HOBOKEN HIGH SCHOOL
2019-2020 PROGRAM OF STUDIES
Hoboken Public School District
158 Fourth Street  Hoboken, NJ 07030 | 201-356-3600

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Mr. Michael Ponce
This program of studies is a reference manual for students, parents/guardians, and school personnel actively involved in course planning at Hoboken High School for the 2018-2019 school year. It reflects the foundation of our educational vision and serves as a comprehensive guide to all of the current course offerings within each department.

Take the time to look carefully through the many course offerings and their respective curriculum levels and sequences. The program of studies that a student pursues in high school should reflect his or her aspirations, achievements, and aptitudes. Students are encouraged to select courses that will be academically stimulating and personally enriching. The degree to which a student succeeds in school will have a tremendous impact on his or her future. Consult with your counselor, your parent(s)/guardians, and your teachers to choose the best plan that leads to graduation and future opportunities.

“Education is the most powerful tool you can use to change the world”
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Hoboken High School complies with all federal and state affirmative action laws and regulations, and does not discriminate on the basis of race, creed, color, national origin, sexual orientation, or mental or physical handicaps in any of its policies, practices, or procedures.
Instructional Levels

In recognition of the abilities, interests, and demonstrated achievements of students, Hoboken High School offers classroom instruction on various levels. Differentiated instructional strategies and high academic expectations ensure the greatest academic success for each student. Course assignments to a given level and student placement in a given instructional level are the sole prerogatives of the professional staff and the administration. Instructional level assignments are made each spring for the following school year.

Advanced Placement (AP):
College-level courses that use the College Board Advanced Placement curriculum and prepare students for the AP exam.

Honors (H):
A challenging college preparatory program. Honors classes expect students to perform above grade level with critical analysis and in-depth study. Students will be expected to be able synthesize and evaluate information at a high level.

College Preparatory (CP):
Courses designed for students who are average to above average and have a strong work ethic. This course prepares students for the rigors of college work and/or other experiences after high school.

Content Specific Resource
Placement determined exclusively by the Child Study Team and stipulated in the student’s Individual Education Plan.
Graduation Requirements

Graduation from Hoboken High School with a state-endorsed diploma requires the successful completion of a program of studies in grades nine through twelve.

Hoboken High School students must earn 130 credits in order to graduate. This total exceeds the sum required by the state of New Jersey (120)

The following subjects are the minimum requirements for graduation, in each discipline.

- **Language Arts Literacy**: 4 Years, 20 Credits
- **Physical Education & Health**: 4 Years, 20 Credits
- **Mathematics**: 4 Years, 20 Credits
- **Lab/Inquiry-based Science**: 3 Years, 18 Credits
- **Social Studies***: 3 Years*, 15 Credits*
- **Visual and/or Performing Arts**: 1 Year, 5 Credits
- **World Language**: 1 Year, 5 Credits
- **21st Century Life/Career Education**: 1 Year, 2.5 Credits
- **Economic & Financial Literacy**: 1 Semester, 2.5 Credits
- **World History/Geography**: 1 Year, 5 Credits
- **US History**: 2 Years, 10 Credits

Academic Requirements for College Admission

Many selective colleges require completion of a schedule of academic courses including the following:

- **English**: 4 Years
- **Mathematics**: 3-4 Years
- **World Language**: 2-4 Years of the same language
- **Science**: 3-4 Years
- **Social Studies**: 4 Years
- **Electives**: Varies
Guidelines for Grade Level Advancement

To enter Grade 9: Students will have successfully completed the eighth grade

To enter Grade 10: Students will have successfully earned a minimum of 30 credits by the end of the freshman year

To enter Grade 11: Students will have successfully earned a minimum of 60 credits by the end of the sophomore year

To enter Grade 12: Students will have successfully earned a minimum of 90 credits by the end of the junior year

Credits Required for Graduation by Discipline

<table>
<thead>
<tr>
<th>Discipline</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>20 Credits</td>
</tr>
<tr>
<td>World History/ Geography</td>
<td>5 Credits</td>
</tr>
<tr>
<td>US History</td>
<td>10 Credits</td>
</tr>
<tr>
<td>Science</td>
<td>18 Credits</td>
</tr>
<tr>
<td>Physical Education/ Health</td>
<td>20 Credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>20 Credits</td>
</tr>
<tr>
<td>World Language</td>
<td>5 Credits</td>
</tr>
<tr>
<td>Economic &amp; Financial Literacy</td>
<td>2.5 Credits</td>
</tr>
<tr>
<td>21st Century Life &amp; Careers or Career/Tech Ed</td>
<td>5 Credits</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>5 Credits</td>
</tr>
<tr>
<td>Electives</td>
<td>24.5 Credits</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130 Credits</strong></td>
</tr>
</tbody>
</table>
Attendance
Daily attendance is of paramount importance, as the benefits of classroom education can only sustain when teacher-student interaction is consistent and prolonged. Students are expected to attend their classes each day that school is in session. The importance of consistent classroom attendance cannot be overemphasized. School absences and tardies undermine the nature and quality of a student’s education. Therefore, the Board of Education, in order to encourage regular attendance, has determined that any student who exceeds a total of seventeen absences, in a school year, may lose credit for the entire year or may be subject to recouping credit hours in PGP content areas labs. Absences due to illness, including those accompanied by a doctor’s note, are not exempt from the district attendance policy.

Absences and Co-Curricular Events
Please note that except under previously-approved and special circumstances, a student who is absent from school during the day may NOT participate in any co-curricular activity. (Note: A student who is absent due to illness may NOT participate.) In addition, students who accrue more than four unexcused absences in any marking period are ineligible to participate in co-curricular activities for the remainder of that marking period.

Religious holidays and unexpected personal or family circumstances are considered excused absences. See Hoboken Board of Education Policy 5113: Attendance, Absences and Excuses.

Grade Reporting
Hoboken School District is officially “paperless,” therefore parents and guardians are strongly encouraged to register for the Genesis Parent Portal in order to monitor grades, attendance, and progress. If you do not have access to the Genesis Parent Portal, please contact your child’s school counselor.

Interim Reports
Interim reports are posted in the Parent Portal four times each school year, near the middle of each marking period. Official posting dates will be posted on the district website.

Report Cards
Reports cards are posted electronically at the end of each marking period, and are available via the Genesis Parent Portal. Official posting dates will be posted on the district website.
Co-Curricular & Athletics

Hoboken High School offers many sports and co-curricular activities. Students must be academically eligible to participate. Eligibility for co-curricular and athletics guidelines are listed below:

1. A student receiving two or more failing grades for a marking period will be automatically suspended from all co-curricular activities until the following marking period ends, at which time satisfactory progress in all subjects must be evidenced before resuming a co-curricular activity.

2. A student may be suspended from participation in any co-curricular activity at the sole discretion of the superintendent and/or building principal. Disciplinary personnel and/or coaches or staff advisers shall advise the principal of any problems so that appropriate disciplinary action may be taken.

3. Removal from one co-curricular activity during a season will disqualify a student from participating in another co-curricular activity.

4. All debts related to educational materials and food service (i.e., textbooks, library books, school property, etc.) must be paid in full before a student may participate in any school activity.

5. The athletic director, adviser, coach or other supervisory teacher should be informed of any continual disciplinary problems in connection with any co-curricular activities.

6. If a student has an absence (excused or unexcused) he or she cannot participate in any co-curricular activity on that day. A student must be in attendance for four hours on any given day to be considered present. Consequences for students who have accumulated four or more unexcused absences in any marking period include:

   Students will be denied participation in co-curricular activities;
   Students will be denied participation in athletic competition;

7. Detentions and all suspensions take precedence over all extra-curricular activities.
Co-Curricular Activities

African American Club  Drama Club  Freshman Class Club  Hispanic Cultural Club  National Honor Society  Hydroponics/Aquaponics Club  Senior Class Club  Sophomore Class Club

Art Club  Environmental Club  Gay Straight Alliance  Literary Magazine Club  Sociedad Honoraria Hispánica  Junior Class Club  Sierra Club  Student Council

Backstage Club  French Club  Harvard Model Congress  Math Club  Mock Trial Club  School Newspaper  Ski Club  Yearbook Club

Athletics

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
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</thead>
<tbody>
<tr>
<td>Football</td>
<td>Boys Basketball</td>
<td>Baseball</td>
</tr>
<tr>
<td>Girls Soccer</td>
<td>Girls Basketball</td>
<td>Softball</td>
</tr>
<tr>
<td>Boys Soccer</td>
<td>Boys Track and Field</td>
<td>Boys Volleyball</td>
</tr>
<tr>
<td>Girls Volleyball</td>
<td>Girls Track and Field</td>
<td>Boys Track and Field</td>
</tr>
<tr>
<td>Cheerleading</td>
<td>Boys Swimming</td>
<td>Girls Track and Field</td>
</tr>
<tr>
<td></td>
<td>Girls Swimming</td>
<td>Girls Lacrosse</td>
</tr>
<tr>
<td></td>
<td>Boys Bowling</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Girls Bowling</td>
<td></td>
</tr>
</tbody>
</table>
Prospective NCAA Student Athletes

Prospective NCAA student-athletes must work closely with their school counselor to ensure selected studies and course placements are NCAA approved. In order to play Division I or II sports at the college level, students must qualify academically. They do this by completing 16 core courses, earning a minimum 2.3 in these core courses, (2.2 for Division II) and earning a combined SAT or ACT score that matches their core-course GPA on a sliding scale.

Updated information regarding approved courses as well as overall NCAA requirements is available through the Guidance Department and the NCAA Eligibility Center website:

https://web3.ncaa.org/hsportal/exec/hsAction

NJSIAA Eligibility Rules for Student Athletes

1. A student-athlete cannot participate in interscholastic athletics if he or she has reached the age of nineteen (19) prior to September 1st of any year.

2. To be eligible for athletic competition during the first semester (September 1 to January 31) a student must have passed 25% of the credits (30) required by the State of New Jersey for graduation (120), during the immediately preceding academic year. Only two (2) courses may be taken during summer school to secure additional credits.

3. To be eligible for athletic competition during the second semester (February 1 to June 30) a student must have passed the equivalent of 12.5% of the credits (15) required by the State of New Jersey for graduation (120) at the close of the preceding semester (January 31). Full year courses shall be equated as half of the total credits to be gained for the full year to determine credits passed during the immediately preceding semester.
Grading Scale and Weighting

The grade weighting system is a widely-used scale that acknowledges and accounts for the increased rigor of honors and Advanced Placement courses. Derived from the final “alpha grade” in each subject, an honors course grade will receive an additional 0.5 added to the corresponding number, while AP grades will receive an additional 1.0.

<table>
<thead>
<tr>
<th>Grade</th>
<th>CP</th>
<th>Honors</th>
<th>A.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>99 – 100</td>
<td>4.3</td>
<td>4.8</td>
</tr>
<tr>
<td>A</td>
<td>93 – 98</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>A-</td>
<td>91 – 92</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>B+</td>
<td>89 – 90</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>B</td>
<td>83 – 88</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>B-</td>
<td>81 – 82</td>
<td>2.8</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>79 – 80</td>
<td>2.3</td>
<td>2.8</td>
</tr>
<tr>
<td>C</td>
<td>74 – 78</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 73</td>
<td>1.8</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>70 – 71</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Grading Scale (Class of 2021 and beyond)

<table>
<thead>
<tr>
<th>Grade</th>
<th>CP</th>
<th>Honors</th>
<th>A.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 – 100</td>
<td>4.3</td>
<td>4.8</td>
</tr>
<tr>
<td>A</td>
<td>93 – 97</td>
<td>4.0</td>
<td>4.5</td>
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<tr>
<td>A-</td>
<td>90 – 92</td>
<td>3.8</td>
<td>4.3</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 89</td>
<td>3.3</td>
<td>3.8</td>
</tr>
<tr>
<td>B</td>
<td>83 – 88</td>
<td>3.0</td>
<td>3.5</td>
</tr>
<tr>
<td>B-</td>
<td>80 – 82</td>
<td>2.8</td>
<td>3.3</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 79</td>
<td>2.3</td>
<td>2.8</td>
</tr>
<tr>
<td>C</td>
<td>74 – 78</td>
<td>2.0</td>
<td>2.5</td>
</tr>
<tr>
<td>C-</td>
<td>72 – 73</td>
<td>1.8</td>
<td>2.3</td>
</tr>
<tr>
<td>D</td>
<td>70 – 71</td>
<td>1.0</td>
<td>1.5</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69</td>
<td>0.0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

Students who receive a grade of INCOMPLETE (INC) for a marking period must complete all assignments within two weeks of the end of the marking period (10 school days). Students failing to complete their assignments during this time will receive a zero for all missing work and will earn the resultant marking period grade.

**Final Grade Calculations - Full Year Courses**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Third Quarter</th>
<th>Fourth Quarter</th>
<th>Final Exam</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22.5%</td>
<td>22.5%</td>
<td>22.5%</td>
<td>22.5%</td>
<td>10%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**Final Grade Calculations - Semester Courses**

<table>
<thead>
<tr>
<th>Quarter</th>
<th>First Quarter</th>
<th>Second Quarter</th>
<th>Final Exam</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45%</td>
<td>45%</td>
<td>10%</td>
<td>100%</td>
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</table>
High School Graduation Assessment Requirements

On August 3, 2016, the State Board of Education updated state regulations for the high school graduation assessment requirements in both English language arts (ELA) and mathematics for the Classes of 2016 through 2021, and beyond. These new state regulations (N.J.A.C. 6A:8-5.1) became effective on September 6, 2016.

The Class of 2019

Students graduating as members of the Classes of 2018 and 2019 can meet graduation assessment requirements through any of these three pathways: (1) achieving passing scores on high-level PARCC assessments; (2) achieving certain scores on alternative assessments such as the SAT, ACT, or Accuplacer; or (3) the submission by the district of a student portfolio through the Department’s portfolio appeals process. (Special Education students whose Individualized Education Plans (IEPs) specify an alternative way to demonstrate proficiencies will continue to follow the graduation requirements set forth in their IEPs.)

The Class of 2020

Students in the Class of 2020 can demonstrate graduation assessment proficiency through the same three pathways as those in the Classes of 2018 through 2019, provided that students in the Class of 2020 take all PARCC assessments associated with the high-school level courses for which they were eligible* and receive valid scores, as of the September 6, 2016 effective date that the amendments were adopted by the State Board of Education.

