Approximately eight years ago, we aligned the High School Curriculum Guide to include any fee that is associated with a course. As students are planning on which classes they will take, there is a better understanding of the fees associated with the class. College Board determines the AP test fees and those fees may change in August. If the fee does change, we will bring it before the Board for consideration. We work closely with our families who need financial assistance no matter the fee.

At the December 10, 2018 Board of Education Meeting, the Board approved the new courses and the course revisions. The 2019-2020 Curriculum Guide is now updated with the explanation of graduation requirements, College Credit Plus, course descriptions, content pathways, and fees. Any revision made from last year has been highlighted. Once the student fees are approved within the curriculum guide it will be made available to students and their families. The HS scheduling process begins at the end of January.

Brian Wilch is to be commended. He is the point person for bringing all of this information together. His team of unit principals, counselors, and department chairs work diligently to create options for student learning, no matter what their passion may be.

If you have any questions, please call me at 330-653-1217 or email me at osmund@hudson.edu, and I will provide any information you may need.

cc: Brian Wilch
MESSAGE FROM THE PRINCIPAL

Dear Students and Parents:

The publication of this Curriculum Guide is our way of sharing with you the courses and various educational programs/policies that students follow throughout their years at Hudson High School. It is our best attempt at compiling all the current information so students and parents can plan appropriately for next year and beyond. And specifically to our students, this document should serve as a valuable resource as you plan and schedule coursework for your high school years. Careful planning and thoughtful decision making will make your high school experience positive as you build a solid educational foundation for the future. Special attention should be directed at the Course Planning Guide located on the last few pages of this booklet—it’s a great planning strategy to keep the end in mind!

Section I of this document includes important information regarding policies and programming. In addition, it is our goal to be up front and transparent when it comes to school fees. We have worked hard to identify required costs associated with each course and share those early on in this document. We have also scrutinized these fees to make sure our students receive the best possible experience at the least cost!

We are very proud of the vast, comprehensive programming we are able to offer to each individual student; Section II summarizes all of the curricular opportunities that exist for Hudson High School students. Numerous choices exist across the curriculum from required courses in the core academics to electives in all areas of interest—our school counselors are here to help and remind students to select courses that: (1) fulfill graduation requirements, (2) best prepare them for their future, and (3) are areas of personal interest that contribute to each graduate’s level of well-roundedness. Seniors: make sure that your senior year course selections reflect rigor—colleges are looking for it!

If you have questions or concerns, please ask any staff member for assistance. We are here to serve you so don’t think for a minute that you’re imposing—your success is our success! I encourage every student to get involved and take advantage of all facets of our school program. Enjoy your high school experience and best wishes for success at Hudson High School. For your convenience, and to reference the most up-to-date information, this document can also be found on the school’s web page at www.hudson.k12.oh.us.

Yours in education,
Brian Wilch, Principal
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HCSD Vision Statement:
The Hudson school community will unite to empower our students to achieve uncharted levels of success.

HCSD Mission Statement:
We will provide an educational program that maximizes the intellectual, physical, social and emotional development of each child in a safe, nurturing, and diverse environment.

The Hudson City Schools Board of Education is an equal opportunity employer and does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, military status, ancestry, genetic information (collectively, "Protected Classes"), or any other legally protected category, nor does it discriminate in the educational programs and activities that it operates.
SECTION I
GUIDANCE AND COUNSELING

PHILOSOPHY
The school counseling philosophy of the Hudson Schools is based on the belief that each student is unique and has varying needs, abilities and interests. As a result, there is a strong commitment to the total development of each student. The counseling program focuses on personal, social, educational and career development with the primary goal of meaningful and productive citizenship.

Counselor Assignments (by last name):

A-CO ..............................Mr. Doug Winston
CP-G .........................Mrs. Kelsey Haggerty
H-Li ....................Miss Jill Okey
LJ-PE .........................Mrs. Nicole Carmichael
PF-SP (Career Tech).........Mrs. Jennifer Chadima
ST-Z (Dept. Chair) ..........Ms. Michelle Laudato

Guidance Secretaries:
Mrs. Linda Golden
Mrs. Amy Treend
Phone: 330.653.1420

Records Secretary:
Mrs. Cheryl Barnes
Phone: 330.653.1419

PLANNING
Students are encouraged to plan carefully a program of study that will assist them in reaching their educational goals. The college preparatory program, accelerated, advanced placement programs and the career/technical educational programs outlined on the following pages are designed to guide students in selecting the subjects that will lead them toward achieving their goals.

