Hoboken Charter School
Upper School
2018 – 2019
Course Offerings
GENERAL INTRODUCTION
The staff of Hoboken Charter School – Upper School has designed this catalog to offer students, parents, and the general public a comprehensive and centralized view of the course offerings, requirements, and other pertinent information necessary to make intelligent choices in preparation for student scheduling. It is provided as a quick reference for information concerning curriculum areas, course prerequisites, and course graduation requirements.

The selection of courses in a student's program is a serious matter and one which has long term effects. In order to provide the greatest opportunity for success, both students and parents should take time to familiarize themselves with the content of this publication prior to the student's finalization of his or her academic program schedule.

It is, however, only a single tool in the important and complex process of high school scheduling. It should never be viewed as a replacement for thoughtful discussions between parents and their children and students and their school counselors. Please take time to acquaint yourself with the contents of this tool. Do not hesitate to call upon the high school counseling department for assistance or to answer any questions that you may have. Remember, the greatest assurance of a successful career in Hoboken Charter School - Upper School is ongoing and cooperative interaction between staff, students, parents, and teachers. Only through a team effort can we assure the students of Hoboken Charter School - Upper School the highest quality education possible.

DISCLAIMER
Please keep in mind that this publication is a scheduling guide. It is not represented, nor should it be interpreted, as the official establishment of graduation credit requirements, curriculum content, or college admissions policy and/or procedure. College admissions requirements or policies vary from college to college and are generally found within the admissions catalog of each particular institution of higher learning.
OVERVIEW
Hoboken Charter School’s educational philosophy is based on our Four Cornerstones — academic, artistic, personal, and civic growth. These are unified by two basic educational practices: learner-centered education and service learning. A learner-centered school is a place where teachers and students are committed to one another and share collectively in the school vision. It is a self-governing learning community where all decisions are seen in terms of the question, “What is best for learners?” Service learning provides students with a way to apply what they have learned in school in meaningful ways within their community. It also provides the community with needed services. Students feel useful and challenged, experience an increased sense of competence, hold more positive attitudes about the community, and have a greater sense of responsibility.

ACADEMICS
All students at the Hoboken Charter School take a rigorous academic program in the humanities and the sciences that meets and exceeds current New Jersey Student Learning Standards. This program is supported by the use of hands-on, inquiry-based learning, and computer technologies that extend the walls of the school and make student-driven exploration and research an integral component of each student’s academic experience. Instead of covering vast amounts of content only superficially, we are committed to the in-depth exploration of concepts and ideas. Instruction is focused on large interdisciplinary curricular themes. This approach is combined with intensive individual attention. Students are able to apply concepts from mathematics, science, social studies, and language arts during classroom activities as well as in real life. Students work collaboratively and independently to solve problems which integrate knowledge across content areas and which often have no best solution.

ARTS
At the Hoboken Charter School students use the arts to make sense of their lives, their relationships, and their community. The arts offer students opportunities to make choices, judge relationships, develop interpretations, and develop a sophisticated aesthetic sense. Students are encouraged to express themselves through a wide variety of artistic media, including painting, drawing, sculpture, music, theater, and movement. Learning in the different media is keyed to the needs and desires of the individual student, who is given the necessary support to develop the ability to communicate effectively through the arts. Students learn from artists, musicians, actors, dancers, and writers working in the community and in museums, theaters, galleries, and studios.

PERSONAL GROWTH
The Hoboken Charter School places a significant emphasis on the physical, emotional, and psychological development of its students. In meeting individual challenges, students recognize their capacity for meeting and exceeding personal goals. They learn to receive and give positive criticism and to recognize its value in the development of ideas and relationships. Students learn reflective skills and recognize their value. Students are educated about their bodies and minds and taught how to maintain the health of both. They respect and understand others, including those of different cultural backgrounds, genders, ages, and economic levels.

CIVICS
Our emphasis on civic duty and responsibility helps students to recognize their importance as members of the Hoboken community. It also helps them to understand how their actions affect the life of the community and, by extension, the world. Our students recognize their potential as agents of change in these communities and understand what it means to be an active citizen in a democracy. Students discover a responsibility to others and a passion for justice and equality. Students identify community needs, develop plans for meeting these needs, participate in implementing these plans, and evaluate their efforts. These projects contribute to the community and provide students with opportunities to assume leadership roles.
SERVICE LEARNING

By embracing service learning in its mission, the Hoboken Charter School is committed to the belief that students need to make links between their classroom learning and the real world. Service learning provides students a way to apply what they have learned in school in meaningful ways within their community. It also provides the community with needed services. Students feel useful and challenged, experience an increased sense of competence, hold more positive attitudes about the community, and have a greater sense of responsibility. They practice caring behaviors as they learn about and appreciate diversity among people and environments. Service learning students find their efforts are valued by peers and society as they discover that they can make differences in positive ways. Service learning helps students connect with caring adults in the community, and helps them establish themselves as contributing members of that community.

In the context of the K-12 school, service learning provides an excellent way for younger and older students to work collaboratively. Even the youngest students can help identify a community problem and assist in developing and implementing youth-defined solutions. The form which service learning takes will vary and be adapted to the developmental needs of the students, allowing for the maximum learning opportunities for each young person. Students may visit a senior citizen center, where they can listen and share stories. Younger children can draw pictures illustrating the seniors’ lives while older students can research something about the days when the seniors were young.

