biology

Periods per week: 6

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.

Phlebotomy (off-site)

Years offered 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: Off-site

This course is offered off-site and space is limited. In Phlebotomy, students acquire knowledge, skills, and experiences related to the drawing of blood and typically learn about such topics as infection control, sterilization practices, medical/hospital procedures and environments, diagnostic procedures, and the process of drawing blood. If all requirements are met, students receive a phlebotomy technician certification.

[Physics with Lab Honors](#)

Years offered: 10, 11, 12

Credits: 6

Prerequisites: Algebra 1

Periods per week: 6

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 Integrated Science](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 student's progress of the concepts

Science			
TITLE	Years Offered	PDS/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 Environmental Science	11,12	10	10
Advanced Placement Environmental Science DE	11,12	10	10
Advanced Placement Physics 1	11,12	10	10
Advanced Placement Physics 1 DE	11,12	10	10
Biology with Lab Honors	9,10,11,12	6	6
Biology	9,10,11,12	5	5
Biology Internationals	9,10,11,12	5	5
Chemistry with Lab Honors	10,11,12	6	6
Chemistry Internationals	10,11,12	5	5
Emergency Medical Technician	10,11,12	5	5
Emergency Medical Technician DE	10,11,12	5	5
Environmental Science	10, 11, 12	5	5
Environmental Science DE	10, 11, 12	5	5
Forensic Science	11,12	5	5
Human Anatomy and Physiology Honors	11,12	6	6
Human Anatomy and Physiology Honors DE	11,12	6	6
Phlebotomy	10,11,12	5	5
Physics with Lab Honors	10,11,12	6	6
Principles of Integrated Science	10,11,12	5	5

## Social Studies

[Advanced Placement Human Geography](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

AP Human Geography introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students learn to employ spatial concepts and landscape analysis to examine human socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

[Advanced Placement Microeconomics](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

## Passaic High School

AP Microeconomics is an introductory college-level course that focuses on the principles of economics that apply to the functions of individual economic decision-makers. The course also develops students' familiarity with the operation of product and factor markets, distributions of income, market failure, and the role of government in promoting greater efficiency and equity in the economy. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement Psychology](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, evaluate claims and evidence, and effectively communicate ideas. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement United States History 1](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 19th 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement United States History 2](#)

Honors

DE eligible

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The Advanced 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 20th 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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course. 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 U.S. Government and Politics](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 this course is the equivalent to that of an introductory college course in U.S. government and politics. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Advanced Placement World History](#)

Honors

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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. In order to receive the AP designation on the transcript, students enrolled in this class are required to take the AP Exam at the end of the year. If the student does not take the AP exam, the transcript will reflect credit as an Honors course.

### [Holocaust and Genocide Studies](#)

DE eligible

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

Students in this course examine the nature of human behavior, views of prejudice, and the tragedy of genocide. By studying events such as the Nazi Holocaust, Cambodian Genocide, Armenian Massacre, Bosnian Crisis, and the American Indians devastation, students come to understand causes of such catastrophes, their impact on history, and how they might be avoided. The course stresses student involvement and interaction.

### [Introduction to Criminal Justice](#)

DE eligible, curriculum implemented by PCCC

Years offered: 10, 11, 12

Credits: 5

# Passaic High School

Prerequisites: None

Periods per week: 5

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

DE eligible, curriculum implemented by PCCC

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

## Introduction to Sociology

DE eligible, curriculum implemented by PCCC

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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.

## United States History I

### United States History 1 Internationals

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 1919. 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 II

### United States History 2 Internationals

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

The students will study United States history from about 1920 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

Years offered: 11, 12

Credits: 5

Prerequisites: None

Periods per week: 5

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 Literacy

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Approval of Bilingual/ESL Supervisor and/or High School Principal

Periods per week: 5

This course is designed for identified English language learner newcomers to achieve content course objectives as well as accelerate academic language and literacy development. 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.