The Class of 2021 and Beyond

Starting with the Class of 2021, students will only have two pathways to meet the high school graduation assessments requirements: (1) Pass the ELA 10 and Algebra 1 assessments; or (2) The submission by the district of a student portfolio through the Department’s portfolio appeals process, assuming the student has taken all PARCC assessments associated with the high-school level courses for which they were eligible* and has received valid scores.
# High School Graduation Assessment Requirements

<table>
<thead>
<tr>
<th>Three Pathways Available</th>
<th>English Language Arts</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take &amp; Pass a PARCC Test</td>
<td>PARCC ELA Grade 9 ≥ 750 (Level 4) or PARCC ELA Grade 10 ≥ 750 (Level 4) or PARCC ELA Grade 11 ≥ 725 (Level 3)</td>
<td>PARCC Algebra I ≥ 750 (Level 4) or PARCC Geometry ≥ 750 (Level 4) or PARCC Algebra II ≥ 725 (Level 3)</td>
</tr>
<tr>
<td>Take and Pass one of the Alternative Assessments</td>
<td>SAT Critical Reading ≥ 400 (if taken before 3/1/16) or SAT Evidence-Based Reading &amp; Writing Section ≥ 450 (if taken 3/1/16 or later) or SAT Reading Test ≥ 22 (if taken 3/1/16 or later) or ACT Reading or ACT PLAN Reading* ≥ 16 or Accuplacer WritePlacer ≥ 6 or Accuplacer WritePlacer ESL ≥ 4 or PSAT 10 Reading or PSAT/NMSQT Reading ≥ 40 (if taken before 10/1/15) or PSAT 10 Reading or PSAT/NMSQT Reading ≥ 22 (if taken 10/1/15 or later) or ACT Aspire Reading* ≥ 22 or ASVAB-AFQT Composite ≥ 31</td>
<td>SAT Math ≥ 400 (if taken before 3/1/16) or SAT Math Section ≥ 440 (if taken 3/1/16 or later) or SAT Math Test ≥ 22 (if taken 3/1/16 or later) or ACT Reading or ACT PLAN Math* ≥ 16 or Accuplacer Elementary Algebra ≥ 76 or PSAT 10 Math or PSAT/NMSQT Math ≥ 40 (if taken before 10/1/15) or PSAT 10 Math or PSAT/NMSQT Math ≥ 22 (if taken 10/1/15 or later) or ACT Aspire Math* ≥ 422 or ASVAB-AFQT Composite ≥ 31</td>
</tr>
<tr>
<td>Portfolio Appeals</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for ELA</td>
<td>Meet the criteria of the NJDOE Portfolio Appeal for Math</td>
</tr>
</tbody>
</table>
Scheduling and Level Changes

Program Changes: Adding/ dropping and level changes

Selecting courses is the combined responsibility of the student, parent and counselor. A student’s schedule is the result of a prior planning process shaped by the student’s educational needs, interests, and desires. During that process, teachers will make course placement recommendations. School counselors and other personnel will provide guidance to students and their parents to help them make informed choices, and to maintain awareness of available options and the longer range impact of course selections. The results of this process are then used to build the master schedule, balance class sections, and equalize teaching loads. However, students sometimes seek schedule changes after the school year begins. Please note that a parent and/or guardian needs to sign off on the final schedule and also on any add/drop changes during the school year.

To minimize the problems that result from inappropriate student initiated change requests, the following procedures will be implemented:

1. During the last week of August, the School Counseling Department will attempt to quickly resolve requests that reflect the following:
   
   i. A scheduling error resulting in an incomplete or inaccurate program
   ii. Changes warranted by summer school makeup;
   iii. Course addition(s) that do not require course drops;
   iv. Previous failure or noted conflict between student and assigned teacher.

   Only requests that reflect these circumstances will be processed that week.

2. Counselors will meet with students to consider additional kinds of schedule change requests. In petitioning for a change, students should be prepared to discuss why the results of the planning process are no longer appropriate. Students are advised that personal convenience and/or preference do not justify a change
Scheduling and Level Changes

Changes that will not be considered:

i. Teacher preference;
ii. An interest in joining friends in particular class.

3. If a course is dropped between the beginning of the school year and the end of the first week after first quarter interim progress reports are available to parents, nothing will be noted on the transcript. If a student drops a course after the above designated time period through the end of the first quarter, a WF or WP will be noted on the transcript. In order to receive a WP at the end of the first quarter, a student must complete and submit a drop form two weeks prior to the last date of the first quarter. If a student does not complete and submit a drop form, the letter grade he/she earned for the first quarter will be posted. If a letter grade has been posted, the student must remain in the course until the end of the year. Seniors who drop a course after the designated time period will be required to notify colleges about the changes in their academic program. Extenuating circumstances will be referred to the Principal and Vice Principal.

4. Any and all level changes require the approval of the principal and vice principal in collaboration with school counselors and case managers as warranted. These changes are dependent on the availability of space in an appropriate class. In these instances, the original course will not be noted on the transcript, and the receiving teacher will factor in the student's work in the original course in determining a semester grade. Any and all appeals for requests of course changes will be heard by the vice principal who in turn will make a recommendation to the principal.
Registration Process

Course Recommendations & Appeals Process

Placement in Honors and Advanced Placement courses is contingent upon students meeting criteria in the following three areas: academic achievement in current courses, cumulative GPAs, and teacher recommendation. Students who would like to take Advanced Placement or Honors courses, but do not meet the three criteria above, may choose to participate in the appeal process.

Appeal forms are due to the School Counseling Office on May 20, 2018.

| GPA Requirement: | Minimum GPA to enter Honors courses must be at least 3.0 and minimum GPA to enter AP courses must be a 3.25 |

Current Academic Achievement

<table>
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<th>Desired Course Level</th>
<th>Grade for Honors/ AP Recommendation</th>
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<tr>
<td>College Prepatory</td>
<td>Advanced Placement</td>
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<td>85</td>
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<tr>
<td>Advanced Placement</td>
<td>Advanced Placement</td>
<td>83</td>
</tr>
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</table>
Student Certifications

Students will have the opportunity throughout their high school career to become certified in many fields. These certifications are formulated to engage in 21st century learning skills and allow our students to become globally educated.

**Google Level 1 Certification**
This exam certifies students who have the fundamental skills for implementing Google for Education tools in the classroom.

**Google Level 2 Certification**
This exam certifies students who demonstrate advanced competency in using Google for Education tools to transform learning in the classroom.

**Microsoft Office Specialist (MOS) Certification**
This certification provides a globally recognized standard for individuals seeking to advance their careers as most employers accept this certification as proof of proficiency. This course trains students in the advanced components of Microsoft Office Excel (spreadsheet), Access (database), and PowerPoint (presentation) so that students can enhance their skills while working on integrated projects.

**C-Tech Certification**
The C-Tech Communications Pathways courses are a ticket to explore the fascinating realms of science and technology. Each program uses the world of telecommunications—a world they live in every day—to show how science and technology form the backdrop of our lives. The programs employ other core disciplines to provide students a cross-curricular experience.

**Financial Literacy Certification**
Students who pass become certified as financially literate, indicating that they have met current national standards for knowledge of personal finance.
The New Jersey Student Learning Standards establish a core body of knowledge and skills that all students need in order to become healthy, productive, well-informed, employable citizens of an ever-expanding and changing world. However, not all students will achieve the standards in the same way, at the same pace, or with the same level of success. The New Jersey Department of Education encourages local school districts to permit alternative learning experiences that are stimulating and intellectually challenging, and that enable students to fulfill or exceed the expectations set forth in the Student Learning Standards. Option Two (N.J.A.C. 6A:8-5.1(a)1ii) of the high school graduation requirements allows local school districts to design and/or approve educational experiences that serve as an alternative to traditional instruction. Option Two allows schools to provide a superior education for all students through the use of multiple and diverse paths.

Option Two allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. Option Two allows students to obtain credit for learning experiences outside of the traditional classroom environment. Option Two may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular programs, and/or other structured learning experiences. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.
Option II

Courses may be taken for credit through Option II only under one of the following scenarios:

Student failed a course and must remediate
Students who fail a course, or lose credit for any reason, can choose to remediate, or “make up,” the course during the summer, instead of taking it during the following school year. The course must meet for a minimum of 60 hours to qualify.

The course/experience is not offered at Hoboken High School
Students may choose to take courses related to an area of interest, elective courses and/or courses that are not offered at Hoboken High School. An application must be completed prior to enrollment in the course. No credit will be given without prior approval. Option II is not intended to replace offered courses; rather it is to enhance the existing curriculum.

Independent Study
Learning is a highly individualized process, since different people learn a variety of things in different ways. The Independent Study Program provides opportunities for students to make decisions for the direction of their learning. The program a student chooses may be pursued in a variety of academic areas. Working with a faculty advisor, the student prepares a proposal, which sets goals for the study. The Independent Study Program and Committee, as outlined within program policy, will continue to review all independent study programs and coordinate the efforts of the students and the resources of the district and community.

Alternative Physical Education
N.J.S.A. 18A:35-7 requires every NJ public high school student to take courses in health and physical education. N.J.S.A. 18A:35-7&8 requires that high school students receive 150 minutes (or two and one-half hours) of health, safety, and physical education per week, prorated for school holidays. With regards to the standards, the principal must ensure that the student has met local district curricular objectives and should carefully document the student’s achievement. To ensure that the learning experience meets or exceeds the NJDOE approved learning standards, students granted this option have additional responsibilities that are outlined in the Alternative PE Request documentation.
Option II

Classrooms Without Walls Experiences
This program offers structured international tours for students during the spring recess. As our world becomes increasingly interconnected, it is critical for our students to become more culturally aware, explore new ideas and grow their potential. Students who partake in this opportunity will grow their social skills, connect to their studies outside of the classroom and set themselves apart when applying to college and their future careers. Students can also earn high school or college credit on tour by creating their own online research projects.

Other experiences as suggested by the student
The Board of Education recognizes that students are involved in learning experiences beyond those which have already been identified in Option II. Students are encouraged to explore additional experiences with their school counselor and principal to further “personalize” their education.

School to Career
Students who elect School to Career will have an opportunity to demonstrate both teamwork and problem-solving skills through a structured learning experience. Examples include, but are not limited to: apprenticeships, cooperative education, school-based experiences, internships/career shadowing and paid employment (seniors only).

Rutgers Pre-Med Program
The Pre-Medical Honors Program is an effort by New Jersey Medical School to identify and encourage the most qualified high school students to consider careers in medicine and the health sciences. High school students who are interested in becoming a physician, dentist, medical scientist, or other health professional should consider this program. This is an opportunity for high school students to experience a medical school education presented in lay language, provided by members of the faculty of the New Jersey Medical School who have designed a nine-week sequence of formal lectures, seminars, small group discussions, as well as several elective courses.
Personal Growth Period - PGP

A unique student-led experience at Hoboken High School is the Personal Growth Period, or PGP. This ever-evolving eighty minute block of time in the middle of the school day is designed to empower students to make choices that meet their needs or interests. Experiences and activities are created to support classroom instruction, provide academic support, create authentic learning opportunities or explore interest related activities that may not fit into the normal school day for the average student. Similar to a college hour or community hour, students are modeling the collegiate experience of unstructured time in their day and may choose the activity for the day that suits their current needs. Learning experiences are planned with the opportunity for students to earn credit through the Option II Program accredited by the NJDOE. Specific selections are listed in the previous section. Other relevant experiences during PGP include college visits, test-prep courses, fitness activities, book clubs, lecture series and student suggested selections.
The Center for Growth and Leadership Development at Hoboken High School is designed to support, foster and develop the skills in students that will foster academic and social success in high school and beyond. The following guiding principles are intricately woven into the Center for Growth and Leadership Development at HHS:

**Integrity:**
Owning and upholding a commitment to personal, group, and institutional values in thought and act.

**Self-Awareness & Mindfulness:**
An ability to authentically and realistically assess who you are and to be present.

**Collaboration:**
An ability to work with others towards a common purpose.

**Impact:**
An ability to have an effect on others independent of formal power.

**Transformational Action:**
An ability to see the big picture, develop a strategy, and facilitate change.
School Counseling Office

School counselors are assigned by grade level and remain with each student throughout his or her time at Hoboken High School. A counselor’s responsibility reaches far beyond merely scheduling students into a program of studies. Each counselor is assigned to guide and counsel students throughout the high school years. The counselors attempt to get to know students’ unique needs and help them reach their full potential. Counselors assist students in the selection of a realistic and satisfying academic program which they support by providing information about further education and career decisions.

In addition to counseling related to academic issues, counselors assist with the personal, social and emotional growth of their assigned students. They also work closely with teachers, parents and other professional and community resources.

School Counseling Services focus on the following areas:

- Individual conferences
- Academic achievement
- Admission to college, vocational, or business schools
- Use of Naviance Family Connection
- Career exploration
- Course selection
- Personal concerns or problems
- Schedule adjustment
- Scholarship and financial aid information
- Test interpretation
- Group meetings

All 9th & 10th grade students are introduced to career exploration and given current information on careers of their choice. All 11th and 12th grade students are helped with career and college search procedures. Also, all 9th, 10th and 11th grade students will be administered the PSAT and all 11th grade students will be enrolled in The Princeton Review class.
College Representative Visits & Instant Decision Days

College representatives' visitation dates are posted in Naviance. Interested junior and senior students may arrange to meet college representatives by registering in Naviance three days in advance. Passes are issued to students, excusing them with the teacher's permission, from classes during the time of the representative's visit. Conferences with college representatives are held in the guidance office unless otherwise specified.

Naviance Family Connection

Since the adoption of Naviance at Hoboken High School, the program has proved to be a valuable resource for students, families, and counselors alike. Naviance Family Connection provides students and their families with an outstanding college research tool and serves as a hub of information and planning for the college admission process. The data stored in our Naviance system is comprised of information from recent Hoboken High School graduating classes and allows current students to use the most up-to-date information about where their peers have gone on to study.

Deans of Students

The deans work to create an optimal learning environment by building relationships with students, staff, and parents through supportive interventions. In order to ensure a safe and productive learning environment, the deans:

- Provide assistance and support in maintaining a positive school climate;
- Provide a safe and secure school/community environment;
- Enforce the student conduct code as described in the Parent-Student Handbook;
- Oversee all aspects of student attendance and serve as liaisons among teachers, parents, and students;
- Provide supervision on campus during the school day and at selected after-school activities.
School Based Youth Services Program (Student Center)

The professionals in the Student Center run various programs and provide many types of group and individual counseling designed to help our students to succeed and graduate. The mission of the SBYSP Student Center at Hoboken High School is to provide an array of social services to our students in a warm, supportive, and professional environment. Our objectives are to enable our youth to complete their education, reach their fullest potential, be prepared for higher education, and lead physically and mentally healthy lives.

Student Assistance Coordinator

The Student Assistance Coordinator (S.A.C.) is a professional counselor who oversees many initiatives for the high school as well as the district. Issues such as harassment, intimidation, and bullying, character education, and substance awareness and abuse make up only a small sample of the S.A.C.’s responsibilities.

Intervention & Referral Services (I&RS)

The Intervention and Referral Services (I&RS) Committee accepts referrals for students who are having academic or social difficulties. In addition to guiding school personnel, the committee coordinates, plans, and provides intervention and referral services through the school and available community-based agencies. The committee also actively involves parents and guardians in developing and implementing a plan to assist the student.

Child Study Team (CST)

The Special Services Department provides individualized consultation, counseling, and academic support programs for students with disabilities in the least restrictive environment. The department consists of psychologists, social workers, learning consultants, and other service providers.
Academy for STEM Scholarship

The Academy for STEM Scholarship offers interested students an educational experience that emphasizes the study of Science, Technology, Engineering and Mathematics. Through our Project Lead the Way (PLTW) program, students will have the opportunity to apply to one of our three concentrations: Biomedical Science, Computer Science, or Engineering. Studying in the Academy will provide students with STEM-capable skills needed to compete in a demanding global economy. Students will graduate with the readiness for college and will have gained workplace experience in the STEM pathway of their choice. Our academy will be located on the first floor where we have designed a biomedical lab and computer science center to accompany our state of the art engineering lab. Our students will be afforded 21st century tools to ensure the PLTW curriculum is supported and allows for student growth in their designated concentrations.

Global Learning Institute

The objective of the Global Learning Institute, is to offer students the ability to enrich their cultural knowledge through their academic experience and through an active learning process based on the universal values of tolerance, solidarity, equality, justice, inclusion, cooperation and nonviolence. Our academics are aligned to state curriculum but are designed to encourage thinking to extend beyond the classroom and to encompass a global perspective. Our goal is to create social awareness in our students that will instill a world perspective to their high school experience. Students with an interest in history and international development will be challenged with accelerated course work as they study human geography, international relations, and comparative government. In addition, students will be exposed to the opportunity to travel with our CW3, participate in our Model UN and to work on projects that are designed to promote global awareness.
World Language Options & Global Certification

The mission of the World Language Department is to create a community of global learners equipped with the necessary skills and knowledge of other languages and cultures that will enable them to communicate effectively in a 21st-century multilingual environment. The Global Certificate is something the Hoboken School District is offering to recognize students who have made the conscious decision to gain a more global perspective on life through their studies and through other activities with a global focus. This is recognized via a formal certificate that is noted on a student’s transcript. Students will also have a chance to advance to the Spanish National Honor Society.