It is important that students select courses to fit their post-secondary/career plans. It is suggested that students and parents/guardians:

1. Review all requirements for graduation—stay abreast of the numerous, recent changes from the Ohio Department of Education
2. Read the information given about each course within its respective department
3. Complete a Credit Worksheet (last page) paying particular attention to requirements and goals
4. Know and understand the recommended college preparatory, accelerated-advanced curriculum, and important prerequisites
### HCSD GRADUATION REQUIREMENTS: Twenty-one credits (21) which must include the following:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
<td>½ credit in Literature required senior year</td>
</tr>
<tr>
<td>Mathematics**</td>
<td>4 credits</td>
<td>Must include 2 credits beyond Algebra 1 and Geometry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 credits</td>
<td>Must include 1 U.S. History, 1 World History, and ½ U.S. Govt</td>
</tr>
<tr>
<td>Science</td>
<td>3 credits</td>
<td>3 years of lab <strong>science</strong>: Including Physical Science, Biology and <strong>advanced study in one or more of the following</strong>: Chemistry, Physics or other physical science; advanced biology or other life science (Anatomy/Physiology); physical geology or other earth/space science</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½ credit</td>
<td>Foundations of Physical Education required, plus 1 more PE elective</td>
</tr>
<tr>
<td>Health*</td>
<td>½ credit</td>
<td></td>
</tr>
<tr>
<td>Fine Arts**</td>
<td>1 credit</td>
<td>All students must complete at least two semesters of Fine Arts** taken any time in grades 7-12.</td>
</tr>
<tr>
<td>Computer Science</td>
<td>½ credit</td>
<td></td>
</tr>
<tr>
<td>Additional Courses</td>
<td>4.5 credits</td>
<td>Combination of electives from: World Language, Fine Arts**, Business &amp; Computer Science, Technology. and/or Career-Technical</td>
</tr>
<tr>
<td>Instruction in economics/ financial literacy***</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total: 21 Credits</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Recommended for freshman year (summer school options exist)

**Fine Arts include all Visual/Performing/Applied Arts (except Engineering Drawing): All Visual Art electives such as Art Foundations, Drawing, Painting, Digital Photography; all Performing Arts such as Band, Choir, Music Creation, Musical Theatre AND Graphic Arts 1, 2, Advanced Graphics, Industrial Design 1 & 2 and Video Production electives in Technology

***HHS presents several options to integrate the **economics/financial literacy requirement of the Ohio Core**: Integrated Computer Applications (Business & Computer Science Dept.), Transitions or Independent Living (Family & Consumer Sciences Dept.) or a test-out option through the Guidance Department

****Students may earn up to 1 math credit for successful completion of Computer Science 1 (1/2 credit), AP Computer Science Principles or AP Computer Science A (new in 2018-19, from HB170)

A summary of the current HCSD graduation requirements is provided below:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English language arts</td>
<td>4 units</td>
</tr>
<tr>
<td>Health</td>
<td>½ unit</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 units¹</td>
</tr>
<tr>
<td>Physical education</td>
<td>½ unit²</td>
</tr>
<tr>
<td>Science</td>
<td>3 units³</td>
</tr>
<tr>
<td>Social studies</td>
<td>3 units⁴</td>
</tr>
<tr>
<td>Electives</td>
<td>5 units⁵</td>
</tr>
</tbody>
</table>

**Total: 21 credits**

Other Requirements *(footnotes on page 7)*

Economics and financial literacy⁶

Fine arts⁶

AND

**MEET ONE OF THE FOLLOWING THREE:**
1. Ohio’s State Tests

Students earn a cumulative passing score of 18 points, using seven end-of-course state tests. To ensure students are well rounded, they must earn a minimum of four points in math, four points in English and six points across science and social studies. End-of-course exams are:

- Algebra I, and geometry
- Biology
- American history and American government
- English I and English II

Students studying Advanced Placement (AP) or International Baccalaureate (IB) courses in biology, American history or American government may take and substitute test scores for end-of-course state exams to avoid double testing. Students also may substitute grades from College Credit Plus courses in these subjects for end-of-course state exams.