Reflection — a time for thoughtful discussion, problem solving and planning — is a key component of the service experience. It is during reflection that students actively and self-consciously process and integrate their service experiences. By carefully considering and discussing concrete events at the service sites, students gain more complex understandings about the nature of tasks performed, about their own strengths and weaknesses, and about alternative strategies for enhancing performance. Learning the value of such reflective behaviors, and practicing these skills in a safe, supportive environment, will provide students with a skill useful in many areas of school and beyond. Reflection activities may include group discussions, journal writing, critical thinking activities, research projects, and other ways students can think about their service experiences in relation to their other academic areas and their own lives. Service learning is especially appropriate for a diverse urban environment such as Hoboken. Throughout their lives, but especially during adolescence, young people experiment with different roles and identities, struggle between the desire for independence and the need for peer and adult acceptance, and seek opportunities for meaningful involvement in social activities. During this period, young people can be empathetic toward others, but need safe environments in which the expression of caring is supported, not disdain, by peers or adults. In short, the social environment of early adolescents is critical for the development of identity, perceptions and cognitions. Service learning is one way schools can help students develop in these areas.

At the Hoboken Charter School service learning provides a framework for integrating curriculum areas. Experiences at the students’ service sites will be discussed and expanded upon within different subject areas. Thus, service learning will provide a common experience from which different subject areas can draw activities. Furthermore, students’ activities at a service site may also reinforce classroom learning. In the context of the K-12 school, service learning provides an excellent way for younger and older students to work together collaboratively. For the older students, the benefits for those who tutor younger children include increased feelings of competence and self-worth, as well as providing students with an acceptable way to learn material from a lower grade and to apply knowledge acquired.
**Advisory Program** – We provide a four-year advisory program focused on the students’ social, emotional, and academic well-being. Our intimate school size allows us to personally work with each student on a daily basis, and truly place social and emotional learning at the forefront. This program provides our students and staff with a wide variety of academic and social/emotional structural supports, while fostering a learning community in which students feel safe, respected, and important. Our students quickly begin to realize that they “matter” and that they are a valuable member of this community.

**Naviance College and Career Readiness Program** - Naviance is a comprehensive college and career readiness solution for middle and high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes. This comprehensive college and career readiness solution empowers students and families to connect learning and life and provides schools and districts with the information they need to help students prepare for life after high school. It also allows students to create a plan for their futures by helping them discover their individual strengths and learning styles and explore college and career options based on their results. (Naviance.com)

**NWEA/MAP** - The Measures of Academic Progress® (MAP) program creates a personalized assessment experience by adapting to each student’s learning level—precisely measuring student progress and growth for each individual. (nwea.org) With this accurate, timely, and relevant data, our teachers can design lessons that are precise and appropriately rigorous for all learners.

**Middle College Program** - We have partnered with Fairleigh Dickinson University’s Middle College Program. FDU's Middle College program gives college-bound juniors and seniors the opportunity to experience university-style learning before they even graduate high school. The Middle College Program can give you college credit and/or advanced standing. Courses taken through the Middle College Program may be used for elective credits to meet college graduation requirements.

**Project L.E.A.P** – We have partnered with Hudson County Community College’s Project L.E.A.P. (Learning Enables All Possibilities). Project LEAP permits high school juniors and seniors to enroll in up to 18 college-level credits per academic year and earn credits towards a degree. Upon graduating from high school, credits for the HCCC classes may be applied towards a college degree. The program is open to students who demonstrate the knowledge and ability to take and successfully complete college-level work.
HIGH SCHOOL GRADUATION REQUIREMENTS

In order to receive a standard high school diploma presented by a public school district in the State of New Jersey, local boards of education are minimally bound by the provisions of N.J.A.C. 6A:8-5.1, Graduation Requirements.

Additionally, in order to receive a standard high school diploma from the Hoboken Charter School - Upper School, students must fulfill all requirements listed in the Hoboken Charter School Education Policy. Those requirements include: a minimum accumulation of 125 credits; successful completion of the specific course requirements as contained therein; successful passing of the state-mandated Partnership for Assessment of Readiness for College and Careers (PARCC) [unless specifically exempted by a student’s Individualized Educational Program (IEP)] and fulfillment of the attendance requirements.

The PARCC assessments are aligned to the Common Core State Standards (CSSS) and were created to measure students’ ability to apply their knowledge of concepts rather than memorizing facts. The PARCC assessments require students to solve problems using mathematical reasoning and to be able to model mathematical principles. In English Language Arts (ELA), students will be required to closely read multiple passages and to write essay responses in literary analysis, research tasks and narrative tasks. The assessments will also provide teachers information on student progress to inform instruction and provide targeted student support.

Those who fail to meet minimum competencies established by the state and the district will be scheduled into remedial classes. Pupils classified with disabilities must meet the graduation requirements imposed by the specifications of each special needs student’s Individualized Educational Program (IEP). Each IEP shall set forth the specific graduation requirements for the classified pupil, and fulfillment of those requirements shall qualify the pupil for receipt of a state endorsed standard high school diploma.