To earn the Global Certificate, students must take certain courses in school, complete optional activities in other courses, complete out of school activities and complete community service activities.

NJ State Seal of Biliteracy

New Jersey became the 15th state to implement a legislated statewide Seal of Biliteracy on January 19, 2016. The New Jersey Seal of Biliteracy is an accolade that certifies mastery of two languages. Students in grades 11 or 12 may sit for an assessment in order to achieve the Seal of Biliteracy by demonstrating high levels of proficiency in speaking, reading, listening and writing in two or more languages. This accolade positively impacts students’ futures creating a competitive edge at both the collegiate and work force levels.

Hoboken High School applied to become a member of this prestigious pilot program in November 2017. The New Jersey Department of Education approved Hoboken High School’s application for participation. As a result, Hoboken High School has modified its Program of Studies by expanding World Language offerings and opening individualized pathways for students exhibiting exemplary command of more than one language. At this time, there are only five high schools in Hudson County participating in this innovate pilot.
Tests for College Entrance

**PSAT/NMSQT**
The Preliminary SAT/National Merit Scholarship Qualifying Test provides critical reading, math problem-solving, and writing skill practice. The test does not have an essay. The test provides practice for the SAT and acts as the qualifying test for the National Merit Scholarship Program, the National Achievement Scholarship Program for Black American Students, and the National Hispanic Recognition Program. Only the junior year administration results are used for the scholarship programs. Typically the test is given in October at the student’s high school. In December, students will receive their test booklet and scores in the form of a comprehensive score report. In addition to the results, the score report provides information related to college and Advanced Placement course readiness. Students are also encouraged to take advantage of free, personalized online SAT practice with Khan Academy. The practice test is closely aligned with the PSAT/NMSQT. ([www.collegeboard.org/psatpractice](http://www.collegeboard.org/psatpractice)) Students with special accommodations for extended time on national testing must fill out a Services for Students with Disability (SSD) form and have prior approval by the College Board in order to take the PSAT or SAT test with special accommodation.

**Scholastic Aptitude Test (SAT)**
Beginning spring 2016, the SAT has been redesigned to focus closely on the knowledge and skills that matter most for postsecondary education and career success. There is a greater emphasis on the meaning of words in extended contexts and on how word choice shapes meaning, tone, and impact. The SAT is aligned to current Hoboken High School curriculum and instructional practices. This test includes Evidence-Based Reading and Writing and Math. The Evidence-Based Reading and Writing portion of the test includes (a) reading, (b) writing and language arts. The Math section of the test includes a calculator portion and a non-calculator portion. The SAT tests are offered several times during the year. Registration should take place online at www.collegeboard.com. There is a registration fee, but fee waivers are available to financially eligible students. The school codes for registration is: 310555

**SAT Subject Tests**
The SAT Subject Tests are a battery of one hour, mostly multiple-choice tests that measure how much students know about a particular academic subject and how well they can apply that knowledge. Students can choose tests in subject areas of interest and in which they excel to demonstrate academic qualification for college admission.

**American College Test (ACT)**
The ACT assessment is designed to measure high school students’ college readiness and is made up of multiple choice tests that cover four skill areas: English, Mathematics, Reading, and Science. The Writing Test, which is optional, measures skills in planning and writing a short essay. Testing information can be found at [www.actstudent.org](http://www.actstudent.org).
Tests for College Entrance

Advanced Placement (AP) Tests
AP courses are designed to meet the objectives of rigorous first year courses at the college level as prescribed by the College Entrance Examination Board Advanced Placement Program. AP courses are offered in the following subject areas to prepare students for taking the AP examination: art, English, math, music, social studies, world languages, and the sciences. Many colleges grant credit and placement for qualifying work on these examinations. Students who enroll in AP courses are required to take the AP examination, administered in May, if they wish to receive the weighted credit for rank and grade point average (GPA) in those subjects. There are additional course requirements for AP classes, particularly during the summer. Students are expected to consult their AP teachers for those requirements.

2018-2019 SAT Testing Dates

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2018-2019 ACT Testing Dates

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<td>Jun 17, 2019</td>
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<td>Jul 23; Aug 6, 2019</td>
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</table>
College Admission Checklist

Freshman Year

- Get to know your counselor.
- Take the PSAT 9 given by Hoboken High School.
- Register on Naviance with your counselor. Use Naviance to check college admissions requirements. Plan a college prep course schedule for all four years of high school.
- Plan ahead for courses that require prerequisites.
- Recognize that class rank and grade point average (GPA) are calculated beginning in Grade 9. These are based on final grades in all courses attempted.
- Participate in co-curricular and community activities. Colleges are looking for students who have achieved in areas beyond academics.
- Consider attending a summer program on a college campus.

Sophomore Year

- Take the Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT) for practice.
- Take the hardest courses in areas where you excel. Investigate honors and Advanced Placement courses.
- Visit your counselor.
- Investigate college course requirements.
- Plan an interesting summer, possibly participating in a challenging summer-enrichment program or a community activity. Check out college-based experience programs in the Guidance Office or College Resource Room.
- Consider attending a summer program on a college campus.
College Admission Checklist

Junior Year

- Continue taking courses which will sharpen your skills for college and enhance admission prospects.
- Visit your counselor.
- Attend College Fair in October.
- Take the PSAT/NMSQT in October. National Merit semifinalists are selected from students who take this test in the 11th Grade.
- Ask your parents to check on scholarship programs that may be offered through their employers.
- At mid-year, begin to investigate specific college possibilities: 1) Meet with your counselor 2) Research colleges using Naviance 3) Sign up to talk with visiting college representatives using Naviance
- Write or call colleges requesting information.
- Check catalogs for specific entrance requirements (courses, tests, and dates).
- Enroll in The Princeton Review. This test preparation program is designed for college-bound juniors.
- Take the SAT in the Spring.
- Take the SAT Subject Tests in June if required by colleges. Register at www.collegeboard.com.
- Spring and summer are the times to visit college admissions offices. Write or call ahead for an appointment. Ask about financial aid and scholarships.
- Consider attending a summer program on a college campus.
College Admission Checklist

Senior Year

- Using Naviance, continue investigating various post secondary school options in the fall. Become familiar with college deadlines. Request applications, catalogs, and financial aid information. Sign up for college visits and instant decision days in Naviance.
- Retake the ACT/SAT Reasoning Test if necessary (ACT.org, collegeboard.com).
- Take SAT Subject Tests as required; register at collegeboard.com.
- Try to arrange college visits on teacher institute days or holidays.
- Attend College Night in October. Talk with college reps.
- Narrow your choices of colleges and try to categorize them:
  1) A “reach” school
  2) A school for which you are reasonably confident about meeting admission standards
  3) A school for which you may exceed the admissions standards
- Pay close attention to application deadlines.
- Send test scores directly from testing agencies to colleges to which you are applying.
- Send mid-year grades if requested.
- Complete the Federal Financial Aid Student Application (FAFSA), which is available October 1.
- If you are accepted at more than one school, make the final decision on the college you will attend, and send your acceptance by May 1.
- Notify the other schools that you will be going elsewhere.
- Request that your final transcript is sent to the college of your choice.
AP courses enable academically prepared students to pursue college level studies and earn college credit, advanced placement or both while still in high school. By making the decision to take one of the many AP courses offered across the curriculum, students demonstrate to admissions offices that they have the will and skill to challenge themselves with the most rigorous course work available and to master the critical thinking, problem solving, language immersion and/or effective writing necessary to succeed at the college level. In fact, university faculty members play a vital role in ensuring that AP courses align with higher education standards. Each course concludes with a college level assessment developed and scored by college and university faculty as well as experienced AP teachers. More than 90 percent of four-year colleges and universities in the United States grant students credit, placement or both on the basis of successful AP exam scores. In addition, more than 60 countries recognize AP exam scores in the admission process and/or award credit and placement for qualifying scores. Research consistently supports the assertion that performing well on AP exams is a pathway to success in college.

Upon completion of the AP course, students will take the nationally administered examination in May. Students are scored on a scale of 1-5, with 5 being the highest grade obtainable. A grade of 3 or better is normally accepted for college credit, depending on the school. Grade reports are sent to the student and may also be reported to colleges if desired.

Here at Hoboken High School, we offer 23 AP Courses, with 13 of those AP course offerings (Statistics, Calculus AB, English Language & Composition, English Literature & Composition, Environmental Science, Biology, Chemistry, World History, US History, US Government & Politics, Human Geography, Studio Art and Spanish Language and Culture) offered face to face.

Also, be on the lookout in the Fall 2018 as Hoboken High School is applying to enroll in the AP Capstone College Board program that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. It cultivates curious, independent, and collaborative scholars and prepares them to make logical, evidence-based decisions.

AP Capstone is comprised of two AP courses — AP Seminar and AP Research — and is designed to complement and enhance the discipline-specific study in other AP courses. Participating schools can use the AP Capstone program to provide unique research opportunities for current AP students, or to expand access to AP by encouraging students to master the argument-based writing skills that the AP Capstone program develops.
The Advanced Placement Honors Academy

Program Description

Hoboken High School Advanced Placement (AP) Honors program is a rigorous academic program where students take at least nine AP courses between grades nine (9) and twelve (12). The AP Honors Program challenges students to display exceptional achievement on AP Exams across several disciplines. AP courses are taught at a college level and each course is concluded by a comprehensive exam created by the College Board. Students who enroll in an Advanced Placement course are required to take the AP exam. In general, postsecondary credit for an AP course may be awarded to students who score a minimum of a 3 on a 5-point scale on the corresponding AP exam; however, qualifying scores may vary by university and by college within a university.

Students in the Hoboken High School AP Honors Academy must complete a minimum of the following AP courses: World History, US History, US Government and Politics or Human Geography, English Literature, English Language, Environmental Science, Biology, Chemistry, one AP Mathematics course, and one elective AP course.

Criteria and Continuation Information

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<th>Continuation Criteria</th>
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<tr>
<td>Unweighted GPA of 3.0 or above</td>
<td>Unweighted GPA of 3.0 or above</td>
</tr>
<tr>
<td>Successful completion of Algebra I</td>
<td>Complete the required AP courses each year and take the required AP exam</td>
</tr>
<tr>
<td>Signature of parent and student on the contract of understanding</td>
<td>Pass all courses each year</td>
</tr>
<tr>
<td></td>
<td>*District probation procedure applies</td>
</tr>
</tbody>
</table>
# The Advanced Placement Honors Academy

**AP Honors Academy Course Sequence at Hoboken High School**

<table>
<thead>
<tr>
<th>Curriculum Area</th>
<th>Grade 9</th>
<th>Grade 10</th>
<th>Grade 11</th>
<th>Grade 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English I Honors</td>
<td>English II Honors</td>
<td>AP English Language</td>
<td>AP English Literature</td>
</tr>
<tr>
<td>History</td>
<td>AP World History</td>
<td>AP US History I</td>
<td>AP US History II</td>
<td>AP US Government</td>
</tr>
<tr>
<td>Science</td>
<td>AP Environmental Science</td>
<td>AP Biology</td>
<td>AP Chemistry</td>
<td>AP Physics or Elective**</td>
</tr>
<tr>
<td>Mathematics*</td>
<td>Geometry Honors</td>
<td>Algebra II Honors</td>
<td>Pre-Calculus</td>
<td>AP Statistics</td>
</tr>
<tr>
<td>World Language</td>
<td>AP Spanish Language &amp; Composition • AP Spanish Language &amp; Culture • AP French Language &amp; Culture ** • AP Latin: Vergil ** • AP German ** [Students must complete 2 courses of the same language before graduation]</td>
<td></td>
<td></td>
<td>AP Calculus AB AP Calculus BC **</td>
</tr>
<tr>
<td>Electives</td>
<td>AP Art History ** • AP Computer Science A [Students must complete 5 credits of Performing Fine Arts]</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Honors courses recommended but not required for entering AP courses  | ** AP Virtual Course

## Requirements for Continuation in the AP/Honors Academy

- Unweighted Cumulative GPA of 3.0 or above
- Pass all classes each year*  
- Complete the required AP course(s) each year and take the required AP exam(s)
The AP Honors Academy at Hoboken High School: Taking the Challenge

The AP Honors Academy at Hoboken High School includes a comprehensive curriculum designed to equip students with the skills and attitude necessary for success in higher education and beyond. The program requires a high level of motivation, focus, enthusiasm and determination for success. Those who meet the requirements of this program are awarded a special seal on their high school diploma. Through participation in the AP Honors Academy at Hoboken High, students learn to become knowledgeable citizens who can write well, think critically, articulate their thoughts, and manage their time and responsibilities. These are skills that will remain with them long after the AP experience is over.

Parents and Guardians

AP provides students an opportunity for learning that goes beyond just facts and figures. The rich course material, classroom discussions and demanding assignments typical of AP courses will help your child develop the content mastery and critical thinking skills expected of college students, and feel confident in his or her abilities. What's more, by participating in AP, your child has the opportunity to earn college credit and to stand out in the college admission process.

Here's what AP can do for your child:

Confidence: AP will help your child develop better study habits, improve writing skills and sharpen problem-solving abilities - giving your child the confidence to tackle the academic challenges that they can expect in college.

Achievement: AP will provide your child the opportunity to earn credit, advanced placement or both for college and to stand out in the admission process. Eighty five percent of selective colleges and universities report that a student's AP experience favorably impacts admission decisions.

College Success: AP is challenging, but the rewards you will experience when you get to college are worth the hard work. A 2008 study found that AP students had better four-year graduation rates than those who did not take AP. For example, graduation rates for AP English Literature students were 62 percent higher than graduation rates for those who took other English courses in high school. Because more than 3,200 colleges and universities in the United States offer credit and/or advanced placement for qualifying AP scores, AP students have the flexibility to double major or study abroad without putting at risk graduation in four years.
The AP Honors Academy at Hoboken High School: Taking the Challenge

Students: Why should you consider AP Honors?

Earn college credit and advanced placement
- Receive recognition from more than 3,600 colleges and universities that annually receive AP Exam scores. Over 90% of 4-year colleges in the U.S. provide credit and/or advanced placement for qualifying scores.
- Have more time to move into upper-level courses in your field of interest, pursue a double major, or study abroad.
- Design a college experience that suits you and gives you the flexibility to get the most out of your college years.

Stand out in the college admissions process
- Demonstrate your maturity and readiness for college.
- Show your willingness to take the most rigorous courses available to you.
- Emphasize your commitment to academic excellence.

Gain skills that will help you succeed in college
- Get a head start on college-level work
- Improve your writing skills and sharpen your problem-solving techniques
- Develop the study habits necessary for tackling rigorous course work

Broaden your intellectual horizons
- Be part of a community of students and educators who are passionate, curious, and committed to academic excellence
- Engage in intense discussions, solve problems collaboratively, and learn to write clearly and persuasively
- Take courses that are developed by leading professors to reflect the level of learning happening at colleges throughout the country
The AP Honors Academy at Hoboken High School: Taking the Challenge

AP Exams: Put Your Knowledge to the Test

In addition to each AP course, there is an AP examination that must be taken. AP exams are administered to students in May, near the completion of each AP course.

Earn college credit and advanced placement

- Strong performance on AP Exams is rewarded by colleges and universities worldwide (more than 90% in the US and Canada)

Know You’re Ready for College

- AP Exams provide you with confirmation of the college-level knowledge and skills you’ve gained in the AP classroom.

Earn AP Scholar Awards

- Each September, the College Board recognizes high school students who have demonstrated exemplary college-level achievement with AP Scholar Awards. Although there is no monetary award in addition to receiving an award certificate, this achievement is acknowledged on any grade report that is sent to colleges the following fall which further strengthens your resume.