2. Industry credential and workforce readiness

Students earn 12 points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment.

3. College admission test*

Students earn “remediation-free” scores in English language arts (ACT English, 18 + ACT Reading, 22) and mathematics (ACT Math, 22) on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam free of charge.

*Scores subject to change
Additional graduation options for the class of 2020:

Students who entered grade 9 after July 1, 2014, are the first to earn diplomas under the new graduation requirements. In addition to satisfying the high school curriculum requirements, students in Ohio must meet one of three existing pathways to earn a high school diploma (detailed above).

To support the transition to new requirements, the General Assembly approved temporary graduation options for students in the class of 2018. Recent legislation extended additional graduation options to the classes of 2019 and 2020. Please note, state law modified the criteria available for the class of 2020 and not all of the original criteria are available to students in the class of 2020.

The Department of Education expects most students will meet one of the three existing pathways—HHS counselors will continue to work with students (and communicate to parents/guardians) to meet these requirements. The additional options below provide an opportunity for students who do not otherwise meet one of the three existing pathways to graduation to earn a diploma.

Click here to learn more about the graduation options available for the class of 2020.

Click here to review frequently asked questions about the graduation options available for the classes of 2018-2020.

Current Ohio law requires students in the classes of 2021 and beyond to meet one of the original three pathways to qualify for a high school diploma. As an update, legislation also directs the Department to present a long-term proposal for graduation requirements for the classes of 2021 and beyond to the General Assembly by April 1, 2019.

OPTION 1 – AVAILABLE TO ALL STUDENTS IN THE CLASS OF 2020

Students entering grade 9 between July 1, 2016, and June 30, 2017, are eligible to utilize the modified graduation options below.

Students must take and pass courses that constitute the curriculum requirements and take all seven end-of-course exams. If the student receives a score of “1” or “2” on any math or English language arts test, the student must retake the test at least once.

Additionally, students must meet at least two of the below requirements:

- Earn a GPA of 2.5 on a 4.0 scale in all courses completed during the 11th and 12th grades (must complete at least four full-year – or equivalent – courses in each year);
- Complete a capstone project during 12th grade that meets criteria defined by Ohio Department of Education guidance and evaluation processes (guidance available by May 31, 2019);
- During 12th grade, complete a work or community service experience totaling 120 hours, as defined by the Ohio Department of Education (guidance available by May 31, 2019);
- Earn three or more College Credit Plus credits at any time during high school;
- Earn credit for an Advanced Placement (AP) or International Baccalaureate (IB) course and earn an AP exam score of 3 or higher or IB exam score of 4 or higher at any time during high school;
- Earn a WorkKeys exam score of 3 on each of three test sections;
- Earn a State Board-approved industry-recognized credential or credentials that equal at least three points;
- Meet OhioMeansJobs Readiness Seal requirements.
Students entering grade 9 between July 1, 2016, and June 30, 2017, who are enrolled in career-technical education programs are eligible to utilize the modified graduation options below.

Students must take and pass courses that constitute the curriculum requirements and take all seven end-of-course exams. Students must finish a career-technical program that includes at least four courses in a single career pathway and complete at least one of the options below:

- Earn a total score of Proficient or better based on all career-technical exams or test modules;
- Earn an industry-recognized credential or credentials that equal 12 points;
- Complete a workplace experience totaling 250 hours with evidence of positive evaluations.

More information

1 Mathematics units must include one unit of algebra II or the equivalent of algebra II. Exceptions: a) Algebra II is not a requirement for students following a career-technical pathway. However, students still must have four units in mathematics, and b) A family may decide that their child is not prepared to meet the graduation requirement for a higher level math course. Or, their child may be planning a career that does not require higher level math. Algebra II may not be a requirement for this student. Here is more information on Curriculum Choices.

2 Physical education - School districts may adopt a policy that would exempt students who participate in interscholastic athletics—Hudson does not.

3 Science units must include one unit of physical sciences, one unit of life sciences and one unit of advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Exception: A family may decide that their student is not prepared to meet the graduation requirement for a higher level science course. Or, their student may be planning a career that does not require higher level science. Higher level science may not be a requirement for this student. Here is more information on Curriculum Choices.