Required courses:
- Twenty (20) credits in English
- Fifteen (15) credits in mathematics to include Algebra I, Geometry and a 3rd year of math that builds on these concepts
- Fifteen (15) credits in social studies consisting minimally of two years of United States and New Jersey history as required by N.J.S.A. 18A:35-1 and 2, and a one year course of world history
- Two and a half (2.5) credits in Financial, Economic Business and Entrepreneurial Business Literacy
- Fifteen (15) credits of science, to include Biology and 2 other laboratory/ inquiry based science courses
- Fifteen (15) Physical education, health and safety, to be distributed over 4 years as required by N.J.S.A. 18A:35-5, 7 and 8
- Five (5) credits in the visual or performing arts
- Five (5) credits in world language
- Five (5) credits in 21st Century Life and Careers
- Five (5) credits in Social Justice
GRADE POINT AVERAGE

The Grade Point average (GPA) for students will be based upon the following mathematical formula:

1. Quality Points will be computed by assigning a numerical value to each grade which is multiplied by the total number of credits assigned to each course. This number is the total number of Quality Points.
2. GPA is determined by dividing the total number of Quality Points by the total number of credits attempted.

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<tr>
<th>Grade</th>
<th>Numeric GPA</th>
<th>Grade Numeric GPA</th>
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<tbody>
<tr>
<td>A+</td>
<td>99-100</td>
<td>4.3</td>
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<tr>
<td>A</td>
<td>93-98</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91-92</td>
<td>3.8</td>
</tr>
<tr>
<td>B+</td>
<td>89-90</td>
<td>3.3</td>
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<tr>
<td>B</td>
<td>83-88</td>
<td>3.0</td>
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<tr>
<td>B-</td>
<td>81-82</td>
<td>2.8</td>
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<tr>
<td>C+</td>
<td>79-80</td>
<td>2.3</td>
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<tr>
<td>C</td>
<td>74-78</td>
<td>2.0</td>
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<tr>
<td>C-</td>
<td>72-73</td>
<td>1.8</td>
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<tr>
<td>D</td>
<td>70-71</td>
<td>1.0</td>
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<tr>
<td>F</td>
<td>0-69</td>
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CRITERIA USED FOR DETERMINING CLASS RANK
Class rank is determined by the student’s cumulative grade point average in all subjects. The difficulty ranking of class designations from most to least difficult are: Advanced Placement (AP) to General. Not all courses or departments have varying designations of difficulty. In order to identify those courses, which have varying —weights, refer to the course descriptions, which will follow within this publication. The valedictorian and salutatorian shall be determined by class rank. AP and Honors courses are weighted for the purpose of calculating and determining class rank. AP courses are assigned two (1) additional quality point for each credit earned. All subjects, regardless of weighting, including electives, physical education, and health, up to a maximum equivalent of eight full-year courses per year, are used to compute a student’s class rank.

GENERAL REQUIREMENTS FOR COLLEGE ENTRANCE
As a basic guide for students and the parents of students who anticipate attending an institution of higher education following graduation from high school, we offer the following information. We would like to stress, however, that admission requirements vary considerably from college to college. Therefore, this information should be considered a guide only and is not presented to represent specific admission requirements to any college or university. Students planning to continue their education should consult the catalogs of those colleges they are interested in attending.

The majority of colleges and universities stress five major academic areas when considering a candidate for admissions. These areas are English, social studies, mathematics, science, and world language. Other subjects for which a high school gives credit are accepted in varying degrees, depending upon the college or university.

Likewise, the type and number of elective credits allowed for admission will vary among the colleges or universities. A student’s high school record is the most accurate and widely accepted indicator of future success in college. It cannot be stressed enough that this record begins freshman year. Developing solid and positive study habits, work attitudes, and class achievement is important for each of the student’s four years in high school. Students learn, sometimes too late, that their underachievement in freshman year adversely affected their chance of acceptance to their first choice college.

Remember, college admissions officers consider many aspects of a student’s personal and academic profile, including school records, SAT or other college entrance examination scores, student involvement in activities, community service, and other personal qualities and attributes. However, first and foremost in their decision making process is the student’s high school record. In general, the vast majority of colleges and universities minimally require at least 16 academic units:

- 4 years of English
- 3 years of mathematics
- 3 years of social studies
- 3 years of a lab science
- 2-3 years of a world language

In most cases, the more competitive or difficult admission is into a college or university, the more courses will be required in the above areas. Also, the more competitive colleges and universities might require SAT II Exams.
Parents and students should examine the need to take these exams early in a student’s academic career. School Counseling personnel are familiar with the college application process and are ready to help
students engage the process. Ask questions early in your high school journey so as not to be closed out of consideration as a senior because you do not have all of the requirements necessary for acceptance into the college or university of your choice.

Additionally, we offer several college level classes. This option provides students with opportunities to experience college level work while still in high school; some of these can result in college credit. There are academic and commitment requirements for students to enroll in these courses and to have the costs covered by the school.

ACADEMIC INTEGRITY POLICY

HCS Upper School seeks to maintain a learning environment that fosters honesty and academic integrity. These values support intellectual growth and create a fair learning environment. Academic Integrity is a firm adherence to our values with or without the presence of others. In an environment of honesty and academic integrity, the work we turn in as our own is our own. HCS Upper School’s staff recognizes these values as an important part of the learning environment. Students should also recognize that these values are an integral part of the learning process.