The following are the recognition levels of academic distinction offered by College Board:

<table>
<thead>
<tr>
<th>AP Scholar:</th>
<th>Granted to students who receive grades of 3 or higher on three or more AP Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Scholar w/ Honor:</td>
<td>Granted to students who receive an average grade of at least 3.25 on all AP Exams taken, and grades of 3 or higher on four or more of these exams</td>
</tr>
<tr>
<td>AP Scholar w/ Distinction:</td>
<td>Granted to students who receive an average grade of at least 3.5 on all AP Exams taken, and grades of 3 or higher on five or more of these exams</td>
</tr>
<tr>
<td>State AP Scholar:</td>
<td>Granted to the one male and one female student in each U.S. state and the District of Columbia with grades of 3 or higher on the greatest number of AP Exams, and then the highest average grade (at least 3.5) on all AP Exams taken</td>
</tr>
<tr>
<td>National AP Scholar:</td>
<td>Granted to students in the United States who receive an average grade of at least 4 on all AP Exams taken, and grades of 4 or higher on eight or more of these exams</td>
</tr>
</tbody>
</table>
The AP Honors Academy at Hoboken High School: Taking the Challenge

Understanding the Advantages

Studies have shown that the rigor of a student's high school curriculum is the single best predictor of success in college. The National Association for College Admission Counseling's (NACAC) annual State of College Admissions survey consistently finds that student performance in college preparatory classes is the most important factor in the admissions decision. Colleges look for quality, not quantity. They look for students that challenge themselves with a curriculum.

AP and the Cost of College

Research shows that taking AP can be useful in reducing the cost of college. AP courses and exams help students complete their bachelor's degrees on time. Most students at public colleges and universities take five or six years, and even longer, to earn their bachelor's degrees. Students who take AP courses and exams are much more likely to graduate in four years, allowing them and their families to reduce the likelihood of paying for tuition for a fifth or sixth year. AP has also emerged as an important factor in college scholarship decisions. Taking AP increases eligibility for scholarships and makes candidates more attractive to colleges.

Advanced Placement Opportunities

<table>
<thead>
<tr>
<th>English</th>
<th>Social Studies</th>
<th>Science</th>
<th>World Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP English Language</td>
<td>AP World History</td>
<td>AP Environmental Science</td>
<td>AP Spanish Language &amp; Composition</td>
</tr>
<tr>
<td>AP English Literature</td>
<td>AP US History I</td>
<td>AP Biology</td>
<td>AP Spanish Language &amp; Culture</td>
</tr>
</tbody>
</table>
|                   | AP US History II   | AP Chemistry                | AP French Language & Culture *
|                   | AP US Government   | AP Physics *                | AP Latin: Vergil *          |
|                   | AP Human Geography |                             | AP German *                 |
| Mathematics       | AP Macroeconomics * |                             |                             |
|                   | AP Microeconomics * |                             |                             |
|                   | AP Psychology *     |                             |                             |
|                   | Electives           |                             | * Offered as an AP Virtual Course |

### World Language

- AP Spanish Language & Composition
- AP Spanish Language & Culture *
- AP French Language & Culture *
- AP Latin: Vergil *
- AP German *
Advanced Placement Capstone Program

AP Capstone is an innovative diploma program from the College Board that equips students with the independent research, collaborative teamwork, and communication skills that are increasingly valued by colleges. AP Capstone is built on the foundation of two AP courses – AP Seminar and AP Research – and is designed to complement and enhance the in-depth, discipline-specific study experienced in other AP courses.

In AP Seminar, students investigate real-world issues from multiple perspectives, gathering and analyzing information from various sources in order to develop credible and valid evidence based arguments.

In AP Research, students cultivate the skills and discipline necessary to conduct independent research in order to produce and defend a scholarly academic thesis. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing will receive the AP Capstone Diploma. Students who earn scores of 3 or higher in AP Seminar and AP Research but not on four additional AP Exams will receive the AP Seminar and Research Certificate. AP Seminar may also be taken as a stand-alone option.

*Course descriptions included in English Language Arts Course Offerings
AP + Project Lead The Way Program

The AP + Project Lead the Way (PLTW) program is a new opportunity for students to earn recognition in engineering. As shown in the table below, QCHS’s Engineering Pathway consists of successful completion of 3 courses from the approved list, including at least 1 AP course and 1 PLTW course, and the accompanying end-of-course exams. To earn recognition, students must earn at least a 3 on the AP exam(s) and a score of Proficient or higher on the PLTW End-of-Course (EOC) assessment(s).

<table>
<thead>
<tr>
<th>Steps to Attain Designation</th>
<th>Approved Courses</th>
<th>Engineering Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Complete 3 approved courses:</td>
<td>Advanced Placement</td>
<td>AP Biology</td>
</tr>
<tr>
<td>• 1 AP Course</td>
<td></td>
<td>AP Calculus AB</td>
</tr>
<tr>
<td>• 1 PLTW:</td>
<td></td>
<td>AP Calculus BC</td>
</tr>
<tr>
<td>• and one other course from this either list</td>
<td></td>
<td>AP Chemistry</td>
</tr>
<tr>
<td>2. Pass the end-of-course exams</td>
<td>Project Lead The Way</td>
<td>AP Environmental Science</td>
</tr>
<tr>
<td>• Score at least a 3 on AP Exam(s)</td>
<td></td>
<td>AP Physics 1</td>
</tr>
<tr>
<td>• Score Proficient or better on PLTW end-of-course exam(s)</td>
<td></td>
<td>AP Physics 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Statistics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduction of Engineering Design</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Principles of Engineering</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Civil Engineering Architecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Computer Integrated Manufacturing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Digital Electronics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Environmental Sustainability</td>
</tr>
</tbody>
</table>
Dual Enrollment Opportunities

Hoboken High School is involved in an innovative program, allowing juniors and seniors to take courses yielding college credits. Hoboken has entered into an agreement with Fairleigh Dickinson University, New Jersey Institute of Technology, Rider University and Hudson County Community College, whereby these institutions grant credits to students upon completion of selected Hoboken High School courses deemed compatible by the college. Those courses which have been approved are the following:

» TOMORROW’S TEACHERS (RIDER UNIVERSITY/FDU)
» CALCULUS I (NJIT)
» CALCULUS II (NJIT)
» ENGINEERING GRAPHICS AND INTRO. TO CAD (NJIT)
» ENGLISH: WRITING, SPEAKING, THINKING (NJIT)
» FUNDAMENTALS OF ENGINEERING DESIGN (NJIT)
» GENERAL CHEMISTRY I & LAB (NJIT)
» INDUSTRIAL ORGANIZATION & MANAGEMENT (NJIT)
» INTRODUCTION TO INFORMATION TECHNOLOGY (NJIT)
» MACROECONOMICS (NJIT)
» PHYSICS I LAB (NJIT)
» ROADMAP TO COMPUTING (NJIT)
» COLLEGE ALGEBRA (HCCC)

The teachers of these courses have been granted adjunct instructor status on the respective campuses. Each student is granted campus privileges, including access to the libraries. Upon successful completion of the course, each student will receive an official transcript, which he/she may submit to the college of his/her choice for transfer credit approval. In order to earn credit, the student must register and pay for the course in the guidance office by September of the year he/she is enrolled in the class.
HCCC Early College Program

High school students can start earning college credits and receive an Associate Degree while enrolled in Hoboken High School by participating in Hudson County Community College’s Early College Program.

Applications are now being accepted for the 2019 - 2020 school year. Completed applications are due no later than August 1, 2019. After all applications are reviewed, applicants whether accepted or not, will receive a letter from the Hoboken Public School District informing them of their status as prospective H.C.C.C. Early College High School students. Finalists will then be notified regarding their next steps in the acceptance process.
Hoboken High School
Course Offerings
English Language Arts - Hoboken High School Course Offerings

English I: World Literature College Preparatory
Credits: 5
Course Length: Full Year
Grade Level: 9

World Literature is the study of selected works of literature arranged according to theme and genre. Texts will include short stories, poetry, modern drama, nonfiction and the novel. Readings will introduce students to a wealth of new vocabulary, while the writing process reinforces the skills of grammar and usage.

English I: Honors World Literature
Credits: 5
Course Length: Full Year
Grade Level: 9

English I: Honors World Literature will include an in-depth study of more challenging selections of world literature than on the college prep level. The course is intended to cultivate interest in literature and communication. Students are expected to write frequently on related topics to demonstrate a high caliber of reading and writing ability.

English II: College Preparatory American Literature
Credits: 5
Course Length: Full Year
Grade Level: 10
Prerequisite: English I: College Preparatory World Literature

American Literature is a study of the major literary topics and themes across the history of the United States from pre-colonial times to present day. Students will focus on the major literary forms of the emerging nation, analyze the literary themes and trends, and research and compose several papers, speeches, and presentations using representative forms of discourse. This course will address the standards for success on the Partnership for Assessment of Readiness for College and Careers (PARCC).
English II: Honors American Literature
Credits: 5
Course Length: Full Year
Grade Level: 10
Prerequisite: English I: Honors World Literature

This course surveys the scope of American literature thematically, addressing essential questions provoked by American writers, from the Puritans to the Post-Modernists. It encompasses the various literary forms and exposes the student to literary movements in American literature. Students are expected to demonstrate a high caliber of reading, writing and speaking skill.

English III: College Preparatory British Literature
Credits: 5
Course Length: Full Year
Grade Level: 11
Prerequisite: English II: College Preparatory American Literature

This course surveys the scope of British literature from the Anglo-Saxon period through contemporary British offerings. It encompasses the various literary forms as well as the various literary movements. Students gain an understanding of literature as an expression of political, economic, and social attitudes. The course also develops the student’s composition skills through the creation and publication of a collection of personal narratives.

Advanced Placement Language & Composition
Credits: 5
Course Length: Full Year
Grade Level: 11
Prerequisite: English II: Honors American Literature

The Advanced Placement course in English language and composition engages students in becoming skilled readers of prose, written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing.
English Language Arts - Hoboken High School Course Offerings

**English IV: College Preparatory Multicultural Literature**
Credits: 5  
Course Length: Full Year  
Grade Level: 12  
Prerequisite: English III: College Preparatory American Literature

English IV is a survey of multiple literary genres. Students will study selections from varied genres such as modern drama and poetry, contemporary literature, mythology and Shakespeare. Students will consider the universal themes developed within each literary work and their relationship to contemporary issues and the world around them. The course emphasizes public speaking, debating, and the mechanics of grammar and composition.

**Advanced Placement Literature & Composition**
Credits: 5  
Course Length: Full Year  
Grade Level: 12  
Prerequisite: Advanced Placement Language & Composition

The Advanced Placement English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone.

**English as a Second Language (Levels I, II, III, IV)**
Credits: 10  
Course Length: Full Year  
Grade Level: 9 - 12

This course introduces students to basic structures and vocabulary of the English language through the skills of reading, writing, speaking, and listening. Students learn strategies in order to advance their reading, listening, and pronunciation skills. They expand oral comprehensibility and write complete sentences, a standard paragraph, and short content-based essays. They utilize level-appropriate conventions of grammar and punctuation with a minimum of errors.
English Language Arts - Hoboken High School Course Offerings

**English Skills**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

The main focus of this course is to provide a strong foundation in the fundamentals of listening, speaking, reading, and writing. Listening and speaking skills will be enhanced by developing the ability to maintain conversations, talk about oneself, express interests, and ask pertinent questions. Reading fluency and comprehension will be further developed by practicing appropriate before, during, and after reading strategies. Topics may include: making predictions, finding the main idea, drawing inferences, vocabulary development, identifying organizational patterns such as cause and effect, distinguishing fact from opinion, reading charts and diagrams, and reading many interesting, modified readability, short stories, novels and articles. The foundations of writing will be further developed by expanding from the use of simple sentences to compound and complex sentences. Grammar, sentence structure, organization of paragraphs and essay writing are also an integral part of this course.

**Advanced Placement Seminar (AP Capstone Program)**
Credits: 5  
Course Length: Full Year  
Grade: 10-11

AP Seminar is the first of a two-course sequence that leads to the opportunity for students to earn an AP Capstone Diploma. AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Students will have three major assessment tasks, two of which are ongoing throughout the year. The Team Project and Presentation includes an individual research and reflection portion, a written team report, and a team multimedia presentation and defense. Due to the nature of the Team Project and Presentation, students who do not meet the full expectations of the course during the first semester will be removed from the course so they do not compromise the success of other students; if students are failing the course at that time, they will receive a WF (Withdraw - Fail) on their transcript. The Individual Research Based Essay and Presentation includes an individual written argument, an individual multimedia presentation, and an oral defense. AP Seminar also prepares students for an End-of-Course AP Exam.
Advanced Placement Research (AP Capstone Program)

Credits: 5
Course Length: Full Year
Grade: 11-12

(Prerequisite: AP Seminar) AP Research is the second course in a two-course sequence that leads to the opportunity for students to earn an AP Capstone Diploma. AP Research allows students to deeply explore an academic topic, problem, or issue of individual interest. Through this exploration, students design, plan, and conduct a year-long research-based investigation to address a research question. Students will further their skills acquired in the AP Seminar course by understanding research methodology; employing ethical research practices; and accessing, analyzing, and synthesizing information as they address a research question. Students explore their skill development, document their processes, and curate the artifacts of the development of their scholarly work in a portfolio. The course culminates in an academic paper of approximately 4000-5000 words and a presentation with an oral defense.

AP Capstone Diploma and Certificate

AP Capstone Diploma

Students who earn scores of 3 or higher in AP Seminar and AP Research and on four (4) additional AP Exams of their choosing will receive the AP Capstone Diploma™. The AP Capstone Diploma signifies a student’s outstanding academic achievement and attainment of college-level academic and research skills.

AP Seminar and Research Certificate

Students who earn scores of 3 or higher in AP Seminar and AP Research will receive the AP Seminar and Research Certificate™, signifying successful performance in these courses.
Local Issues, Global Issues: Reading, Writing, and Thinking about Our World
Credits: 5
Course Length: Full Year
Grade Level: 9, 10, 11, 12

It is through writing that life becomes more meaningful. The purpose of the course is to explore the writing process and be encouraged to submit writing pieces for a variety of literary competitions. Writing can clarify, heal, excite, encourage, remind, inspire, and connect people across the globe. This class is a beginning for students to become poets, freelance writers, story tellers, script-writers, nonfiction writers, song writers, or even blog writers. A variety of literary activities are woven into the curricula of this dynamic course.

Harvard Model Congress
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

Harvard Model Congress is the largest government simulation conference in the world. The conference is run entirely by Harvard students, who are dedicated to teaching and inspiring the leaders of tomorrow. Through debate and discussion, the Harvard Model Congress class dives into the issues and problems confronting our country and the world. Through detailed reading and deep analysis, students will be able to uncover the root of the issues and pose practical solutions. http://harvardmodelcongress.org

Tomorrow’s Teachers
Credits: 5
Course Length: Full Year
Grade Level: 11-12

Tomorrow’s Teachers is a study of the history, development, organization and practices of preschool, elementary and secondary education. This is a course for those students who possess exemplary interpersonal and leadership skills to consider teaching as a career. TT will provide these talented future community leaders with insights about teachers and schools so that they will become civic advocates of education.

English Composition: Writing, Speaking, Thinking
Credits: 5
Course Length: Full Year
Grade Level: 10-12

Focuses on developing written and oral communication skills; emphasizes writing expository and research essays; preparing oral reports; drafting, revising, editing; evaluation and proper documentation of source material; using rhetorical strategies such as narration and argument.
World History, Geography and Cultures College Preparatory
Credits: 5  
Course Length: Full Year  
Grade Level: 9  

This course surveys select countries and cultures. Students will examine the history, economics, geography, sociology, education, art and politics of these countries and cultures in order to develop an understanding of our current global society and its interdependence. Emphasis will be placed on writing skills, historical interpretation, and current events. Research projects will be required.