4 Social studies units must include ½ unit of American history and ½ unit of American government in three units required for the class 2019 & 2020. The class of 2021 will need ½ unit in world history and civilizations in their required three units as well as American history and American government.

5 Elective credits must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

6 Other state requirements - All students must receive instruction in economics and financial literacy during grades 9-12 and must complete at least two semesters of fine arts taken any time in grades 7-12. Fine arts is not a requirement for students following a career-technical pathway.

7 The State Board of Education may decide to include an algebra II end-of-course examination in place of the algebra I end-of-course exam beginning for students entering ninth grade on or after July 1, 2016.

Required Courses

- The new requirements did not change the current courses or number of course credits that students must complete to be eligible for graduation. In addition, the Hudson City Schools Board of Education has imposed its own set of requirements—those are listed on page 4.

Assessments

- In addition to course credits, students must earn points toward graduation on seven end-of-course exams. These exams will replace the Ohio Graduation Tests. For each of the seven end-of-course state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation option, a student must earn a minimum number of 18 points from all tests.
• The courses in which students take an end-of-course exam will be: English I and II, Algebra I, Geometry, integrated Math I and II, Biology, American History and American Government.
• Students can earn from 1-5 points for each exam, based on their performance.
  
  5 – Advanced  
  4 – Accelerated  
  3 – Proficient  
  2 – Basic  
  1 – Limited

• Students who take Physical Science, American History or American Government as part of Advanced Placement, International Baccalaureate or college dual credit programs can use their scores from the programs’ end-of-course exams in place of state end-of-course exam scores to accumulate graduation points.
• A student who earned high school credit in any of the above courses before July 1, 2014, automatically will receive a score of three points per course exam toward the total points needed for graduation.

Graduation Points
• For each of the seven end-of-course state tests, a student earns one to five graduation points. Students have the potential to earn a total of 35 points. To meet this graduation option, a student must earn a minimum number of 18 points from all tests.
• This graduation option gives a student flexibility in accumulating 18 points. A high score on one test can balance a low score on another test. A student must earn a total of at least four points on English tests, four points on math tests and six points on science and social studies tests.

More Flexibility for Students and Families
• Students who do not earn the required number of graduation points can still meet the requirements for a diploma if they earn remediation-free scores on a national college admission test.
• Students also can qualify for graduation by earning an approved industry-recognized credential and achieving a workforce-readiness score on a related job skills assessment. The selection of those assessments is in progress.

American History and Government
• In 2013, Ohio implemented interim end-of-course exams in American history and government to align with state standards that incorporate the teaching of historic documents. Those tests were replaced in the spring of 2015 with new end-of-course exams.
• Because the Graduation Points requirement (18) includes US Government, HHS, like most high schools, has moved this requirement to the junior year. This change helps avoid a scenario where an 8th semester senior fails the End-of-Course exam (or doesn’t earn enough points) and as a result, does not graduate.

STATE OF OHIO HONORS DIPLOMAS

HIGH SCHOOL ACADEMIC DIPLOMA WITH HONORS:

Students must meet all but one of the following criteria, unless it is a minimum graduation requirement. Students must meet general graduation requirements to qualify for honors diplomas.

<table>
<thead>
<tr>
<th>ACADEMIC HONORS DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>World Languages</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
</tbody>
</table>
To be eligible, students must complete units, or credits, in specific subjects (see above chart). They can use Advanced Placement, College Credit Plus and Credit Flexibility coursework to meet the unit requirements of an honors diploma. A single course can meet multiple criteria if it fits under multiple subject areas.

- **Math** – Students must take algebra I, geometry, algebra II (or equivalent), and one other higher level course OR a four-course sequence that contains equivalent or higher content.
- **Science** – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy).
- **Social Studies** – Students may get credit for both an American history course and/or the Advanced Placement (same for government and world history).
- **World Language** – Only credits from courses that are sequential and proficiency based (e.g., Spanish levels I, II, III or German I and II and French I and II) fulfill the honors diploma requirement. Sequential classical (e.g., Latin, Ancient Greek) and visual (e.g., American Sign Language) languages DO fulfill the honors diploma requirement. If a student opts to complete this criterion by taking two units each of two world languages studied, a student must complete a total of four world language units.
- **Fine Arts** – Courses taken in middle school may meet the general graduation requirement of two semesters of fine arts, but a course must count for high school credit (be high school level work or above) to count for the honors diploma. Music and visual art courses all count as fine arts courses.
- **GPA** – GPAs must be calculated on an unweighted 4.0 scale.
- **ACT and SAT score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. The ACT writing and SAT essay sections are not included.