## Black and Latino American Studies

Credits: 5

Years offered: 10, 11, 12

Periods per week: 5

Prerequisites: None

In this course, students will learn about the triumphs and challenges of Black and Latino Americans in the United States. For one semester, students will focus on black studies. This portion of the course will give an overview of the history of Africans and their descendants throughout the world, covering topics such as Black communities' development in and outside of Africa as well as African civilizations that existed before European colonialism, encounters between Africa and Europe, movements of Africans to the Americas, and other places. Students will investigate the intricate interactions between political, economic, and cultural factors that influence how we comprehend the historical difficulties and triumphs of Americans of African descent and how they relate to other people throughout the globe. For one semester, students will focus on Latino American studies. This portion of the course will explore the geography, history, culture, and society of Latin America. The historical and contemporary cultural and ethnic divisions that exist among Latin American nations will be explored.

Social Studies			
TITLE	Years Offered	PDS/WK	CREDITS
Advanced Placement Human Geography	10, 11, 12	5	5
Advanced Placement Microeconomics	10, 11, 12	5	5
Advanced Placement Psychology	10, 11, 12	5	5
Advanced Placement United States History I	10, 11, 12	5	5

## Passaic High School

Advanced Placement United States History 2 DE	10, 11, 12	5	5
Advanced Placement United States Government and Politics	10, 11, 12	5	5
Advanced Placement World History	10, 11, 12	5	5
Holocaust and Genocide Studies DE	9, 10, 11, 12	5	5
Introduction to Criminal Justice DE	10, 11, 12	5	5
Black and Latino American Studies	10, 11, 12	5	5
Sociology DE	10, 11, 12	5	5
United States History 1 CP	9, 10, 11, 12	5	5
United States History 1 Internationals	9, 10, 11, 12	5	5
United States History 2 CP	10, 11, 12	5	5
United States History 2 Internationals	10, 11	5	5
World History CP	9, 10, 11, 12	5	5
World History – Spanish	9, 10, 11, 12	5	5
World History Literacy	9, 10, 11, 12	5	5

### World Languages

#### [French 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Period per week: 5

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, 12

Credits: 5

Prerequisites: French 1

Period per week: 5

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.

#### [Spanish 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Period per week: 5

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 1 Internationals](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Period per week: 5

This course is specifically designed for Spanish/English bilingual students (POE, L1-L3 ELLs) to reactivate the Spanish they have learned previously and develop it further, to learn more about their language, literature, and cultural heritage; to acquire Spanish literacy skills, and to develop or expand Spanish academic language skills. It also addresses English Language Learner (ELL) students' needs for Native Language Arts support at each possible point of entry to the Passaic City high school English-speaking education system. This course offers an overview of US Hispanic, Caribbean, and Latin American literature through different genres: lyrical poetry, autobiographical tale, realistic fiction, opinion essay, and autobiography. It also explores the themes of identity, cultural heritage, health and quality of life, and jobs and professions. Spanish-Internationals will be delivered and assessed using experiential, project-based activities that allow students multiple opportunities to show what they know and are able to do and reflect on their learning. The units will include readings, resources, activities and projects that connect to student experience and are related to real-world scenarios. Students will interact with grade-level appropriate standards and readings as well as scaffolded readings and resources relative to the student's WIDA levels. This course is designed to provide students of various WIDA levels multiple opportunities in each unit to use the content through reading, writing, speaking, and listening.