Academic dishonesty is defined as any action intended to obtain credit for work that is not one’s own. Such actions may include but are not limited to the following:

- Submitting another student’s work as one’s own work.
- Obtaining or accepting a copy of tests or scoring devices.
- Giving test questions or answers to a member of a later class, or getting test questions or answers from a member of an earlier class.
- Copying from another student’s test (in-class or take-home), or allowing another student to copy during a test.
- Using materials that are not permitted during a test.
- Plagiarizing (presenting one’s own material copied without adequate documentation from a published source).
- Copying, or having someone other than the student prepare the student’s homework, paper, project, lab report, or take-home test for which credit is given.
- Permitting another student to copy, or to write another student’s homework, project, report, paper, or test.

If a teacher suspects a student of academic dishonesty, the teacher will have a conference with the student(s) regarding the issue. If academic dishonesty is observed by the teacher, he/she may assign a zero for the particular work, and the teacher may not assign an alternative assessment or assignment. The teacher must notify the parent of the incident. Repeated offenses will be referred to the Principal for further disciplinary actions.
Hoboken Charter School - Upper School is a comprehensive high school in the traditional sense. It offers students a variety of fundamental requirements and course electives designed to foster a love of learning and provide a foundation upon which each student may grow and build. Hoboken Charter School – Upper School graduates well-rounded, academically competitive young men and women prepared either continue their education in a higher education institution, the work force, or other life experiences.

A basic knowledge of the scope and sequence of the offered courses, the prerequisite skills and expectations, and the effort level expected will enable students and parents to intelligently plan a high school program specifically designed to promote learning and growth.

In this booklet, each course is presented in summary form and indicates a general description of the sequence of skills, concepts, appreciations, and understandings suggested as outcomes. It also indicates the credits earned by successful completion; lengths of time prescribed for the course, and wherever appropriate, any prerequisites. The selections made should be a matter of serious thought since future course selection or entry into certain careers may be affected.

The broad range of electives provides the opportunity for a diverse educational experience. However, schedule programming must always focus upon the requirements necessary for a student to graduate successfully and on time. Course selection should be based on careful consideration of each student’s strengths, weaknesses, aptitudes, previous level of achievement, and interests coupled closely with the student’s educational or career goals following graduation.

A brief description of the course content requirements, level of expectations, and other interesting facts about the course is included. These descriptions are designed to help students and parents match the content of the course with the interest of the student.

Once you have reviewed the booklet, please note any questions that you still have and bring them, either in person or via the telephone or email, to the Guidance Department. Our knowledgeable and helpful staff member will be more than happy to assist you. The Board of Education, the administration, and the staff wish you success here at Hoboken Charter School - Upper School.
## ENGLISH

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<tr>
<th>GRADE 9</th>
<th>GRADE 10</th>
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<tbody>
<tr>
<td>English I</td>
<td>English II</td>
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<td>English Lab 1</td>
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<th>GRADE 11</th>
<th>GRADE 12</th>
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<tr>
<td>English III</td>
<td>English IV</td>
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<td>English Lab 2</td>
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### ENGLISH I: Identity & Society - Grade 9 - 5 Credits
This course will focus on issues surrounding identity formation, specifically the ways in which norms, expectations, relationships, and environments shape an adolescent’s identity. Throughout this course, students will be encouraged to make text to self, text to text, and text to world connections. Students will also investigate thematic development in texts and challenge their personal beliefs by adopting multiple perspectives. Skills such as developing arguments, conducting research, and citing evidence will be used in various essays and assignments throughout the year. There will also be a strong focus on expanding a student’s view of literature by exposing them to various mediums such as vignettes, novels, plays, short stories, and poetry and by creating a space for students to replicate these forms in a final capstone project. This course is designed to be personally challenging and engaging, conforming to students’ individual interests and adaptable to students’ varying levels of reading and writing ability.

### ENGLISH II - Prejudice, Injustice, & the Human Spirit Grade 10 - 5 Credits
This course will focus on issues surrounding prejudice, injustice, and the human spirit. Throughout this course, students will be encouraged to make text to self, text to text, and text to world connections. Students will investigate thematic development in each text as well as compare and contrast themes present in our texts with events in history. Skills such as developing arguments, conducting research, and citing evidence will be used in various essays and assignments throughout the year. Students will also view, discuss, and write about texts, problems, and issues from multiple perspectives and lenses to challenge their personal beliefs and bring to them new understandings of such texts, problems, and issues. There will be a strong focus on expanding students’ views of literature by exposing them to various mediums such as novels, poetry, graphic novels, short stories and drama. This course is designed to be personally challenging and engaging, conforming to students’ individual interests and adaptable to students’ varying levels of reading and writing ability.