### CAREER-TECHNICAL DIPLOMA WITH HONORS:

<table>
<thead>
<tr>
<th>CAREER-TECH HONORS DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
</tr>
<tr>
<td><strong>Science</strong></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
</tr>
<tr>
<td><strong>GPA</strong></td>
</tr>
<tr>
<td><strong>ACT/SAT/WorkKeys</strong></td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
</tr>
<tr>
<td><strong>Additional Assessments</strong></td>
</tr>
</tbody>
</table>
To be eligible, students must complete units, or credits, in specific subjects (see above chart). Information on core areas is the same as the Academic Diploma with Honors (above).

- **ACT/SAT/WorkKeys score requirements** – Students must have scores of 27 or higher on the ACT or 1280 or higher on the 2016 SAT or their equivalents on previous or future versions of the tests. The score for SAT was updated due to the new SAT exam. Students using WorkKeys to satisfy this assessment requirement must earn a 6 or higher on both the Applied Mathematics and Reading for Information sections of WorkKeys.

- **Field Experience** - To fulfill the field experience criterion, a student must complete a learning experience that is pertinent to his or her honors diploma area of focus. Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students should receive regular supervision and follow-up that is documented.

- **Portfolio** - Work that is contained in a portfolio documents the student’s extensive knowledge and technical, critical-thinking and creative skills (representative of the student’s honors diploma area of focus) that the student has learned. Students must get their portfolios reviewed and validated by external experts.

- **Additional Assessments** – Students must earn an approved industry-recognized credential or achieve a proficiency benchmark for the appropriate Ohio Career-Technical Competency Assessment or equivalent.

### STEM DIPLOMA WITH HONORS:

To be eligible, students must complete units, or credits, in specific subjects (see above chart—students must meet all but one of the criteria, unless it is a minimum graduation requirement).

<table>
<thead>
<tr>
<th>STEM HONORS DIPLOMA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
</tr>
<tr>
<td>World Languages</td>
</tr>
<tr>
<td>Fine Arts</td>
</tr>
<tr>
<td>Electives</td>
</tr>
<tr>
<td>GPA</td>
</tr>
<tr>
<td>ACT/SAT</td>
</tr>
<tr>
<td>Field Experience</td>
</tr>
<tr>
<td>Portfolio</td>
</tr>
</tbody>
</table>

Information on core areas is the same as the Academic Diploma with Honors (above) with these additional components:

- **Field Experience** - To fulfill the field experience criterion, a student must complete a learning experience that is pertinent to his or her honors diploma area of focus. Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students should receive regular supervision and follow-up that is documented.
• **Portfolio** - Work that is contained in a portfolio documents the student’s extensive knowledge and technical, critical-thinking and creative skills (representative of the student’s honors diploma area of focus) that the student has learned. Students must get their portfolios reviewed and validated by external experts.

**ARTS HONORS DIPLOMA:**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an Arts Honors Diploma. Dance, drama/theatre, music and visual art are areas of study in which students can earn Arts Honors Diplomas. High-level coursework, college and career readiness tests and real-world experiences challenge students. Students must meet **all but one** of the following criteria, unless it is a minimum graduation requirement,

<table>
<thead>
<tr>
<th>Arts Honors Diploma</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Math</strong></td>
<td>4 units</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>3 units, including 1 unit of advanced science</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>3 units</td>
</tr>
<tr>
<td><strong>World Languages</strong></td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
</tr>
<tr>
<td><strong>Fine Arts</strong></td>
<td>4 units</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>2 units with a focus in fine arts</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td>3.5 on a 4.0 scale</td>
</tr>
<tr>
<td><strong>ACT/SAT</strong></td>
<td>ACT: 27 or higher/SAT: 1280 or higher</td>
</tr>
<tr>
<td><strong>Field Experience</strong></td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus</td>
</tr>
<tr>
<td><strong>Portfolio</strong></td>
<td>Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus</td>
</tr>
</tbody>
</table>

Information on core areas is the same as the Academic Diploma with Honors (above) with these additional components:

- **Field Experience** - To fulfill the field experience criterion, a student must complete a learning experience that is pertinent to his or her honors diploma area of focus. Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students should receive regular supervision and follow-up that is documented.