#### [Spanish 2](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Spanish 1

Period per week: 5

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 2 Internationals](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: Spanish 1

Period per week: 5

## Passaic High School

The Spanish 2 Internationals course follows the World Language New Jersey Student Learning Standards and utilizes the district's recommended instructional materials and programs. This course is specifically designed, but not limited to, for Spanish/English multilingual students in the entering to developing language levels to reactivate the Spanish they know and develop it further. Students will learn more about their language, literature, and cultural heritage, acquire Spanish literacy skills, and to develop or expand Spanish academic language skills. It also addresses multilingual learners' needs for Native Language Arts support at each possible point of entry to the Passaic City high school English-speaking education system. This course offers an overview of US Hispanic, Caribbean, and Latin American literature through different genres: lyrical poetry, autobiographical tale, realistic fiction, opinion essay, and autobiography. It also explores the themes of identity, cultural heritage, health and quality of life, and jobs and professions. Spanish 2 Internationals will be delivered and assessed using experiential, project-based activities that allow students multiple opportunities to show what they know and are able to do and reflect on their learning. The units will include readings, resources, activities and projects that connect to student experience and are related to real-world scenarios. Students will interact with grade-level appropriate standards and readings as well as scaffolded readings and resources relative to the student's language levels.

### [Spanish 3](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Spanish 2

Period per week: 5

This program is specifically designed for Spanish/English students to re-engage students in the development of their Spanish. These students have familiarity with Spanish because it is spoken in their homes with various levels of consistency. The goal of the course is to develop students' fluency further, to learn more about their language, literature, and cultural heritage; to acquire Spanish literacy skills, and to develop or expand Spanish academic language skills.

### [Spanish 4](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: Spanish 3

Period per week: 5

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.

### [Spanish – Heritage Language and Literature 1](#)

Years offered: 9, 10, 11, 12

Credits: 5

Prerequisites: None

Period per week: 5

This course is specifically designed for Spanish/English bilingual students (POE, L1-L3 ELLs) to reactivate the Spanish they have learned previously and develop it further, to learn more about their language, literature, and cultural heritage; to acquire Spanish literacy skills, and to develop or expand Spanish academic language skills. It also addresses English Language Learner (ELL) students' needs for Native Language Arts support at each possible point of entry to the Passaic City high school English-speaking education system. This course offers an overview of US Hispanic, Caribbean, and Latin American literature through different genres: lyrical poetry, autobiographical tale, realistic fiction, opinion essay, and autobiography. It also explores the themes of identity, cultural heritage, health and quality of life, and jobs and professions.

### [Spanish – Heritage Language and Literature 2](#)

Years offered: 10, 11, 12

Credits: 5

Prerequisites: None

Period per week: 5

This program is specifically designed for Spanish/English bilingual students (POE, L1-L3 ELLs) to reactivate the Spanish they have learned previously and develop it further, to learn more about their language, literature, and cultural heritage; to acquire Spanish literacy skills, and to develop or expand Spanish academic language skills. It also addresses English Language Learner (ELL) students' needs for Native Language Arts support at each possible point of entry to the Passaic City high school English-speaking education system. This course offers an overview of South American and Spanish literature through different genres: psychological novel, persuasive text, drama (legend), poetry, interviews, and historical fiction (novel). It also explores the themes of social interactions, commercial activities, arts, and science and technology.

### [Advanced Placement Spanish Language and Culture](#)

Years offered: 11, 12

Credits: 5

Prerequisites: Spanish 4

Period per week: 5

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 in-class assignments. The expectation is that all communication in the classroom (teacher-student/student-student) takes place in Spanish. Students must take the AP Exam. Students who do not take the AP Exam will have a Spanish Language and Culture Honors Class reflected on their transcripts.

### [Advanced Placement Spanish Literature and Culture](#)

DE eligible

Years offered: 11, 12

Credits: 5

Prerequisites: Spanish Language & Culture

Period per week: 5

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. Students who do not take the AP Exam will have a Spanish Literature and Culture Honors Class reflected on their transcripts.

