

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.

[Core Support](#)

Students in grades 6-8 in all zone schools will have the opportunity to enroll in an academic intervention period utilizing the Mathia and Lexia Power Up curricular programs. Our students will utilize Mathia and Lexia Power Up, which are standards-based intervention support systems, to bolster tiered instruction. Alternating days will be dedicated to Lexia and Tuesdays and Thursdays to Mathia. Both digital programs are curriculum aligned digital platforms that embed progress monitoring and data collection.

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. Students will also be introduced to computational thinking and computer science concepts.

[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. Students are also exposed to various computational thinking and computer science concepts.

[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. Students are also exposed to various computational thinking and computer science concepts.

English/Language Arts

[Kindergarten English / Language Arts](#)

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.

Program of Study K-8 Only

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.

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](#)

Program of Study K-8 Only

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 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 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.

English as a Second Language (ESL) and Bilingual Education

Program of Study K-8 Only

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](#)

[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](#)

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

Program of Study K-8 Only

[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](#)

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.

Program of Study K-8 Only

[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 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 3-5](#)

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[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](#)

Program of Study K-8 Only

[Kindergarten Science](#)

Using Amplify Science, 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 hands-on investigations, a digital platform, and student notebooks, students in Kindergarten will learn about about the needs of plants and animals, pushes and pulls, and sunlight and weather.

[Grade 1 Science](#)

Using Amplify Science, 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 hands-on investigations, a digital platform, and student notebooks, students in first grade will learn about animal and plant defenses, light and sound, and the spinning Earth.

[Grade 2 Science](#)

Using Amplify Science, 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 hands-on investigations, a digital platform, and student notebooks, students in second grade will learn about plant and animal relationships, properties of materials, and changing landforms.

[Grade 3 Science](#)

Using Amplify Science, 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 hands-on investigations, a digital platform, and student notebooks, students in third grade will learn about balancing forces, inheritance and traits, environments and survival, and weather and climate.

[Grade 4 Science](#)

Using Amplify Science, 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 hands-on investigations, a digital platform, and student notebooks, students in fourth grade will learn about energy conversions, vision and light, Earth's features, and waves, energy and information.

[Grade 5 Science](#)

Using Amplify Science, 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 hands-on investigations, a digital platform, and student notebooks, students in fifth grade will learn about the patterns of Earth and sky, modeling matter, Earth's system, and ecosystem restoration.

[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](#)

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, NJSLS. 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](#)

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, address 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](#)

Program of Study K-8 Only

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 supported the evolution of art.

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](#)

Program of Study K-8 Only

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.