Advanced Placement World History
Credits: 5  
Course Length: Full Year  
Grade Level: 9  

The AP World History course focuses on developing students’ understanding of the world history from approximately 8000 BCE to the present. This college-level course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

United States History I College Preparatory
Credits: 5  
Course Length: Full Year  
Grade Level: 10  
Prerequisite: College Preparatory World History

Students learn about the United States from the explorers to the late nineteenth century. The course includes, but is not limited to, early explorers, Columbus and the New World, the Thirteen Colonies, the French and Indian War, the Revolutionary War, the Constitution, U.S. Government, the War of 1812, Slavery, Civil War, Reconstruction, and New Jersey history.
The purpose of the Advanced Placement course in human geography is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice.

Advanced Placement United States Government and Politics introduces students to key political ideas, institutions, policies, interactions, roles, and behaviors that characterize the political culture of the United States. The course examines politically significant concepts and themes, through which students learn to apply disciplinary reasoning, assess causes and consequences of political events, and interpret data to develop evidence-based arguments.

Students learn about the United States from the explorers to the late nineteenth century. The course includes, but is not limited to, early explorers, Columbus and the New World, the Thirteen Colonies, The French and Indian War, the Revolutionary War, The Constitution, U.S. Government, the War of 1812, Slavery, the Civil War, Reconstruction, and New Jersey history. The course is taught at an advanced level and includes supplemental reading materials.
United States History II College Preparatory
Credits: 5
Course Length: Full Year
Grade Level: 11
Prerequisite: College Preparatory United States History I

Students learn about the United States and the time period spanning the 20th and 21st centuries. The course includes, but is not limited to, Theodore Roosevelt and sphere of influence, The Great Depression, American involvement in the world wars, The Cold War, the Civil Rights movement, American foreign policy, American cultural and artistic movements and the role of America in a changing global society and economy. Students will also address these topics with a specific focus on the role that Hoboken and New Jersey played in modern America.

Advanced Placement United States History II
Credits: 5
Course Length: Full Year
Grade Level: 11
Prerequisite: Advanced Placement United States History I

What does it mean to be an American? Students will explore this question by approaching it from a variety of perspectives including analysis of government institutions and policies, societal change, and economics. Students will also focus on the nature of various conflicts, both foreign and domestic, in an attempt to better understand the complexities that surround the decisions made in American society while also recognizing how conflicts can be resolved. The movement of people to and within the borders of the United States will also provide a background that will allow students to recognize the diversities of the American people.

Advanced Placement Macroeconomics
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

The AP Macroeconomics course provides students with a thorough understanding of the principles of economics and how economists use those principles to examine aggregate economic behavior. Students learn how the measures of economic performance, such as gross domestic product (GDP), inflation, and unemployment are constructed and how to apply them to evaluate the macroeconomic conditions of an economy. The course recognizes the global nature of economics and provides ample opportunities to examine the impact of international trade and finance on national economies. Various economic schools of thought are introduced as students consider solutions to economic problems.
Advanced Placement Microeconomics
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

The AP Microeconomics course provides students with an understanding of the principles of economics as they apply to individual decision-making units, including individual households and firms. The course examines the theory of consumer behavior, the theory of the firm, and the behavior of profit-maximizing firms under various market structures. Students evaluate the efficiency of the outcomes with respect to price, output, consumer surplus, and producer surplus. They examine the behaviors of households and businesses in factor markets, and learn how the determination of factor prices, wages, interest, and rent influence the distribution of income in a market economy. There are ample opportunities to consider instances in which private markets may fail to allocate resources efficiently and examine various public policy alternatives aimed at improving the efficiency of private markets.

Advanced Placement Psychology
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

The 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.

People Who Shaped the World
Credits: 5
Course Length: Full Year
Grade Level: 10-12

This full year course will examine the impact significant historical figures have made on history through literary pieces. Students will compare and contrast cultural expectations, social classes and the ideological influences of significant figures during the course of history. Special emphasis will be placed on current events, with a specific focus on the violation of human rights. Various techniques including literature circles, group discussions, guest speakers and role playing activities will be the centerpiece of classroom instruction.
Model United Nations
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

Model United Nations is an educational simulation and an academic competition in which students can learn about diplomacy, international relations, and the United Nations. MUN involves and teaches research, public speaking, debating, and writing skills, in addition to critical thinking, teamwork, and leadership abilities. Participants in Model United Nations conferences, known as delegates, are placed in committees and assigned to represent countries, or occasionally other organizations or political figures. They are presented with their assignments in advance, along with a topic or topics that their committee will discuss. Delegates conduct research before conferences and formulate positions that they will then debate with their fellow delegates in the committee, staying true to the actual position of the member they represent. At the end of a conference, the best-performing delegates in each committee, as well as delegations, are sometimes recognized with awards.

World Economic Geography
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

This course will provide an introduction to economic geography through the study of spatial and ecological aspects of the economic development of world regions, resource and population balance, international trade issues, and geopolitics of the post-Cold War era. Students will explore processes driving spatial patterns of economic activity at the global, national, regional, and local scales. Topic areas include economic globalization, spatial distribution of industrial sectors, multinational corporations, international trade, regional economic development, and illegal economic activities. The course looks at the development of the global marketplace in both the developed and the developing world.

21st Century Cultural Literacy
Credits: 5
Course Length: Full Year
Grade Level: 10-12

This course opens with a sociological perspective on cultures around the world as well as cultural relativity and the elements of pluralism. Initially, coursework will focus on the study of American culture and then apply these elements of culture and tolerance to a variety of cultural practices worldwide, including religion, politics, food, values and economics.
The African American Experience
credits: 5
Course Length: Full Year
Grade Level: 10-12

The African American Experiences course is designed to develop an understanding of the causes, character, and consequences of the African American experience and its influence on the world, the United States, and the African American community. Beginning with a historical, geographical, social, political, economic, and cultural understanding of the African continent, the course will provide a descriptive and corrective overview which will introduce the student to the study of the African and African American experiences. In addition, this course addresses African American experiences from slavery to contemporary times, primarily within the United States, and as it relates to Africa and the Diaspora. Beginning with African roots and moving to a survey of African American history, students will be introduce a variety of examples and voices to include diverse African American experiences and perspectives. Students will learn how several disciplines – History, Social Science, Black Feminism, Cultural Studies, and the Arts – have contributed to Africana Studies. Employing their methods, we will chronologically address the topics of African Identity, Gender, Economic Value, and Racial Oppression. This multi-faceted approach to selected topics provides an overview of African American history and culture and can help shape your own additional studies.

Latino History & Experience
credits: 5
Course Length: Full Year
Grade Level: 10-12

The Latino History and Experience course consists of the following content area strands: World History, American History, Geography, Humanities, Civics and Government. The primary content emphasis for this course pertains to the study of the chronological development development of the Latin American people by examining the history and culture of the region with emphasis on the Caribbean Basin, Central America and South America. Students will be exposed to the historical, geographic, political, economic, and sociological events which influenced the progression of Latin America including, but not limited to, indigenous Native American population prior to the arrival of the Europeans, Spanish heritage, influence and impact of the Catholic Church on Latin American cultures, evolution of political systems and philosophies in Latin American societies, interaction of science and Latin American cultures, Latin American nationalism, origin and course of economic systems and philosophies in Latin American societies, influence of major historical figures and events in Latin American history, and contemporary Latin American affairs.
Conversation and Culture Spanish I  
Credits: 5  
Course Length: Full Year  
Grade Level: 9-12

The first year of all language courses consists of developing basic skills of listening comprehension, speaking, reading and writing. An appreciation of the culture of the target language is studied. These courses are designed for students with little or no experience in the target language. Students will use a conversational approach to learning expressions, dialogues, and real-life situations. Part of the class will deal with speaking the language, memorization of dialogues, and use of vocabulary. Cultural differences and traditions will be analyzed.

Spanish I Advanced  
Credits: 5  
Course Length: Full Year  
Grade Level: 9-12

The first year of all language courses consists of developing basic skills of listening comprehension, speaking, reading and writing. An appreciation of the culture of the target language is studied. Students will use a conversational approach to learning expressions, dialogues, and real-life situations. Part of the class will deal with speaking the language, memorization of dialogues, and use of vocabulary. Cultural difference and traditions will be analyzed. Advanced-level courses are for highly motivated students. This course is intended for students who began the target language in middle school and desire an enriched language experience. Classes are conducted completely in the target language.

Conversation and Culture Spanish II  
Credits: 5  
Course Length: Full Year  
Grade Level: 9-12  
Prerequisite: Conversation and Culture Spanish I

The second year of language is designed to increase proficiency and to continue the development of the reading comprehension and writing skills begun in the first year. A more comprehensive view of cultural life is included in the conversational and reading selections. Students can expect the teacher to speak in the target language more regularly. Students will be expected to respond to more complex situational dialogues and daily participation in conversation or group discussions is expected.
World Languages - Hoboken High School Course Offerings

Spanish II Advanced
Credits: 5
Course Length: Full Year
Grade Level: 9-12
Prerequisite: Spanish I Advanced

The second year of language is designed to increase proficiencies and to continue the development of the reading comprehension and writing skills begun in the first year. A more comprehensive view of cultural life is included in the conversational and reading selections. Students can expect the teacher to speak in the target language more regularly. Students will be expected to respond to more complex situational dialogues and daily participation in conversation or group discussions are expected. Advanced-level courses are for highly motivated students. Classes are conducted completely in the target language.

Spanish III Advanced
Credits: 5
Course Length: Full Year
Grade Level: 11-12
Prerequisite: Spanish II Advanced

A third year of a language is designed for reading novels and other texts in the target language. Writing and speaking skills are honed. Students will read and respond to cultural reading selections in the target language. The study of the customs and the culture of the people will be continued. Students must expect to participate orally in class. Students will also be expected to give oral presentations. Advanced-level courses are for highly motivated students. Classes are conducted completely in the target language.

Advanced Placement Spanish Language and Composition
Credits: 5
Course Length: Full Year
Grade Level: 11-12
Prerequisite: Spanish III Advanced

Advanced Placement Spanish follows the College Board curriculum and prepares students for the AP exam in May. This course is conducted entirely in Spanish and is recommended for students who are highly motivated and excel in world language study. The course content reflects a wide variety of academic and cultural topics (the arts, history, current events, literature, culture and sports, etc.). Students work with different authentic resources in the form of videos, music films, newspapers, magazines and websites. The students are expected to speak Spanish exclusively in class and to independently complete intensive projects, in addition to regular homework assignments. Students will write essays, make oral presentations in Spanish (prepared and spontaneous). Students are required to take the AP exam.
World Languages - Hoboken High School Course Offerings

Advanced Placement Spanish Literature and Culture
Credits: 5
Course Length: Full Year
Grade Level: 11-12
Prerequisite: Advanced Placement Spanish Language and Culture

Advanced Placement Spanish Literature follows the College Board curriculum and prepares students for the AP exam in May. The emphasis of this course is on the study of Spanish literature. Different genres such as poetry, novels, plays and short stories are read. Communicating in the target language and developing a higher degree of fluency frames the course’s content. Preparation for the AP test will be emphasized throughout the course.

Conversation and Culture French I
Credits: 5
Course Length: Full Year
Grade Level: 9-12

The first year of all language courses consists of developing basic skills of listening comprehension, speaking, reading and writing. An appreciation of the culture of the target language is studied. These courses are designed for students with little or no experience in the target language. Students will use a conversational approach to learning expressions, dialogues, and real-life situations. Part of the class will deal with speaking the language, memorization of dialogues, and use of vocabulary. Cultural differences and traditions will be analyzed.

French I Advanced
Credits: 5
Course Length: Full Year
Grade Level: 9-12

The first year of all language courses consists of developing the basic skills of listening comprehension, speaking, reading and writing. An appreciation of the culture of the target language is studied. These courses are designed for students with little or no experience in the target language. Students will use a conversational approach to learning expressions, dialogues, and real-life situations. Part of the class will deal with speaking the language, memorization of dialogues, and use of vocabulary. Cultural differences and traditions will be analyzed. Advanced-level courses are for highly motivated students. This course is intended for students who began the target language in middle school and desire an enriched language experience. Classes are conducted completely in the target language.
World Languages - Hoboken High School Course Offerings

Conversation and Culture French II
Credits: 5
Course Length: Full Year
Grade Level: 9-12
Prerequisite: Conversation and Culture French I

The second year of language is designed to increase proficiencies and to continue the development of the reading comprehension and writing skills begun in the first year. A more comprehensive view of cultural life is included in the conversational and reading selections. Students can expect the teacher to speak in the target language more regularly. Students will be expected to respond to more complex situational dialogues and daily participation in conversation or group discussions are expected.

French II Advanced
Credits: 5
Course Length: Full Year
Grade Level: 9-12
Prerequisite: Conversation and Culture French I

The second year of language is designed to increase proficiency and to continue the development of the reading comprehension and writing skills begun in the first year. A more comprehensive view of cultural life is included in the conversational and reading selections. Students can expect the teacher to speak in the target language more regularly. Students will be expected to respond to more complex situational dialogues and daily participation in conversation or group discussions are expected. Advanced-level courses are for highly motivated students. Classes are conducted completely in the target language.

French III Advanced
Credits: 5
Course Length: Full Year
Grade Level: 11-12
Prerequisite: French II Advanced

A third year of a language is designed for reading novels and other texts in the target language. Writing and speaking skills are honed. Students will read and respond to cultural reading selections in the target language. The study of the customs and the culture of the people will be continued. Students must expect to participate orally in class. Students will also be expected to give oral presentations. Advanced-level courses are for highly motivated students. Classes are conducted completely in the target language.
World Languages - Hoboken High School Course Offerings

Advanced Placement French Language and Culture
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Conversation and Culture Mandarin Chinese I
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

Students will learn the basics of Mandarin Chinese pronunciation with an emphasis on developing the fundamental skills of speaking, reading, listening and writing characters with a goal of applying it to familiar, everyday concepts such as greetings, foods, school and family. In addition, Chinese culture will be explored through readings, video clips, and movies.

Conversation and Culture Mandarin Chinese II
Credits: 5
Course Length: Full Year
Grade Level: 10 - 12

This course is for students who, having successfully developed strong basic skills, are ready to increase proficiency in oral comprehension and in the speaking, reading and writing skills of Mandarin Chinese. Readings are real-life dialogues emphasizing proper use of Mandarin with the goal of developing vocabulary and fluency. Written and oral precision will be emphasized. Authentic materials will be studied. Culture content is incorporated into instruction. Students can write short articles by either hand writing or typing Chinese characters.
Conversation and Culture Italian I
Credits: 5
Course Length: Full Year

This course is designed to enhance students’ ability to learn a foreign language. Italian will be widely used in class to enhance students’ communicative skills and to provide a solid base for the acquisition of listening, speaking, reading and writing skills. Emphasis will be placed on communicative tasks, language structure, and grammar, practical use of vocabulary, and a true understanding and appreciation of Italian culture. Students are expected to participate in oral discussions, complete daily writing assignments, including interactive online assignments and participate in group activities. Selected readings in the target language will be used regularly during the year to enhance students’ reading and comprehension skills.

Advanced Placement German
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

The AP German Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP German Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in German. The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).

Advanced Placement Italian Language and Culture
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

The AP Italian Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Italian Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Italian. The AP Italian Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions).
Advanced Placement Latin  
Credits: 5  
Course Length: Virtual Course; Full Year  
Grade Level: 11-12

The AP Latin course focuses on the in-depth study of selections from two of the greatest works in Latin literature: Vergil’s Aeneid and Caesar’s Gallic War. The course requires students to prepare and translate the readings and place these texts in a meaningful context, which helps develop critical, historical, and literary sensitivities. Throughout the course, students consider themes in the context of ancient literature and bring these works to life through classroom discussions, debates, and presentations. Additional English readings from both of these works help place the Latin readings in a significant context.
College Preparatory Algebra I
Credits: 5
Course Length: Full Year
Grade Level: 9

College Preparatory Algebra I focuses on development of sufficient computational, procedural, and problem-solving skills needed to provide a solid foundation for further study of mathematics. The course uses an inductive approach to study equations, the rectangular coordinate system and elementary functions. This course is fully aligned to the New Jersey Student Learning Standards.