- **Portfolio** - Work that is contained in a portfolio documents the student’s extensive knowledge and technical, critical-thinking and creative skills (representative of the student’s honors diploma area of focus) that the student has learned. Students must get their portfolios reviewed and validated by external experts.

**SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA:**

High school students can gain state recognition for exceeding Ohio’s graduation requirements through a Social Studies and Civic Engagement Honors Diploma. High-level coursework, college and career readiness tests and real-world experiences challenge students. Students must meet **all but one** of the following criteria. Students must meet general graduation requirements to qualify for honors diplomas.
### SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>4 units</td>
</tr>
<tr>
<td>Science</td>
<td>3 units, including 1 unit of advanced science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>5 units</td>
</tr>
<tr>
<td>World Languages</td>
<td>3 units of one world language, or no less than 2 units of each of two world languages studied</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 unit</td>
</tr>
<tr>
<td>Electives</td>
<td>3 units with a focus in social sciences and/or civics</td>
</tr>
<tr>
<td>GPA</td>
<td>3.5 on a 4.0 scale</td>
</tr>
<tr>
<td>ACT/SAT</td>
<td>ACT: 27 or higher/SAT: 1280 or higher</td>
</tr>
<tr>
<td>Field Experience</td>
<td>Complete a field experience and document the experience in a portfolio specific to the student’s area of focus</td>
</tr>
<tr>
<td>Portfolio</td>
<td>Develop a comprehensive portfolio of work based on the student’s field experience or a topic that is related to the student’s area of focus</td>
</tr>
</tbody>
</table>

Information on core areas is the same as the Academic Diploma with Honors (above) with these additional components:

- **Field Experience** - To fulfill the field experience criterion, a student must complete a learning experience that is pertinent to his or her honors diploma area of focus. Experiential learning is focused on the application of academic and technical skills within a student’s program of study. Experiential learning includes lab-based activities, co-ops, simulated workplace, mentorships, internships, pre-apprenticeships and apprenticeships. Lab-based experiential learning should simulate real-work worksites and expectations. Students should receive regular supervision and follow-up that is documented.

- **Portfolio** - Work that is contained in a portfolio documents the student’s extensive knowledge and technical, critical-thinking and creative skills (representative of the student’s honors diploma area of focus) that the student has learned. Students must get their portfolios reviewed and validated by external experts.
REVISION OF COURSE REQUESTS

Students and parents are urged to make careful course selections. Please pay close attention to teacher recommendations, prerequisites, graduation and college requirements and course fees. Any revision of course requests must be discussed with the student’s counselor. This must be accomplished during the schedule verification process; after the master schedule is finalized, schedule changes are highly unlikely.

Please note that the likelihood of some of the elective courses described in this document being scheduled is dependent on adequate sign-ups and/or available staffing. If a decision is made to not schedule an elective course requested because of minimal interest or staffing, students will be contacted by their school counselor to choose another option.

MINIMUM LOAD/DROPPING A COURSE

Students in grades 9, 10, & 11 must be scheduled for a minimum of 6 classes daily. Students in grade 12 must be scheduled for a minimum of 5 classes daily. Students who have less than the required number of classes cannot drop a course. Athletes and those in extracurricular programs are reminded to check eligibility requirements before dropping/changing classes!

CAREER EDUCATION: SIX DISTRICT EDUCATIONAL COMPACT

The Six District Educational Compact program is an extension of Hudson High School. Students who wish to enroll in a two-year program must submit their applications during February of their sophomore year. These applications will then be reviewed by Six District personnel and the placement of students in the various programs will be determined. Students accepted into a career program continue to attend Hudson High School for their academic courses. Students are recommended to attend the career program when it is in session even though Hudson High School is not. Hudson High School must be attended when it is in session even though career program is not in session.