### ENGLISH III - Complicating the American Dream - Grade 11 - 5 Credits
This course will focus on identifying and debating the “American Dream.” Students will be encouraged to think critically about the concept of the “American Dream” and to complicate their understanding of it. Throughout this course, students will also be encouraged to make text to self, text to text, and text to world connections. Students will connect the text and its themes to modern day life in America as it relates to various social and economic groups. Skills such as developing arguments and citing evidence will be used in creating various essays and assignments throughout the year. Writing will be further addressed through the composition of persuasive pieces and preparing for college application essays. There will be a strong focus on conducting independent research projects as well as developing a deeper understanding of the course material by engaging in a social justice project. This course is designed to be personally challenging and engaging, conforming to students’ individual interests and adaptable to students’ varying levels of reading and writing ability.
ENGLISH IV - Global Issues in Literature - Grade 12 - 5 Credits
This course will focus on global issues of belonging and cultural identity by enabling students to make thematic connections between texts from around the world. Students will challenge their personal beliefs by engaging in meaningful, respectful, and cooperative discussions of texts, specifically surrounding cultural practices and beliefs. Throughout this course, students will be encouraged to make text to self, text to text, and text to world connections. Academic writing will be a strong focus in this class to prepare students for their college careers. Skills such as developing arguments and citing evidence will be used in creating various essays and assignments throughout the year. There will also be a strong focus on expanding a student’s view of literature by exposing them to various mediums such as novels, poetry, graphic novels, short stories and drama. As this study of text continues students will study its development over specific works and replicate these movements in their own writing. This course is designed to be personally challenging and engaging, conforming to students' individual interests and adaptable to students' varying levels of reading and writing ability.

English Lab 1- Grades 9 and 10 - 2.5 credits
English Lab 2- Grades 11 and 12- 2.5 credits
English Lab is designed for students who need to improve their reading comprehension and learn techniques to further develop writing skills. Students will receive individualized, computer-guided instruction in reading, vocabulary, and writing using the Achieve 3000 computer program. During this class, students will also gain valuable study skills that will help to transfer these reading and writing skills to other content areas, as well as facilitate preparedness for relevant standardized testing/graduation requirements, and college and career level readiness.
### MATHEMATICS

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<td>Math Lab 1</td>
<td>Algebra II</td>
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<tr>
<td>Geometry</td>
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<tr>
<td>Algebra II</td>
<td>Statistics</td>
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<td>Pre-Calculus</td>
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<tr>
<td>Math Lab 2</td>
<td>Integrated Math.</td>
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**ALGEBRA I - Grade 9 - 5 Credits**

Algebra I is the first course taken in high school mathematics. The focal point of this course is the algebra content strand. This course cover Equations, Systems of Equations, Quadratics, Factoring, Exponential Functions, and more. Algebra provides tools and ways of thinking that are necessary for solving problems in a wide variety of disciplines, such as science, business, social sciences, fine arts, and technology. This course will assist students in developing skills and processes to be applied using a variety of techniques to successfully solve problems in a variety of settings. Algebra I is a prerequisite for Geometry and Algebra II. Some students will take this course over two years as **ALGEBRA Ia** and **ALGEBRA Ib**.

**GEOMETRY – Grade 10 - 5 Credits**

Within this course, students will have the opportunity to make conjectures about geometric situations and prove in a variety of ways, both formal and informal, that their conclusion follows logically from their hypothesis. Integrating synthetic, transformational, and coordinate approaches to geometry, students will justify geometric relationships and properties of geometric figures. Congruence and similarity of triangles will be established using appropriate theorems. Transformations including rotations, reflections, translations, and glide reflections and coordinate geometry will be used to establish and verify geometric relationships. Properties of triangles, quadrilaterals, and circles should receive particular attention. It is intended that students will use the traditional tools of compass and straightedge as well as dynamic geometry software that models these tools more efficiently and accurately, to assist in these investigations. Geometry is meant to lead students to an understanding that reasoning and proof are fundamental aspects of mathematics and something that sets it apart from the other sciences.

**ALGEBRA II – Grade 11- 5 Credits**

This Common Core aligned course is a continuation and extension of Integrated Algebra I and Geometry to continue developing alternative solution strategies and algorithms. Within this course, the number system will be extended to include imaginary and complex numbers. The families of functions to be studied will include polynomial, absolute value, radical, trigonometric, exponential, and logarithmic functions. Problem situations involving direct and indirect variation will be solved. Problems resulting in systems of equations will be solved graphically and algebraically. Algebraic techniques will be developed to facilitate rewriting mathematical expressions into multiple equivalent forms. Arithmetic and geometric
sequences will be expressed in multiple forms, and arithmetic and geometric series will be evaluated. Binomial experiments will provide the basis for the study of probability theory and the normal probability distribution will be analyzed and used as an approximation for these binomial experiments. Right triangle trigonometry will be expanded to include the investigation of circular functions. Problem situations requiring the use of trigonometric equations and identities will also be investigated.

**INTEGRATED MATHEMATICS – Grade 12 – 5 Credits**
This course works toward preparing students for not only college math courses, but for the SAT in the Fall and the Accuplacer in the Winter. This course is meant to solidify quantitative literacy through the use and extension of algebraic, geometric, and statistical concepts. This course prepares students for postsecondary liberal studies mathematics coursework. Course content typically includes algebraic operations, solutions of equations and inequalities, number sets, coordinate geometry, functions and graphs, probability and statistics, and data representation.

**PRE-CALCULUS – Grade 12 - 5 Credits**
Precalculus completes the formal study of the elementary functions begun in Algebra 1 and Algebra 2. Students focus on the use of technology, modeling, and problem solving. Functions studied include polynomial, exponential, logarithmic, rational, radical, piece-wise, and trigonometric and circular functions and their inverses. Parametric equations, vectors, and infinite sequences and series are also studied. This course is designed to prepare students for the rigorous study of the Calculus sequence.