Honors Algebra I
Credits: 5
Course Length: Full Year
Grade Level: 9

Advanced Algebra I is a comprehensive college preparatory course designed to extend students’ knowledge and understanding of algebraic skills and development of the rational number system. Other major topics in the course include solving equations, the rectangular coordinate system, quadratic functions, exponential functions, and applications. The student gains an understanding of key concepts and proficiency in various processes, which are necessary for future study in mathematics courses, and also are employed in many other fields of study. This course is fully aligned to the New Jersey Student Learning Standards.

College Preparatory Geometry
Credits: 5
Course Length: Full Year
Grade Level: 10
Prerequisite: College Preparatory Algebra I or Honors Algebra I

College Preparatory Geometry focuses on the key topics that provide a strong foundation in geometry. Properties and relationships of geometric figures are studied through inductive reasoning. Geometric concepts are applied to real world applications. While proof is not emphasized, students are introduced to both inductive and deductive reasoning to demonstrate theorems. This course is fully aligned to the New Jersey Student Learning Standards.
Mathematics - Hoboken High School Course Offerings

Honors Geometry
Credits: 5
Course Length: Full Year
Grade Level: 9 - 10
Prerequisite: Honors Algebra I

Honors Geometry is a comprehensive course to develop students’ inductive and deductive reasoning skills as they learn plane Euclidean geometry. In Geometry, students will develop their skill of creating and presenting proofs. Students will develop critical thinking skills through the process of making and testing conjectures, resulting in a greater appreciation for the methods of problem solving. This course focuses on developing an understanding of the basic terms of geometry and the skill of writing a geometric proof as well as transformations of geometric figures. Students will understand, apply and prove theorems about congruent triangles, understand and apply theorems about similarity and right triangles, understand and apply theorems about quadrilaterals, understand and apply theorems about circles, calculate area, surface area and volume of geometric figures. Other topics include factoring, quadratic equations, linear equations, and simplifying radicals. This course is fully aligned to the New Jersey Student Learning Standards.

College Preparatory Algebra II
Credits: 5
Course Length: Full Year
Grade Level: 10 - 11
Prerequisite: Algebra I and Geometry

Algebra II is an extension of the work done in both College Preparatory Algebra I and College Preparatory Geometry. Equation solving techniques and graphing techniques are studied in greater depth and applied to real world situations. Greater emphasis is placed on how to use acquired algebraic and geometric skills in problem solving. Also included is a review of the content of the state mandated PARCC. This course is fully aligned to the New Jersey Student Learning Standards.

Honors Algebra II
Credits: 5
Course Length: Full Year
Grade Level: 10 - 11
Prerequisite: Honors Algebra I

Honors Algebra II uses a more rigorous approach and is for disciplined students who show a demonstrated interest and a talent in the topic. This is an honors level comprehensive course to develop and enhance mathematical abilities required for Pre-Calculus. Students will reason logically and apply mathematical skills to real-world activities. Algebra II will enable students to make connections among the different strands of mathematics and use quantitative and spatial information to make decisions. This course focuses on 1) review of basic algebra; (2) polynomial functions; (3) advanced functions; (4) introduction to trigonometry; (5) probability and statistics; (6) sequences and series. This course is fully aligned to the New Jersey Student Learning Standards.
College Preparatory Pre-Calculus
Credits: 5  
Course Length: Full Year  
Grade Level: 11 - 12  
Prerequisite: College Preparatory Algebra II

Pre-Calculus begins with the enhancement and further development of several topics introduced in intermediate algebra and trigonometry. Topics include trigonometry, and exponential, logarithmic, and polynomial functions. Students explore more advanced topics of conic sections, sequences, series, and limits. This course provides foundation work for Calculus.

Honors Pre-Calculus
Credits: 5  
Course Length: Full Year  
Grade Level: 10 - 11  
Prerequisite: Honors Algebra II

Pre-Calculus Honors is a comprehensive college prep course constructed to extend the student's knowledge and understanding of algebra and applications of trigonometric functions to real life problems. Students will apply their critical thinking skills in conjunction with their math skills throughout the course. This course focuses on (1) furthering the understanding of algebraic function with real-life applications; (2) studying the properties and applications of exponential and logarithmic functions; (3) developing understanding of conic sections (4) The study of relationships within triangles; (5) trigonometric functions. The graphing calculator is frequently used as part of instruction. The course will cover a strong foundation of Precalculus concepts and will prepare the students for a course in calculus.

College Preparatory Calculus
Credits: 5  
Course Length: Full Year  
Grade Level: 10 - 11  
Prerequisite: College Preparatory Pre-Calculus

Students will study the concepts of limit and continuity. The basic concepts of the derivative with applications to velocity, acceleration, curve sketching, related rates, and max-min problems will be given. Topics will be developed from a heuristic or non-theoretical approach. The definite and indefinite integral will be introduced. Techniques of differentiation and integration of the logarithmic function, natural logarithmic function, exponential function, and inverse trigonometric functions will be studied. Integration will be applied to find area and volume.
College Preparatory College Algebra and Trigonometry  
Credits: 5  
Course Length: Full Year  
Grade Level: 11-12  
Prerequisite: Algebra II

This course reflects the New Jersey learning standards at the high school level and is designed to enable students to solve real world problems. Students will explore writing, solving and graphing linear equations, system of linear functions, and inequalities, polynomial functions, rational functions, exponential and logarithmic functions, sequences, series, and probability. The first unit in this curriculum is an extension and review of learning in the Algebra II curriculum. Teachers will formatively assess students throughout the academic year. The graphing calculator will be used as a tool to enhance instruction.

Mathematical Analysis of Sports  
Credits: 5  
Course Length: Full Year  
Grade Level: 11-12  
Prerequisite: Algebra II

This course will merge academic concepts from mathematics, statistics, and finance to the multi-billion dollar business of professional sports. This is a relatively new academic area which has already made deep roots at MIT, (Sloan School of Business) which hosts a yearly conference on sports analytics. This course will cover two main subject areas; sports performance analytics and sports management analytics. Sports Performance Analytics will cover statistical and mathematical modeling used in sports. Students will develop tools that will lead them to predict player performance and valuation. Also coaching decisions will be analyzed using empirical evidence. Sports Management Analytics will cover statistical and mathematical modeling used to analyze sports teams marketing and business practices. Here topics will include strategies that owners can implement to increase profits to their organization. For example, we will look at types of player trades, player contracts, types of promotions, and ticket and food pricing schemes. The statistics, finance and accounting needed for this class will be taught by the teacher when needed.

Engineering Graphics and Introduction to CAD  
Credits: 5  
Course Length: Full Year  
Grade Level: 10-12

A first course in Computer Aided Design (CAD), includes lab work using AutoCAD software. Topics include fundamentals of engineering graphics, AutoCAD command structure, setting units and limits, drafting primitives, layering, use of editing tools; grid, snap, and axis commands. Upon successful completion of this course, students should be able to effectively produce two-dimensional drawings using the AutoCAD software program.
Roadmap to Computing
Credits: 5
Course Length: Full Year
Grade Level: 10-12

An introduction to programming and problem solving skills using Python or other very high level language. Topics include basic strategies for problem solving, constructs that control the flow of execution of a program and the use of high level data types such as lists, strings and dictionaries in problem representation. The course also presents an overview of selected topics in computing, such as networking and databases.

IT 101. Introduction to Information Technology
Credits: 5
Course Length: Full Year
Grade Level: 10-12

The foundations of information technology (IT), including basic computer architecture, various kinds of computer hardware, and networking technology, are introduced. Various data representation schemes, such as the binary number systems, are covered. Different levels of software are examined, including aspects of the operating systems from the perspective of the IT professional. The software development process is discussed. Database management software and SQL are dealt with, as are applications and languages developed around the internet and Web infrastructure. Overall, fundamental knowledge required of today's IT professional is obtained along with an appreciation of IT's impact on business and society. Hands-on experience with some important elements of the IT field is gained through various laboratory assignments.

Fundamentals of Engineering Design
Credits: 5
Course Length: Full Year
Grade Level: 11-12

Teams of students work on open-ended engineering projects. Sections are offered to represent an introduction to real-world engineering design problems in a specific engineering discipline. Topics covered include introduction to basic engineering design elements, processes, measurements, product and project design and development, with hands-on experiments in a specific major area. Students also learn to use engineering tools for computer-aided design and simulation. Technical writing and oral presentation along with project management skills are emphasized. Students are required to take an FED section corresponding to their declared major. Undecided students will be placed in FED sections which best correspond to their interests according to space availability.
Advanced Placement Calculus AB
Credits: 5
Course Length: Full Year
Grade Level: 11-12
Prerequisite: Honors Pre-Calculus

Advanced Placement Calculus AB is roughly equivalent to a college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the fundamental theorem of calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Advanced Placement Calculus BC
Credits: 5
Course Length: Virtual Course; Full Year
Grade Level: 11-12

AP Calculus BC is roughly equivalent to both first and second semester college calculus courses. It extends the content learned in AB to different types of equations (polar, parametric, vector-valued) and new topics (such as Euler’s method, integration by parts, partial fraction decomposition, and improper integrals), and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the fundamental theorem of calculus, and series. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.
Mathematics - Hoboken High School Course Offerings

Advanced Placement Computer Science A
Credits: 5
Course Length: Full Year
Grade Level: 11-12

AP Computer Science A is equivalent to a first-semester, college-level course in computer science. The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The AP Computer Science A course curriculum is compatible with many CS1 courses in colleges and universities.

Advanced Placement Statistics
Credits: 5
Course Length: Full Year
Grade Level: 11 - 12
Prerequisite: Honors Algebra II

Advanced Placement Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding.

Math Skills
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

Math Skills is designed to study the practical math skills that are essential for the students to be successful in the community. The flexibility of this curriculum provides the teacher the ability to adapt the curriculum to the level of a particular student or class by emphasizing mastery of basic skills. The curriculum will provide students with an opportunity to acquire independent living skills at a pace appropriate to the students’ abilities and needs. The units can be taught separately or in conjunction with the other units. The students will develop functional skills that will enable them to meet the challenges of daily living with confidence.
College Preparatory Environmental Science
Credits: 6
Course Length: Full Year
Grade Level: 11

The Environmental Science program is a hands-on lab science that shows students how they can use science to change the world they live in. The Environmental Science program philosophy seeks to develop in the student an appreciation of the Earth's fragile ecosystems through education and understanding of the Earth's biosphere. The student learns to critically analyze and evaluate environmental problems and issues, and identify possible solutions compatible with the needs and requirements of all life within the environment. Environmental Science is a collaborative study that investigates how humans interact with the natural world. The goal of this course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems, both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. The course consists of lab activities, data collection and analysis, group and individual projects, topic discussions, lecture discussions, video presentations, student presentations, text reading assignments and field activities.

Advanced Placement Environmental Science
Credits: 6
Course Length: Full Year
Grade Level: 11 or 12

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying constructs, or themes, that cut across the many topics included in the study of environmental science.
The field of biology studies living things. Biologists investigate the interactions of living and nonliving things within ecosystems, the relationships between cells and the maintenance of homeostasis in living things, and the genetic makeup and natural evolution of living things. The Biology program is a hands-on lab science that consists of five thematic units reflective of the NJDOE Model Curriculum. Each unit develops new content with consistent emphasis on the science and engineering processes, disciplinary core ideas, and crosscutting concepts reflective of the Next Generation Science Standards and the Frameworks for Science Education. The major course themes include matter and energy transformations in ecosystems, interdependent relationships in ecosystems, humans’ activity and climate, human activity and biodiversity, cell specialization and homeostasis, and DNA and inheritance.

The field of chemistry investigates matter and energy and ways in which these two quantities interact. After completing this course, students should be able to recognize how matter and energy are both quantified (measured) and qualified (observed) in a variety of contexts. The Chemistry program is a hands-on lab science that consists of four thematic units reflective of the NJDOE Model Curriculum. Each unit develops new content with consistent emphasis on the science and engineering processes, disciplinary core ideas, and crosscutting concepts reflective of the Next Generation Science Standards and the Frameworks for Science Education. The major themes include structure and properties of matter, conservation of matter, reaction rates and chemical equilibrium, and nuclear chemistry.

Physics is a lab science class that is aligned to the Next Generation Science Standards which are correlated to the Common Core Standards for Language Arts Literacy and for Math. The field of physics investigates natural and human created phenomena such as interactions in terms of forces between objects, the related energy transfers, and their consequences. After completing this course, students should be able to recognize that through a common set of physical principles, mechanisms of cause and effect in all system and processes can be understood. The Physics program consists of five thematic units reflective of the NJDOE Model Curriculum. Each unit develops new content with consistent emphasis on the science and engineering processes, disciplinary core ideas, and crosscutting concepts reflective of the Next Generation Science Standards and the Frameworks for Science Education. The themes include forces and motion, types of interactions, energy, electricity and magnetism, and waves and their applications.
Physics Honors
Credits: 6
Grade: 9-12

This is a weighted lab-based course designed to address the Physics portions of the New Jersey Student Learning Standards for Science as well as the development of science practice skills. This course provides an in-depth study and analysis of Physics concepts and is designed for students who are able to learn and work independently at a faster pace and deeper level than is required in College Preparatory level Physics. Students will study one and two dimensional kinematics and dynamics. This will include such topics as displacement, velocity, acceleration, free fall, forces, Newton's laws, circular motion, work, energy, power and momentum. Other topics include waves and vibrations, sound, and electricity and magnetism.

Advanced Placement Biology
Credits: 10
Course Length: Full Year
Grade Level: 10 - 12
Prerequisite: Advanced Placement Environmental & PLTW Biomedical Sciences

AP Biology is a rigorous experimental science course and is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices, students are assisted in developing an appreciation for the study of life and are helped to identify and understand the unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives. Students will also take the AP Biology Exam in May in order to have the opportunity to earn college credit.

Advanced Placement Chemistry
Credits: 10
Course Length: Full Year
Grade Level: 11,12
Prerequisite: 1 AP Science Course & Honors Geometry

AP Chemistry is designed to be the equivalent of a first year college general chemistry course. The course will place special emphasis on mathematically solving problems. The course covers the contents in depth. The topics covered are structure of matter, atomic structure, liquids and solids, gas laws, thermodynamics, stoichiometry, kinetics, equilibria, oxidation-reduction and electrochemistry. AP Chemistry is a rigorous experimental science and, as such, the laboratory will be the focus of much of our efforts in the class. As part of the course, students will work on experiments at least two 43 minute periods each week. Students are expected to be fully prepared for each experiment. Students will take the AP Chemistry Exam in May in order to have the opportunity to earn college credit.
Science Skills
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

Science Skills is designed to meet the diverse learning needs and modifications of students. This curriculum incorporates various components of Earth, Physical and Life sciences and their applications to everyday life. The goal of this course is to give exposure to a variety of science disciplines through participation in exploratory experiences and activities. Students will explore all the levels of life from the simplest particles that make up matter to the complex interactions of groups within the biosphere. They will experience a combination of interactive lessons and activities from hands-on experiments and projects to individual assignments that will enhance their exposure to various science topics and engage students in the learning process.