World Languages			
TITLE	Years Offered	PDS/WK	CREDITS
French 1	9, 10, 11, 12	5	5
French 2	10, 11, 12	5	5
Spanish 1	9, 10, 11, 12	5	5
Spanish 1 Internationals	9, 10, 11, 12	5	5
Spanish 2	9, 10, 11, 12	5	5
Spanish 2 Internationals	9, 10, 11, 12	5	5
Spanish 3	10, 11, 12	5	5
Spanish 4	10, 11, 12	5	5

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Spanish Academic Literacy	9, 10, 11, 12	5	5
Spanish Heritage: Academic Language & Literature 1	9, 10, 11,12	5	5
Spanish Heritage: Academic Language & Literature 2	10, 11,12	5	5
Advanced Placement Spanish Literature and Culture (DE eligible)	11,12	5	5
Advanced Placement Spanish Language and Culture	11,12	5	5

Option II			
TITLE	Years Offered	PDS/WK	CREDITS
Accredited College Courses	9, 10, 11, 12	N/A	2.5 or 5
Distance Learning	9, 10, 11, 12	N/A	2.5 or 5
Independent Work, Internships, and Community Service	9, 10, 11, 12	N/A	2.5 or 5
Independent Study	11, 12	N/A	2.5 or 5

### Option I

Independent study, otherwise known in the State of New Jersey as "Option Two" may serve as an alternative to traditional high school courses and involve in-depth experiences that may be provided by district personnel or instructors not employed by the school district. Options for independent study include, but are not limited to: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or extracurricular programs, and/or other structured learning experiences. In addition, independent study includes successful completion of accredited college courses that assures student learning consistent with the knowledge and skills identified in the New Jersey Student Learning Standards.

In order for students to participate in independent study, the following procedures must be followed:

#### A. Accredited College Courses:

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

High School credit will be awarded for courses taken at a college/vocational institution under the following conditions:

1. Student and parent will make a request to School Counselor
2. Course must be approved by the school Principal or Designee.
3. Student must be approved by the college/vocational institution and meet their requirements to take course(s) as a highschool student.
4. An official transcript from the college/vocational institution will be required at the end of the course to award credits.
5. Credits that impact grade level promotion must be submitted by August 1st.
6. Credits that impact graduation participation must be submitted by June 1st.
7. If a student successfully completes an out of district course it will be recorded on the student's transcript as a Pass.
8. The district reserves the right to deny the credits for any course.
9. Courses may be taken any semester after July 1st of the student's 9th grade year.

The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, Passaic Board of Education, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

#### B. Distance Learning

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

This is not designed to replace or work in conjunction with our cooperative education programs. The cooperative education programs have a required classroom component and provide supervision and on-site visits.

High School credit will be awarded for programs under the following conditions:

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1. Programs will only be approved for students in grade 11 or 12.
2. Independent work and internships may count toward the fulfillment of elective credits or 21st Century Life and Career Skills credits.
3. It is the responsibility of the student and parent/guardian to find a work/internship/community service placement which suits the interest and career goals of the student.
4. The application must be submitted to the school counselor. The counselor and the principal's designee will approve or reject the application. Any change in the work/internship must be approved.
5. A student must work/intern for at least 180 hours to earn 2.5 credits or 360 hours to earn 5 credits. No partial credit will be given. Pass or fail grade will be issued. Grade will not affect GPA or class rank.
6. A student must demonstrate the number of hours, as specified above in section E, have been fulfilled, and may be required to complete an assignment in order to certify the completion.
  - a. Hours will begin to be counted from the time of application approval and must be completed within the school year.
  - b. Hours may begin as early as July 1st of the academic year and must be completed no later than June 1st of the same academic year.
  - c. A weekly log must be filled in by the student and signed by the site supervisor. The log is to be signed by the student's guidance counselor in September and at the end of 1st, 2nd, and 3rd marking periods. The entire log will be turned in by June 1 of the year the program is completed to the counselor.
  - d. For community service, a reflective journal is required in addition to the weekly log identified above section c above.
7. The school principal has the right to refuse the granting of the credits based on lack of fulfilling requirements identified above. At the discretion of the principal, his/her designee and/or site supervisor the student may be ineligible to receive credit under this program (excessive school absenteeism, tardiness, insubordination, dishonesty, poor performance, or other serious violation). In order to maintain eligibility, students are expected to act in accordance with the Code of Student Conduct and all applicable board policies. Violation of those policies at the work site may result in the discipline procedures described therein.
8. The school principal has the right to refuse the granting of the credits based on lack of fulfilling requirements identified above. At the discretion of the principal, his/her designee and/or site supervisor the student may be ineligible to receive credit under this program (excessive school absenteeism, tardiness, insubordination, dishonesty, poor performance, or other serious violation). In order to maintain eligibility, students are expected to act in accordance with the Code of Student Conduct and all applicable board policies. Violation of those policies at the work site may result in the discipline procedures described therein.
9. Working papers, if needed, may be obtained through the school office.
10. Guidelines for Community Service credit are subject to change in order to reflect the New Jersey Department of Education Community Service Guidelines.
11. The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