**STATISTICS- Grade 12- 5 credits**
Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. The main foci of the course will be exploring data, planning a study, producing models using probability theory, and making statistical inferences. Students will work with statistical measures of centrality and spread, methods of data collection, methods of determining probability, binomial and normal distributions, hypothesis testing, and confidence intervals. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs.

**Math Lab 1 - Grades 9 and 10- 2.5 credits**
**Math Lab 2 - Grades 11 and 12- 2.5 credits**
Math Lab is designed for students who need to improve their foundational math skills. Students will receive individualized, computer-guided using the Math 180 computer software, as well as targeted and intensive direct teacher instruction. This class will facilitate preparedness for relevant standardized testing/graduation requirements, and college and career level readiness.
## SCIENCE

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<tr>
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### BIOLOGY- Grade 9 - 5 Credits
This course is the study of biotic and abiotic factors that make up your surroundings and the interaction among them. It is designed to help you gain a better understanding of the world around you by giving you the background knowledge to make decisions concerning your health, your environment, and most importantly, enable you to enjoy the study of living things. The course incorporates detailed descriptions of concepts and topics pertaining to: cellular biology, genetics, ecology and evolution.

### ENVIRONMENTAL SCIENCE - Grade 10 - 5 Credits
This course recognizes the importance and the social significance of environmental issues as well as provides an in depth scientific understanding of the processes that shape our environments and how human activity affects them. The course is interdisciplinary and will include fieldwork and labs.

### PHYSICS – Grade 11-12 – 5 Credits
This is a laboratory course, studying motion, dynamics, energy, sound, and light. This course also provides an introduction to electricity, electromagnetism, and modern physics concepts. This course requires students to apply Algebra and Geometry to explain natural phenomena both qualitatively and quantitatively.

### CHEMISTRY in GENERAL SCIENCE - Grade 11-12 - 5 Credits
Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry

### INTRODUCTION TO THE PHYSICAL SCIENCES (IPS)- Grade 11-12 - 5 Credits
This course is designed to provide a conceptual understanding of the basic topics of physics and chemistry. Field trips and labs will be used to enrich the experience. The year begins with physics (forces, motion, optics, and sound), then followed by chemistry (states of matter, physical and chemical changes, atoms, elements, and the periodic table of elements).
SOCIAL STUDIES

GRADE 9
U.S. History I

GRADE 10
U.S. History II

GRADE 11
World History

GRADE 12
Economics

U.S. HISTORY I - Grade 9 - 5 Credits
This course is a year-long survey of the history of the United States. The course begins with the 15th century clash of three cultures (Native American, African, and European) continuing through the Civil War. We will study a variety of events in order to examine the political, social, cultural, religious and economic forces that have shaped American life and history. Students will be expected to analyze history through several lenses such as cultural, intellectual, religious, political, economic and social interpretations.

U.S. HISTORY II - Grade 10 - 5 Credits
This course covers the American experience from after the Civil War and Reconstruction until present day. This class will explore the major themes, events, personalities, trends and ideas that shaped the United States into a world power. Students will examine and critique the choices and decisions made by the United States, as well as the consequences of their actions and policies. This course will use primary sources such as newspapers, television programming, propaganda, and various forms of media to establish a sense of the "spirit of the age" throughout the 20th century.

WORLD HISTORY - Grade 11 - 5 Credits
This course is a year-long survey of the History of the World from ancient civilizations through the 20th century and beyond. The course will begin with an exploration of the ancient civilizations of Asia, Latin America, Africa, and the Middle East. Next, we will examine Western Civilization including the Greeks and Romans, the Middle Ages, the Renaissance and Reformation, the Age of Exploration, the Enlightenment, the French Revolution and Napoleonic wars. Finally, students will focus on global issues concerning the last 250 years. Students will be expected to analyze history through several lenses including cultural, intellectual, religious, political, economic, and social interpretations.

ECONOMICS - Grade 12 - 2.5 credits
This course introduces students to the world of economics, financial literacy, and personal finance. Students will examine the role of individuals, businesses, and the government in the production, distribution, and consumption of goods and services. Students will develop sound financial habits, create an awareness of how to secure their financial futures, and understand how business and government’s fiscal decisions impact their financial security.
SPANISH I - Grade 9-12 - 5 Credits
Spanish I is an introductory course designed to give the student a broad understanding of the Spanish language and Hispanic culture. Vocabulary and language structures will be emphasized using the three modes of communication (interpretive, interpersonal, and presentational). To develop proficiency in both comprehending and communicating in the language, the class will be conducted mostly in Spanish. All students are required to maintain a language notebook and to be active speakers of Spanish as they participate individually, in pairs, and while working in cooperative learning groups.

SPANISH II - Grades 9-12 - 5 Credits - prerequisite Spanish I
In Spanish II, students continue to develop and enhance their communication skills through the study of themes in Spanish and Hispanic cultures. Students acquire additional vocabulary and language structures so that they can orally communicate and participate in classroom activities. A greater emphasis is placed on reading and writing. Both teachers and students will be using Spanish to communicate and actively participate in the class.