Local to Global Environmental Sustainability
Credits: 5  
Course Length: Full  
Grade Level: 9-12

With more than 7 billion people on the planet, climate change and the growing scarcity of natural resources, there is a strong need for individuals to design and implement effective sustainable environmental management solutions. It is necessary at this time to seek creative solutions to community-based, complex problems. To address these global issues we must first act and think locally. Scientific knowledge about our planet as a system in which there is an interplay between the atmosphere, oceans, and land surfaces has increased dramatically in recent decades. It is critical to address global challenges and take them seriously, by first learning about the consequences of unsustainable practices, and learning about local and statewide efforts to address these concerns. This interdisciplinary course seeks to provide a general overview of environmental sustainability and society’s response to both conventional social problems, such as poverty, conflicts, resource degradation, and ill-health, and how the new global environmental problems, such as climate change, the loss of biological diversity, water shortage and changes in land-use are interrelated.

Students will explore possible solutions to these problems by addressing current events and issues on a local and statewide scale. The Local to Global Environmental Sustainability course will be taught through project-based learning and will involve site visits and current events happening in and around our community.
Science Electives - Hoboken High School Course Offerings

Plants & Animals
Credits: 5
Course Length: Two Semesters
Grade Level: 9-12

Semester 1 - Animal Science
This lab-based course is an introduction to the animal sciences. The course presents fundamental principles and functions important in animal science. The scientific underpinnings of modern animal science are presented, with emphasis on nutrition, reproduction, animal domestication and behavior, animal welfare and rights, genetics, and growth. In addition, the biological and economic structure of the major U.S. livestock industries is also presented.

Semester 2 - Horticulture Science: Fundamentals of Aquaponics and Hydroponics
The course covers aquaculture, hydroponics, aquaponics, sustainable aquatic feed production, renewable local seeding technologies and micronutrient supplementation, fish and plant physiology, renewable energy systems, water catchment and conservation techniques, and best aquaponics food safety practices. The basic physical and biological principles governing sustainable farm and agribusiness operations are emphasized. Upon completion of the course, the student will be able to:

- Apply best aquaculture practices for culturing fishes in an aquaponics setting.
- Identify the water quality parameters and manage them in order to maximize fish, plant and microbial outputs in an aquaponics setting.
- Use best agricultural practices for plant crop production in an aquaponics and hydroponic setting.
- Prepare seedlings for planting, harvest produce, stagger production of both plant and fish, and apply food safety procedures.
Science Electives - Hoboken High School Course Offerings

**Serious Science**
Credits: 5  
Course Length: Full  
Grade Level: 9-12

**Marking Period 1 - Planes, Trains, and Automobiles**  
This section will give students an opportunity to learn and apply the laws of physics to planes, trains and automobiles. This course is a laboratory-based physics course that focuses on depth rather than breadth of knowledge. The field of physics investigates natural and human created phenomena such as interactions in terms of forces between objects, the related energy transfers, and their consequences. After completing this course, students should be able to recognize that through a common set of physical principles, mechanisms of cause and effect in all system and processes can be understood. Each physics concept will be taught within the framework of the physics of planes, trains and automobiles.

**Marking Period 2 - MakerSpace**  
In this section, students work in small teams to design and prototype new toys. Students work closely with a local sponsor, an elementary school, and experienced mentors on a themed toy design project. Students will be introduced to the product development process, including determining customer needs, brainstorming, estimation, sketching, sketch modeling, concept development, design aesthetics, detailed design, prototyping, and written, visual, and oral communication. At the end of the course, students present their toy products to toy designers, engineers, elementary school children and the Hoboken public school community.

**Marking Period 3 - Rocket Science**  
Few classroom topics generate as much excitement as rockets. The scientific, technological, engineering and mathematical foundations of rocketry provide exciting classroom opportunities for authentic hands-on, minds-on experimentation. Students will engage in hands-on science, prediction, data collection and interpretation, teamwork, and problem solving throughout the course. In addition to building and launching rockets, students will learn about the history of rockets and basic rocket science.

**Marking Period 4 – Robotics Competition Team**  
Robotics is a lab-based course that uses a hands-on approach to introduce the basic concepts of robotics, focusing on the construction and programming of autonomous mobile robots. Course information will be tied to lab experiments; students will work in groups to build and test increasingly more complex mobile robots, culminating in an end-of-quarter robot contest.
Science Electives - Hoboken High School Course Offerings

**Science Explorations**
Credits: 5  
Course Length: Full  
Grade Level: 9-12

**Marking Period 1 - Astronomy**  
This course provides the opportunity to develop knowledge and understanding about the solar system, galaxy, and universe in which we live. Much attention is given to an appreciation for how we have obtained this information about the universe. Students use tools of observation to learn about space and how other astronomers past and present have used available tools. Areas of study include: the process of science, including use of the tools to observe the sky; stellar astronomy and how stars change over time; and planetary astronomy and how interstellar spacecraft are obtaining information about other bodies in the solar system.

**Marking Period 2 - Forensic Science**  
Forensic science is the application of scientific knowledge to questions of civil and criminal law. Forensics applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to analyzing evidence and solving crimes. It is a hands-on course that will explore what forensic scientists do. Students will learn modern forensic methods and use scientific methods to solve legal problems. The course is rich in exploration and lab investigation which will focus on collection and analysis of crime scene evidence (such as serology, toxicology, entomology, odontology and trace evidence), and explore lab analysis techniques (such as chromatography, DNA analysis, fingerprinting, and hair and footprint analysis). This course will require students to apply their basic understanding of biology, chemistry, physics and even math to explore the range of topics surveyed.

**Marking Period 3 - Marine Biology**  
The marine environment encompasses 99% of the Earth’s biosphere and contains an incredible diversity of microbial, algal, and animal life forms. This course will examine the biology of these organisms and the abiotic (e.g., salinity, nutrients, water currents and tides) and biotic factors (e.g., competition, predation, symbiosis) that influence their distribution and abundance. Specific topics will include primary and secondary production, rocky intertidal biodiversity, estuaries, subtidal communities, coral reefs, pelagic and deep sea communities, impacts of humans on the ocean, and conservation.

**Marking Period 4 - Meteorology**  
Students in this course will study and learn how meteorologists monitor the weather using weather maps, satellites, radar, and physical and observational measurements of the atmosphere and sky. Students will also study the atmosphere: origin, composition and structure, solar and terrestrial radiation, heat and temperature, climate, air pressure, humidity, saturation and stability, clouds, precipitation, wind, air masses, fronts, cyclones, anticyclones, thunderstorms, tornadoes, hurricanes, and weather forecasting techniques. In addition, scientific reasoning, the scientific method, graphing, and the metric system will be taught.
**Theatre I: Principles of Acting**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

Theatre I: Principles of Acting is designed to introduce students to improvisation and character development skills. Students begin the course by working as an ensemble to create improvised scenes that plan and present movements and execute stage directions. Students will become familiar with acting techniques created by Stanislavski and Uta Hagen to create believable objectives and actions in order to generate physical and emotional involvement. These techniques will help students master the understanding of character development and analysis. Students will perform monologues with emphasis placed on given circumstances, character objectives, beat-by-beat analysis, and emotional memory recall. The interrelationship of an actor and director in the rehearsal process is explored. This will allow students to experience staging and characterization as well as learn about the basics of directing and design.

**Backstage Elements**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

Backstage Elements is designed for students with an extreme interest in learning the behind the scenes aspects of technical theater and stage production. The class provides students with a basic understanding of design, construction and/or use of theatrical scenery properties, lighting equipment, sound equipment, theatrical rigging systems, and the proper and safe use of tools associated with these areas. This hands-on course will teach students the skills necessary to implement both prop and set designs on paper to actual practical application by working on two musical productions. Students will read scripts and identify technical theatre elements needed for them such as props, scenery, lights, and costumes. Students will develop the physical, conceptual, and intellectual skills associated with identifying technical theatre elements by locating the resources needed to support a production such as identifying how the history, place, time, and social structure of the scripted play determine the production concept and requires strong research, reasoning, and problem-solving skills. Through these activities, technical theatre vocabulary as well as careers exploration in theatre will be introduced. Leadership, teamwork, and critical thinking will also be developed and practiced by collaborating with others.

**Acting for Stage and Film**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

Students will work on five video projects that are meant to be acting exercises that will allow them to self-assist their evolution as actors. Their first project will be easy and their last will be more complicated. The student’s final grade will be based on their editing a digital portfolio (or reel) that is designed to show their evolution.
Visual & Performing Arts - Hoboken High School Course Offerings

**One-Act Play**
Credits: 2.5  
Course Length: Semester  
Grade Level: 10 - 12  
Prerequisite: Theatre I

The One-Act Play course will engage students working with senior student directors to produce a one-act play. Topics such as dramatic analysis, character development, working with a director, stage management, rehearsal process, costume, props and makeup art are addressed in this hand-on course/production experience. The play will be performed at the NJ Thespians Festival.

**Introduction to Theatre**  
Credits: 2.5  
Course Length: Semester  
Grade Level: 9 - 12

Introduction to Theatre is designed to introduce students to the creative roots of theatre. Students will work on the actor’s instrument. The main focus points will be: learning about the importance of observation and the five senses, exploring storytelling through the art of tableaus, and understanding and implementing through mini-performances basic principles of pantomime and improvisation. Students will also develop knowledge of basic theatre staging and terminology as well as the importance of audience etiquette. Students will end the course performing monologues with both self and peer evaluations.

**Competitive Thespian Team**  
Credits: 5  
Course Length: Full Year  
Grade Level: 11 - 12  
Prerequisite: Theatre II

Thespian Competition Team is designed for juniors or seniors who wish to pursue a successful career in theatre and or would like to attend to multiple statewide theatre competitions. All students will prepare 4 monologues drawn from contemporary and classical plays and will explore audition techniques in preparation for future training in college or conservatory or work in the profession. Units will focus on how to best represent oneself on an audition, theatre resume workshops, headshot training, internship opportunities, and choosing the best monologues or song selections for auditions. Students will create a portfolio of his or her best work. Students will also work on selecting and preparing scenes and monologues from published plays for the annual STANJ and Thespians competitions held in New Jersey. Students will have the opportunity to student direct, student choreograph, student stage manage, student produce and design, and student build set pieces for the annual district musical held in the spring. Their work and self-reflective journals on the rehearsal process will count as their final exam grade for the class.
Media Production - Hoboken High School Course Offerings

**Video in the Connected World I**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

The student is introduced to television techniques and the use of television as a mass communication medium. Working as a member of a production team, each student writes, directs, and produces videos for use on the HHS YouTube and cable television station, in-house productions, or special video production for use within the school. Students experience studio practice, camera direction, lighting, and editing using special effects. Students gain television production experience using interdisciplinary projects and develop cooperative problem-solving skills as a major focus. Students are expected to produce a minimum of one video every other week.

**Video in the Connected World II**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12  
Prerequisite: Video in the Connected World I

This course is designed for students looking to continue their pursuit of a career in the motion picture industry. Students will empower themselves by creating a short digital video through development, pre-production, production, post-production, and distribution. Students will focus on deadlines and video competitions as they continue their video interests for one or three additional years. The remainder of the course is organized into individual and/or small group development projects. The primary goal is for a student to build an impressive video portfolio for all four school years.

**Sports and Television Journalism**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

Students will work on their evolution as video journalists, as they focus on seven projects that deal with school sporting events, school news, town news, and a media forum. Students will work as crew members for each other’s projects, learning how to work with professional video equipment (camera, sound, lighting, etc.) and how to edit each project.

**Animation and Rotoscoping**
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12

Students will create short animation projects by using various techniques from 3D animation, to digital cell animation techniques. Students will also learn how to use Adobe programs (Photoshop, Aftereffects) and Final Cut pro editing software to create parallax 2D photo animations.
Music - Hoboken High School Course Offerings

**Chorus**
Credits: 5  
Course Length: Full Year  
Grade Levels: 9-12

This course is open to students interested in vocal music. The students learn a range of choral music in one to four parts and perform at concerts throughout the year. Developing personal talents and working together as a group are emphasized in the course. The goals are to help the student discover the varieties of choral music and to develop their ability to contribute musically in their school and in the community.

**Instrumental Music**
Credits: 5  
Course Length: Full Year  
Grade Levels: 9 -12

This course is for the student with limited or no prior playing experience on a brass, woodwind, or concert percussion instrument. This course includes the selection of an appropriate instrument for each student to learn to play, proper instrument assembly and playing position, tone production (embouchure), reading basic music notation, and music theory. Instrument choices available to students at this level include flute, clarinet, French horn, trumpet, trombone, euphonium, tuba, and concert percussion (not drum kit).

**Advanced Instrumental Music**
Credits: 5  
Course Length: Full Year  
Grade Levels: 10 - 12  
Prerequisite: Instrumental Music

This course allows experienced musicians a chance to challenge themselves to perform a more advanced repertoire and delve deeper into music theory. This higher level of instrumental music allows for more differentiated instruction and greater results for advanced musicians.
Global Beats
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

This course is for the student with limited or no prior playing experience on an instrument typically associated with a rock band (piano, guitar, bass, and drums). This course includes the selection of an appropriate instrument for each student to learn to play, proper instrument assembly and playing position, tone production, reading basic music notation, and music theory. Students will perform solo and also in groups for class concerts or school district concerts.

Electronic Music & Songwriting
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

This class will give budding composers, beat-makers, rappers, and singers a chance to hone their skills in a disciplined way. Students will analyze contemporary song form and styles in a variety of genres to gather ideas and create songwriting guidelines. Students will progress to composing and recording their own songs, compiling them in a digital portfolio. By the end of the year, students will have a large selection of material in various styles to submit to contests and colleges.
Elements of Art  
Credits: 5  
Course Length: Full Year  
Grade Level: 9 - 12  

This course introduces students to the elements of art and principles of design while developing drawing skills and painting techniques. Studio experiences in the classroom will give students opportunities to experience a variety of media (pencil, pen, ink, charcoal, pastel, watercolor, and tempera paint) while developing the student's individual style and creative problem solving skills. Students will demonstrate their ability to respond, to analyze and to interpret their own artwork and the work of others through discussions, critiques, and writings.

Art School Portfolio  
Credits: 5  
Course Length: Full Year  
Grade Level: 10 - 12  
Prerequisite: Elements of Art  

Create a first-class portfolio, or perfect your existing portfolio for presentation to college review committees. This intensive class will focus on developing observational and design skills in a variety of media in order to produce a varied portfolio that demonstrates technical skill as well as creativity and conceptual skills. Class is geared toward specific portfolio requirements and includes extensive one-on-one instruction, sketchbook development exercises, and short writing exercises about the art making process which will prepare students for the writing component of the application, and interview prep skills for art portfolio evaluations.

3D Art Exploration  
Credits: 2.5  
Course Length: Semester  
Grade Level: 10 - 12  
Prerequisite: Elements of Art  

This course is designed to provide a beginning experience in three-dimensional art. This course will explore a variety of media including papier-mâché, foam and linoleum carving and printing, paper and wire sculpture, and mixed media. Emphasis will be on basic design elements, function, aesthetics, creativity and craftsmanship. Projects are designed to teach thinking, imagination and creativity.
Set and Display Design
Credits: 5
Course Length: Full Year
Grade Level: 10 - 12
Prerequisite: Elements of Art

Students will learn basic set design and apply the knowledge towards creation of advertising for the district and high school musicals. Students attain the skills needed to create experiences that engage, educate, and entertain audiences, and to assume the responsibilities of storytellers, communicators, and visitor advocates. Students will be responsible for creating three-dimensional experiences designed to engage, inspire, and communicate to audiences. Students will learn planning, content development and design - from the first spark of an idea through research, sketching, design, construction, exhibit opening to post-opening evaluation and beyond. Students will also explore the careers of visual merchandising and exhibition design through the creation of perspective drawings.

The World’s Canvas
Credits: 2.5
Course Length: Semester
Grade Level: 9 - 12

Painting introduces the basics of painting, color theory, medium, and composition. This course will focus on the fundamentals of painting. Emphasis will be placed on color theory and exploration. Students will work with a variety of different painting media and learn and experiment with many techniques. A range of subject matter will be explored including: still life, landscape, figures, portraiture, nonobjective and imaginative images.