### C. Independent Work, Internships, and Community Service

Years offered: 9, 10, 11, 12

Credits: 2.5 or 5

Independent Study is offered as an Option Two program to allow students to develop interests beyond those available in the district curriculum which:

- A. Relates the real world and the school world in a more meaningful fashion.
- B. Inculcates a sense of community service in the minds of students.
- C. Broadens the base of learning to include a greater variety of experiences.
- D. Draws upon the human and material resources that the community offers.

High School credit will be awarded for Independent Study under the following conditions:

- A. All courses must be approved prior to beginning the study. An Independent Study Proposal Form must be filled out and signed by the appropriate individuals.
- B. Student and parent will make a request to the school counselor. Application must be completed and accompanied by a proposal for the Independent Study work explaining the project, timeframe, objectives, and credit desired.
- C. A committee of staff members, as appointed by the principal, will review the proposal to approve for submission for approval by the Superintendent or his/her designee.
- D. Upon completion of the independent study a weekly time log and a portfolio of work completed must be submitted for evaluation and grading to the committee.
- E. The committee will grant credit based on a review of the completed project. As a general guide 5 credits = 360 hours.
- F. No more than 10 credits can be earned through Independent Study in a school year.
- G. Independent Study work will be recorded on the transcript as a Pass or Fail and will not be calculated into GPA or class rank.
- H. The safety, cost and transportation, to and from, any Option Two program and any and all costs for programs, fees, books, supplies, support, tutoring, etc. are the responsibility of the student's parent/guardian. By completing the Option Two request the parent/guardian(s) agree to indemnify and hold harmless the Passaic Public Schools, Passaic Board of Education, its agents or employees from any and all claims of any type, action, complaint, judgment, costs or personal injury, arising out of, or related to, the student's participation in the Option Two program.

### 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.

### 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 accommodations or modifications of instructional strategies or assessment procedures, based on individual students' needs.

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### Special Class Programs

Special class programs in the district include Autism Spectrum Disorder, Intellectual Disabilities -mild and moderate, Learning and /or Language Disabilities - mild to moderate and severe

Special class programs serve students who have similar intensive educational, behavioral, and other needs related to their disabilities in accordance with their individualized education program. They serve students whose needs cannot be met within the general education classroom. Special Class Programs offer instruction in the New Jersey Student Learning Standards unless the IEP specifies a modified curriculum due to the nature or severity of the student's disability. The instructional strategies may be modified based on students' individual needs. Special class services may be provided on a full-time or part-time basis.

Applied Behavior Analysis is used in some of our Autism and Intellectual Disabilities special class programs. These programs develop data-based individualized programs to teach communication, social skills, self-regulation, coping skills, and self-care. Traditional behavioral instructional methods, such as discrete trials, are combined with Naturalistic Teaching and other evidence-based approaches to create a program that meets the needs of each child. Programs focus on the acquisition of skills and the generalization of these skills to natural environments.

A transitional program for students that have reached graduation age but still require additional education to achieve their IEP and graduation goals. Ages 18-21 years.

Extended School Year program is intended to reduce the effects of undue regression of academic skills over the long summer break for students determined eligible for such services by the student's IEP team. It also addresses the needs of students who have an unusually long recoupment period after a break from school.