SPANISH III - Grades 9-12 - 5 Credits - prerequisite Spanish II
Spanish III students continue to develop and refine their communication skills. Finer grammatical points and idiomatic expressions of the language are infused into the course of study. Through compositions and readings, students further their understanding of contemporary Hispanic life and culture. An increased emphasis on compositional writing is included. Both teachers and students will be using Spanish to communicate and actively participate in the class.

FRENCH I - Grades 9-12 - 5 Credits
Students in French I will have the opportunity to explore France, the French language, and the French culture through a variety of student-centered activities. They will work on their listening, speaking, reading, and writing skills. Throughout the year, interpersonal, interpretive, and presentational skills will be developed. Students will communicate frequently with partners or groups in French. They will utilize technology and music to assist in their linguistic acquisition. Students will learn how to ask and answer questions about likes and dislikes, hobbies, and sports. Students will learn about school life in France, and how it compares to American school life. Students will be able to order food in French restaurants and shop for clothing in French stores. They will be able to inquire about and describe their families and friends. French I students will also enjoy participating in French celebrations throughout the year and learning about French traditions and customs.
VISUAL AND PERFORMING ARTS

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<td>Media Art</td>
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**STUDIO ART - Grades 9-12 - 5 credits - application required**
For students interested in creating unique works of art, developing their technical abilities, and pursuing a lifetime of artmaking. For students looking to pursue a career in any artistic or creative discipline. Emphasis on drawing, design, critique and craftsmanship. By application only.

**EXPLORING ART - Grades 9-12 - 2.5 credits**
A survey course designed to expose students to key concepts and methods used in Art and Design. Students will experiment with different methods and learn about key historical milestones in the development of the arts throughout human history.

**MEDIA ART - Grades 9-12 - 2.5 credits**
A computer based course that explores various digital media. Students will learn the technical aspects of making art and media digitally. Students will learn about the many roles digital media play in their everyday life and how they can engage as creators. The course seeks to develop computer literacy and prepare students to be content creators.
PHYSICAL EDUCATION AND HEALTH

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HEALTH PROMOTION AND PROTECTION - Grade 9 – 1.25 Credits
This course is designed to assist students in developing the knowledge, attitudes and skills necessary for productive, self-directed behavior. The lessons in the curriculum are keyed to reducing risk factors and steps of refusal skills, which will enable students to develop responsible behavior, positive self-esteem, and respect for others.

HEALTH PROMOTION AND PROTECTION - Grade 11 – 1.25 Credits
This course assists students in making independent, informed decisions concerning their physical, mental and emotional well-being. The students become actively engaged in a course that integrates classroom instruction and relevant application of concepts. An individualized behavioral and fitness profile introduces the concepts of total wellness as students develop their personal goals within the course throughout their lives. The health components emphasize goal setting, decision making, and advocacy skills directly associated with adolescent risk behaviors. Building on the knowledge and skills gained in the classroom, students utilize the appropriate strategies in a variety of relevant applications while gaining competence and confidence in their abilities. Throughout the course the concept of lifelong optimal wellness is reinforced and applied.

HEALTH PROMOTION AND PROTECTION - Grade 12 – 1.25 Credits
This course is designed to assist students in obtaining accurate information, developing lifelong positive attitudes and behaviors, and making wise decisions related to their personal health. Study will include personal and community health; mental, emotional, and social health; injury prevention and safety; nutrition and physical activity; alcohol, tobacco, and other drugs; growth, development, and sexual health. Central themes are the acceptance of personal responsibility for lifelong health, respect for and promotion of the health of others, an understanding of the process of growth and development, and informed use of health-related information, products, and services.

DRIVERS EDUCATION – Grades 10 - 1.25 Credits
The goal of the 10th grade Driver Education program at Hoboken Charter High School is to provide students with the information necessary to develop an understanding of the safe and efficient operation of motor vehicles. The course content emphasizes the personal and social implications that are pertinent to the safe and efficient operation of a motor vehicle. This can only be accomplished through the development of prospective drivers who have the necessary knowledge, habits, skills, and attitude to become good drivers. Students will be engaged in a variety of tasks to prepare them in navigating our roadways.
PHYSICAL EDUCATION – Grades 9-12 – 3.75 Credits

Physical Education class emphasizes health-related fitness while developing the skills and habits necessary for a lifetime of activity. This course provides all students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. The program includes skill development and the application of rules and strategies of complex difficulty in the following different movement forms: health-related fitness activities (cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition), aerobic exercise, team sports, individual and dual sports, and recreational games.
ACADEMIC ELECTIVES

Social Justice Lab
The Films of Alfred Hitchcock

Civics
Forensics
Introduction to Psychology
Journalism
The Physics of Superheroes

SOCIAL JUSTICE LAB- Grades 9-12 -5 credits
This course will focus on exploring social justice issues in our community, our country, and around the world. Throughout your time in this course, we will focus on various “isms,” including racism, sexism, ableism, ageism, heterosexism, environmentalism, classism, and religious intolerance. The purpose is to have a mastery of the terminology of these “isms” and direct our inquiry and action towards our own community in the form of service-learning projects and public displays of learning.