Printmaking
Credits: 2.5
Course Length: Semester
Grade Level: 10 - 12
Prerequisite: Elements of Art

This course introduces students to a wide array of printmaking processes and techniques. Student will be guided through a structural program, which includes historical and conceptual aspects of printmaking. Class activities will be project based and will give students the opportunity to learn and practice art fundamentals while developing technical skill associated with printmaking. This course will touch on linoleum, wood, acetate, metal and other media.
Photography, Adobe Photoshop and Publishing
Credits: 5
Course Length: Full Year
Grade Level: 9 – 12

This course is for students who have an interest in studying multiple forms of modern publications such as visual information, newspapers, and magazines. They will also learn the advanced techniques needed to create logos, t-shirts, business cards, advertisements, packaging, playbills, newsletters, and other publications. Students will also learn the basics of photography, including action shots, perspective and portraits, etc. And finally, students will use all these concepts together to create many types of journalistic publications. Students will also become more efficient in the use Adobe InDesign, Illustrator and Photoshop. Students will aid other teachers and clubs in the production of posters, flyers and brochures.

Advanced Placement Art History
Credits: 5
Course Length: Full Year
Grade Level: 9 – 12

The AP Art History course is equivalent to a two-semester introductory college course that explores the nature of art, art making, and responses to art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the course fosters an in-depth, holistic understanding of the history of art from a global perspective. Students become active participants in the global art world, engaging with its forms and content. They experience, research, discuss, read, and write about art, artists, art making, responses to, and interpretations of art.
Microsoft Office Certification and Application Course
Credits: 2.5
Course Length: Semester
Grade Level: 9 - 12

Students in this course receive in-depth training in the Microsoft Office suite of programs: Word, Excel, PowerPoint, and Office 365, by developing comprehensive projects that depict real-world functionality. As a result of this training, students will be prepared to take the Microsoft Office Specialist Certification (MOS) exams in each of these programs. MOS certification is the globally recognized standard for validating expertise in the Microsoft Suite of programs.

This full year course covers the basic and advanced features of software applications using Microsoft Office. Students will learn Word (word processing), Excel (spreadsheet), PowerPoint (presentation graphics) and Office 365 (cloud based access and collaboration). Students will apply their knowledge to create a research paper, and various documents including a business letter, resume, forms, and tables in Word. Using Excel, students will create worksheets, manage workbooks, create charts and tables, and utilize formulas, functions, and formatting features. During the course students will utilize PowerPoint to develop slide content, insert and format shapes, create organization charts, apply transitions, animations, and sound to create a multimedia presentation. Students will also utilize the Office suite with cloud-based versions to collaborate on documents and access information from virtually anywhere through the Internet with Office 365.

Key Benefits of Microsoft Office Specialist (MOS) Certification:

- Promotes academic preparedness and workforce readiness
- Optimizes course effectiveness and classroom efficiency
- Strengthens HHS curriculum, programs, reputation, and stature
- Technology skills increase student confidence
- Students progress through coursework and curriculum with greater ease and efficiency
- Validates digital literacy prior to entering a course or program,
- Accelerates student progress in courses and programs
- Online exams are auto graded
- Classroom license allows instructor testing as part of Professional Development
- Customizable print ready certificates
- Students gain recognition and edge in competitive job market

Applications of Google Drive
Credits: 2.5
Course Length: Semester
Grade Level: 9 - 12

This course provides students with the necessary skills to navigate the applications of Google Drive, including Google Docs, Google Sheets and Google Slides. Students learn proper procedures to create documents, spreadsheets and presentations suitable for coursework, professional purposes and personal use. Additionally, the following link gives a detailed listing of the topics covered in the Google Certified Level 1 training resources, https://edutrainingcenter.withgoogle.com/certification_level1. In preparation for the test, you can use this list to keep track of the skills you have mastered and those you still need to address.
Introduction to Culinary Arts
Credits: 5
Course Length: Full Year
Grade Levels: 9 - 12

The class is designed to familiarize students with the basic techniques of food preparation. Students will prepare appetizers, entrées, side dishes, desserts and snacks that incorporate each of the food groups. Nutrition, meal preparation, food selection, preparation techniques, sanitation and food service will be emphasized. Careers in food service and management will be explored.

Culinary Arts Practicum
Credits: 10
Course Length: Full Year
Grade Levels: 9 - 12
Prerequisite: Introduction to Culinary Arts

Building upon the basic concepts of food preparation learned in Introduction to Culinary Arts, students will be exposed to the world of international and ethnic cuisine as part of an individual's cultural identity. Specifically, students will analyze and compare the interrelationship between cuisine and culture. Students will also examine the relationship between a country's cuisine and their climate, agricultural stability, geography, standard of living, religion, etc. Students will learn the culture, history and traditional preparation techniques of foods originating from countries such as: France, Japan, Italy, China, Mexico and others. Also, students will experience the art of garnishing and plate presentation. Incorporating topics of nutrition, safety, sanitation, and food borne illnesses will be ongoing. Culinary, hospitality and food related careers will be highlighted.

International Pastry Arts
Credits: 2.5
Course Length: Semester
Grade Levels: 9 - 12

This semester long course is designed to provide students with experience in the exciting culinary world of dessert creation with a focus on decorating and presentation. Students will gain experience in baking specific desserts as well as decorating them. Students will develop skills essential to being a successful baker. Furthermore, these skills can easily be transferred into the everyday lives of anyone that simply enjoys baking. Students will be responsible for researching various types of cakes, baking them to industry standard, and decorating them.
Financial and Economic Business Literacy
Credits: 2.5
Course Length: Virtual or on campus
Grade Level: 10-12

Economic Literacy is a semester course that fulfills the state-mandated financial literacy requirement. Economic Literacy will help students recognize how the choices they make can affect other individuals and societies, in local and global settings. In order to accomplish this goal, students will be required to analyze various aspects of economic systems. The culmination of the course will have students demonstrate the ability to collect and organize economic data using a variety of technological resources and programs in order to interpret data and draw conclusions regarding the economic health of the nation and the world.

Principles of Business Management
Credits: 2.5
Course Length: Semester

This course provides a foundational understanding of the role of business in a global society, American business as a dynamic process, forms of business ownership, management concepts, marketing, production and distribution, accounting and finance, human resources, and administrative, legal, and administrative services.
C-Tech
Credits: 10
Course Length: Full Year
Grade Levels: 9 - 12

Marking Period 1: Introduction to Telecommunications with C-Tech Certification
In this course, students will gain insight into telecommunications...past, present, and future. They will have a basic understanding of copper and fiber optic-based cabling systems. Students will perform continuity testing on fiber optic, as well as category 5 cables.

Marking Period 2: Introduction to Network Cabling: Copper-Based Systems
This class is designed to prepare students to become more knowledgeable about the telecommunication and copper wiring field. Through the use of C-Tech’s course and equipment, students will develop the skills needed to prepare themselves for the future.

Marking Period 3: Introduction to Network Cabling: Fiber Optic-based Systems
This class is designed to prepare students to become more knowledgeable about the telecommunication and fiber-optic field. Through the use of C-Tech’s course and equipment, students will develop the skills needed to prepare themselves for the future.

Marking Period 4: Introduction to Home Audio Systems
This class is designed to prepare students to become more knowledgeable about the home audio field. Through the use of C-Tech’s course and equipment, students will develop the skills needed to prepare themselves for the future.
Special Services Programming - Hoboken High School Course Offerings

**Life Skills**
Credits: 5  
Course Length: Full Year  
Grade Levels: 9 - 12

Life Skills class is geared toward helping students become self-sufficient. By studying the unit topics, students will gain confidence in all the skills needed in life to be successful! Life Skills as a subject is a way of making meaning out of life. The goals of Life Skills include: to have a clear idea of the student’s own identity, to apply knowledge in decision-making, to be able to function effectively, to be socially responsible, to be able to apply effective study skills and to be able to make a realistic career choices. The basic aims of the Life Skills program are to focus on the optimal, holistic development of all learners.

**Structured Learning Experience (SLE)**
Credits: 5  
Course Length: Full Year  
Grade Levels: 9 - 12

Career preparation requires purposeful planning based on research, self-knowledge and informed choices. SLE is designed to provide students with disabilities exposure to the requirements and responsibilities of specific jobs in the community and to help facilitate the transition to adulthood. SLE promotes inclusion and integration in “real life” environments with peers and community members. Students are taught essential life skills, professional expectations and appropriate workplace behavior. SLE promotes student independence and self-confidence by providing a variety of learning opportunities in the community. All students will apply knowledge about and engage in the process of career awareness, exploration and preparation in order to navigate the globally competitive work environment of the information age. Part I of the course involves Students utilize career inventories to identify career clusters related to their interests, learn how to navigate the employment process from finding a job through obtaining and keeping that job, concluding with personal finance and how to manage their money. In Part II of the course, students are placed with a “structured learning experience” (SLE). SLE is a supervised educational activity linked to the Core Curriculum Content Standards that is designed to provide students with exposure to the requirements and responsibilities of specific job titles or job groups.
Life Skills Video
Credits: 5
Course Length: Full Year
Grade Level: 9 - 12

Students will be introduced to video basics as they capture their school year projects in Life Skills and edit each project to make a final school year video portfolio. Students will be introduced to camera, grip, lighting, and editing techniques.

Work Study
Credits: To be determined based on placement
Course Length: To be determined
Grades: 12

Work Study allows HHS students to receive school credit for part-time work experience of a minimum of ten hours per week. Students must have a job before applying to the program and must receive approval from their employer, counselor, and the principal. Application guidelines and program requirements can be found in the School Counseling Office.

Independent Study
Credits: To be determined based on placement
Course Length: To be determined
Grades: 11-12

Independent Study offers a student the chance to study a topic of individual interest under the close supervision of a HHS teacher. Independent Study allows a student to go beyond courses that HHS can offer. Students who wish to consider an Independent Study must speak with the School Counselor by the first week of school or the semester. Independent Study may not be used to replace a class required for graduation. Grades in Independent Study classes will be “Pass” or “Fail.” Students interested in finding out more about independent study opportunities should speak with their School Counselor.
Physical Education & Health - Hoboken High School Course Offerings

*All students will be enrolled in a grade-level appropriate Physical Education class that includes a marking period of health education.

Physical Education is that part of the educational process which contributes to the mental, physical, social, and emotional growth of each child through the medium of physical activity. A regular program of physical education is provided in all grades. It is the intent of the physical education program to plan movement experiences that will strive to:

1. Develop motor skills necessary to perform a variety of physical activities successfully
2. Develop a level of physical fitness that will enable active physical participation and enhance motor skill learning
3. Develop knowledge, understanding, and the benefits from involvement in physical activity and its contributions to a healthful lifestyle
4. Develop an awareness of social skills and socially acceptable behavior
5. Motivate students to achieve their physical potential through a comprehensive physical education program
6. Promote interest and proficiency in activities that will enable students to participate successfully, now, as well as in the future
7. Promote interest and participation in health related fitness, team sports, and individual sports through an elective program
8. Develop the skill of student self-assessment that will facilitate the monitoring and adjusting of fitness programs to the individual level.

Health Class Descriptions:

**Grade 9**
Health in grade 9 focuses on making wise decisions, communication skills, nutrition for good health, weight control and fitness, the male and female reproductive system and birth control.

**Grade 10**
Health in grade 10 focuses on First Aid/CPR, STDs, Drugs/Alcohol/Tobacco. In addition, driver education training for the state driver exam and required videos for behind the wheel credit may be provided. Students are required to attend all sessions in order to be eligible to take the state test for the Graduated Driver Licensing Program.

**Grade 11**
Health in grade 11 focuses on character development, social and emotional health, review of birth control, STDs. HIV/AIDS and rape/date rape awareness.

**Grade 12**
Health in grade 12 focuses on relationships, sexuality, parenting, family life, mature life, aging and death, and concludes with a review of safety and emergency measures/preparedness.
Early College Program Courses - Hoboken High School Course Offerings

Public Speaking
Course Length: Semester
Credits: 2.5 Credits
Early College Program Course

This course teaches the oral communication skills students need in order to accomplish their college and career goals. All students address the class in talks designed to inform, persuade, and instruct. They also explore interviewing strategies; giving and using feedback; group discussion rules and roles, and the impact of culture, gender, and politics on communication. Students submit weekly logs chronicling their responses to readings and films as well as their own selected speaking/listening experiences.

Intro to Computers & Computing
Credits: 2.5 Credits
Early College Program Course

This course introduces beginning students to computers and the latest application software. The course includes the history of computers, information processing, file management, discussion of hardware and software, operating systems and utility programs, and the Internet. The laboratory component includes Microsoft Office XP (Word, Excel, Access, PowerPoint).

College Student Success:
Course Length: 1 Week Seminar
Credits: 1 Credit
Early College Program Course

Helps students acquire the skills and perspective they need in order to simultaneously succeed in college and prepare for careers. Students explore the cultures of college and the workplace with an emphasis on the role of communication skills, credentials, and research techniques in each. Time and stress management are also considered. Students submit weekly journals on assigned topics. In addition, they participate in small group discussions and seminars, investigate the support services available in the College and community, and prepare job search portfolios.
Project Lead The Way Academies

Project Lead The Way is a nonprofit organization that provides transformative learning experiences for K-12 students and teachers across the U.S. Through pathways in computer science, engineering, and biomedical science, students learn problem-solving strategies, critical and creative thinking, and how to communicate and collaborate. We are shaping the innovators, creators, and designers of today and tomorrow.

Hoboken High School offers Project Lead the Way's three secondary programs:

- Biomedical Science
- Engineering
- Computer Science.

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

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.
Project Lead The Way Academies - Engineering

**Introduction to Engineering Design**
Credits: 5  
Course Length: Full Year  
Grades: 9  

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

**Principles of Engineering**
Credits: 5  
Course Length: Full Year  
Grades: 10 - 11  

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

**Civil Engineering and Architecture**
Credits: 5  
Course Length: Full Year  
Grades: 10 - 12  

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

**Engineering Design and Development**
Credits: 5  
Course Length: Full Year  
Grades: 11 - 12  

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.
Aerospace
Credits: 5
Grade: 11-12

This course propels students' learning in the fundamentals of atmospheric and space flight. As they explore the physics of flight, students bring the concepts to life by designing an airfoil, propulsion system, and rockets. They learn basic orbital mechanics using industry-standard software. They also explore robot systems through projects such as remotely operated vehicles.
Introduction to Computer Science
Credits: 5
Course Length: Full Year
Grades: 9 - 10

Designed to be the first computer science course for students who have never programmed before, ICS is an optimal starting point for the PLTW Computer Science program. Students work in teams to create apps for mobile devices using MIT App Inventor®. They explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond learning the fundamentals of programming, students build computational thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. In addition, students transfer the understanding of programming gained in App Inventor to text-based programming in Python® and apply their knowledge to create algorithms for games of chance and strategy.

Computer Science Principles
Credits: 5
Course Length: Full Year
Grades: 9 - 10

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 utilize computing, and introduce professional tools that foster creativity and collaboration. While this course can be a student’s first in computer science, students without prior computing experience are encouraged to start with Introduction to Computer Science. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course curriculum is a College Board-approved implementation of AP CS Principles.

Digital Electronics
Credits: 5
Course Length: Full Year
Grades: 9 - 10

From smartphones to appliances, digital circuits are all around us. This course provides a foundation for students who are interested in electrical engineering, electronics, or circuit design. Students study topics such as combinational and sequential logic and are exposed to circuit design tools used in industry, including logic gates, integrated circuits, and programmable logic devices.
Cybersecurity
Credits: 5
Course Length: Full Year
Grades: 10 -12

SEC introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in SEC, students solve problems by understanding and closing these vulnerabilities. This course raises students’ knowledge of and commitment to ethical computing behavior. It also aims to develop students’ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.