Most of the career programs are two years in length and a student is expected to continue his/her enrollment in the same career program through the senior year. Sophomores and/or juniors who are interested will find complete course descriptions pertaining to the programs offered at the Six District Educational Compact in the Orientation Handbook available in the Guidance Office. If there are additional questions, see your school counselor.

REPORT CARDS

Hudson High School no long prints/distributes grade cards the 1st and 3rd quarters. Instead, students and parents can access, produce and print a grade card through Home Access Center by clicking on "Grades" and clicking the "print" button in the upper right-hand corner. Remember that quarter grades in isolation do not impact cumulative GPAs or credits. We will continue to print and distribute hardcopy grade cards after the first semester and in June—the only times when GPAs and credits earned are updated. If any student or parent wants the school to print the report card, simply make a request to Mrs. Cheryl Barnes in person or email Barnesc@hudson.edu. If parents have issues logging into HAC—that’s Home Access Center which provides up-to-date information on grades and attendance, 24/7, please contact HHS receptionist Angie Hagan at 330.653.1416 or email Hagana@hudson.edu. The school year consists of two semesters. Each semester is divided into two 9-week grading periods for reporting progress to parents. Each quarter carries a 40% weight, with the exam adding 20% (40% + 40% + 20% = 100%). Quarter and exam grades are NOT recorded on transcripts; only semester/final averages are recorded!
Of the seven periods available, students must carry a minimum of **six classes per semester** and earn a minimum of 5 ½ credits per year. Students will need to carry more than minimum credits to meet college recommendations. **Seniors may carry 5 classes per semester.** Fully-funded HCSD students need a total of 5 **full-time classes**, including CCP-blended schedules. *(REMINDER: IGNORE PE COURSES to determine athletic/extracurricular eligibility!)*

<table>
<thead>
<tr>
<th>MONDAY &amp; FRIDAY</th>
<th>WEDNESDAY BLOCK</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>Time</strong></td>
<td><strong>Period</strong></td>
</tr>
<tr>
<td>1</td>
<td>8:00 - 8:50</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Announcements</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>8:55 - 9:50</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>9:55 - 10:45</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>10:50 - 11:20</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>11:25 - 11:40</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>11:45 - 12:15</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>12:20 - 12:35</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>12:40 - 1:10</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>1:15 – 2:05</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2:10 - 3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lunches: 4, 6 &amp; 8</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TUESDAY</th>
<th>THURSDAY BLOCK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Period</strong></td>
<td><strong>Time</strong></td>
</tr>
<tr>
<td>1</td>
<td>8:00 - 9:30</td>
</tr>
<tr>
<td>2</td>
<td>9:35 – 11:10</td>
</tr>
<tr>
<td>3</td>
<td>11:15 – 1:25</td>
</tr>
<tr>
<td>4</td>
<td>11:25 – 11:45</td>
</tr>
<tr>
<td>5</td>
<td>12:00 – 12:30</td>
</tr>
<tr>
<td>6</td>
<td>12:20 - 12:35</td>
</tr>
<tr>
<td>7</td>
<td>12:40 - 1:10</td>
</tr>
<tr>
<td>8</td>
<td>1:15 – 2:05</td>
</tr>
<tr>
<td>9</td>
<td>2:10 - 3:00</td>
</tr>
</tbody>
</table>

**TUESDAY** *(EXPLORER PERIOD)*

<table>
<thead>
<tr>
<th><strong>Explorer Period</strong></th>
<th><strong>Time</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>9:35 – 11:05</td>
</tr>
<tr>
<td>2</td>
<td>11:10 – 11:40</td>
</tr>
<tr>
<td>3</td>
<td>11:45 – 12:15</td>
</tr>
<tr>
<td>4</td>
<td>12:00 – 12:30</td>
</tr>
<tr>
<td>5</td>
<td>12:35 – 12:45</td>
</tr>
<tr>
<td>6</td>
<td>12:50 – 1:20</td>
</tr>
<tr>
<td>7</td>
<td>1:25 – 2:10</td>
</tr>
<tr>
<td>8</td>
<td>2:15 – 3:00</td>
</tr>
</tbody>
</table>

**Students who arrive at the regular time** *(8:00am)* on Wednesday mornings can report to the Media Center or the Commons to study or socialize—both areas are supervised.