THE FILMS OF ALFRED HITCHCOCK – Grades 9 - 12 - 5 credits
Students will analyze films that were directed by one of the pioneers of film; Alfred Hitchcock. Known as the “master of suspense,” Alfred Hitchcock boasted a career that spanned over five decades in which he directed over fifty films. Students will criticize and analyze themes, cinematic techniques, and commonalities within his work in order to determine what instills suspense, drama, and even terror in an audience. Students will also discuss how his films were products of their time and whether the representations of gender and other social norms were illustrative of the era in which they were produced.

CIVICS- Grades 9-12 - 2.5 credits
This course is an incisive presentation of the development and structure of the American political system. Students will first analyze and debate the function of governments, explore the foundations of the American political tradition, and examine the Constitution of the United States and other founding documents. Next, students will examine the purpose and functions of the three branches of the federal government, and compare and contrast these with state and local governments. Finally, students will discover their own political identities, understand their civic responsibilities, and engage themselves in local, state, and federal government.

FORENSICS – Grades 9 - 12 - 2.5 credits
Forensic science is an elective course rich in exploration and lab investigation which applies many disciplines of scientific study such as biology/anatomy, chemistry, and physics to solving crimes. The course includes topics such as CSI lab techniques, trace evidence, fingerprints, drug ID and toxicology, handwriting and forgery, blood spatter and psychological profiling/interrogations.

INTRODUCTION TO PSYCHOLOGY- Grades 9-12- 2.5 credits
The Introduction to Psychology elective is an overview of the study of the human mind and human behavior. In this course, you will learn about the field of psychology and how it formulated into such an important area of study today. You will learn about the fundamental areas of psychology, including but not limited to developmental, social, and cognitive psychology, and how they impact you and those around
you. Students will be guided on career opportunities and areas of study post-high school in the field of psychology. The course will utilize discussion and hands on activities to understand the material.

**JOURNALISM – Grades 9 - 12 - 2.5 credits**

In a world where the media is under constant pressure to hold those in power accountable, it is vital that our student population understands the effort and precision required in modern journalism. Students will learn about journalistic ethics as well as the standard required to produce a quality piece of journalism. Students will encounter various article formats and work towards developing their voice using various writing styles. They will also explore the many forms of modern journalism such as video stories, podcasts, and click-bait headlines. Students will produce their own pieces of journalism that will be published in a school newspaper or other form of periodical. These works of journalism can be used as college essays to exhibit how incisive our students can be about the world around them.

**PHYSICS OF SUPERHEROES- Grades 9-12 - 2.5 Credits**

This course is designed to provide a conceptual understanding of how the laws of physics can be applied to superheroes and their abilities. What is possible? What is within our reach? Will there ever be a superhero among us and if so, what powers could they possess?
COLLEGE AND CAREER READINESS

Advisory
HCS Internship Program
HCS Senior Project Seminar

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<tr>
<td>Tomorrow’s Teachers</td>
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ADVISORY- Grades 9-12- 2 credits
Advisory focuses on the students’ social, emotional, and academic well-being. This program provides our students and staff with a wide variety of academic and social/emotional structural supports, while fostering a learning community in which students feel safe, respected, and important. Advisory is also a time in which students learn college and career readiness skills through the College Board Advisory Sessions. This is a comprehensive college and career readiness solution for middle and high schools that helps align student strengths and interests to post-secondary goals, and improve student outcomes.

HCS INTERNSHIP PROGRAM- Grades 11-12- 5 credits- application required
Students in this class will have opportunities throughout the year to engage in different internships and gain practical experience in a career field. Possible internship opportunities are in the following fields, but are not limited to: Emergency Response, Technology, Finance, Business, Environmental Protection, Hotel and Restaurant, Law, Medicine, Marketing, Fashion, and Education. Prior to getting an internship position in the community, students will research potential career paths as well as learn job readiness skills, succinct resume and cover letter writing, and job interviewing skills and tips. An application will need to be submitted for acceptance.

HCS SENIOR PROJECT SEMINAR- Grade 12- 2.5 credits
Each senior is required to complete a Senior Project. The Senior Project is designed to be the culmination of academic experiences and is a genuine opportunity for seniors to merge their various interests, passions, and curiosities with their academic lives while demonstrating autonomy and critical analysis skills. Projects will reflect the four cornerstones of Hoboken Charter School: Academics, Arts, Personal Growth and Civics as students reflect on their growth through the lens of social justice and service learning.

INTRODUCTION TO CRIMINAL JUSTICE- Grades 10-12 - 5 credits
Introduction to Criminal Justice will focus on three functions in the United States, Law Enforcement, Courts and Corrections. The course will give the students and overview of policing in America, the historical development of policing internationally, and locally, and the implementation of community based policing and criminal investigations. The course will also focus on the realities of enforcement and the apprehension of criminals at the federal, state and local level. The course will also discuss and explain the prosecution, disposition and incarceration of those suspected of committing criminal offenses. Throughout the class students will learn about potential careers or choices of study in college in the criminal justice field such as: policing, forensics, probation, court personnel, law and corrections.
TOMORROW’S TEACHERS - Grades 11-12 - not available 2018-2019

This is an innovative course designed to attract talented young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America’s schools. As such, the program also provides inspires these aspiring future teachers to also become community leaders with insights about teachers and schools that will enable them to be advocates of education. This course is taught over the full year and students participate in internships during the second half of the school year. This course is co-taught by our Executive Director and Coordinator of Special Services.