**Make-up testing** occurs each Wednesday morning (by teacher arrangement) in the hallway outside of room A-105!

**Wednesday Late-Start mornings** *(8:00 – 9:30)* are not opportunities for teacher assistance due to PLC (Professional Learning Communities) weekly meetings!

**Delayed Start Schedules** for inclement weather situations will be posted on the HHS webpage when implemented.
Beginning in 2015, College Credit Plus replaced the Post-Secondary Education Option as Ohio’s dual enrollment program—it redefines “alternative dual enrollment” programs as advanced standing programs. Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate.

**College Credit Plus Pathways Example: Kent State University**

The Pathways below are designed to be flexible. Students are able to change the courses listed upon consultation with their high school counselor and Kent State University academic advisor. Course enrollment is based upon placement, preference, academic goals, high school graduation requirements and course availability.

### 15 Credit Hour Pathway

<table>
<thead>
<tr>
<th>Kent Course Name &amp; Number</th>
<th>Course Prerequisites</th>
<th>Location</th>
<th>High School Requirement</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 11011 - College Writing I</td>
<td>Placement</td>
<td>Kent State University</td>
<td>English</td>
<td>3</td>
</tr>
<tr>
<td>MATH 11010 - Algebra for Calculus</td>
<td>Placement</td>
<td>Kent State University</td>
<td>Math</td>
<td>3</td>
</tr>
</tbody>
</table>
| MUS 22121 - Understanding of Music  
THEA 11000 - The Art of Theater | Placement | Kent State University | Fine Art | 3 |
| PHY 11030 - Seven Ideas That Shook the Universe  
BSCI 10120 (STEM Major) - Biological Foundations | Placement | Kent State University | Science | 3 |
| PSYC 11762 - General Psychology  
SOC 12050 - Introduction to Sociology  
HIST 12071 - History of the US: The Formative Period  
ECON 22060 - Microeconomics | Placement | Kent State University | Social Science | 3 |
| GEOL 11040 (Non-science Major) – How the Earth Works  
CHEM 10060 (STEM Major) – General Chemistry I | Placement | Kent State University | Science | 3 |
| GEOL 11041 – How the Earth Works Lab  
CHEM 10062 – General Chemistry I Lab | Placement | Kent State University | Science Lab | 1 |
| PSYC 11762 – General Psychology  
SOC 12050 - Introduction to Sociology  
HIST 12071 - History of the US: The Formative Period  
ECON 22060 - Microeconomics | Placement | Kent State University | Social Science | 3 |

Total: 15 max

### 30 Credit Hour Pathway – Continuation (includes 15 credit hour Pathway)

<table>
<thead>
<tr>
<th>Kent Course Name &amp; Number</th>
<th>Course Prerequisites</th>
<th>Location</th>
<th>High School Requirement</th>
<th>College Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 22072 – Great Books Since 1700</td>
<td>ENG 11011</td>
<td>Kent State University</td>
<td>English</td>
<td>3</td>
</tr>
</tbody>
</table>
| MATH 11012 (BUS Major) – Intuitive Calculus  
MATH 11022 (STEM Major) - Trigonometry | Placement | Kent State University | Mathematics | 3 |
| COMM 15000 Introduction to Human Communication | Placement | Kent State University | English Elective | 3 |
| GEOL 11040 (Non-science Major) – How the Earth Works  
CHEM 10060 (STEM Major) – General Chemistry I | Placement | Kent State University | Science | 3 |
| GEOL 11041 – How the Earth Works Lab  
CHEM 10062 – General Chemistry I Lab | Placement | Kent State University | Science Lab | 1 |
| PSYC 11762 – General Psychology  
SOC 12050 - Introduction to Sociology  
HIST 12071 - History of the US: The Formative Period  
ECON 22060 - Microeconomics | Placement | Kent State University | Social Science | 3 |
**College Credit Plus Pathways Example: Hiram College**

High school students may enroll at Hiram College in single courses, or enroll as a part-time student (15 credit hours), or as a full-time student (30 credit hours). Students must work with high school guidance departments regarding fulfillment of dual-credit requirements necessary for high school.

### Suggested course options for a 30-hour or 15-hour pathway courseload:

<table>
<thead>
<tr>
<th>Semester One: (For full-time, choose 4 courses from the list, 3 in our 12-week term, and 1 in our 3-week term of the semester; for part-time, choose 2 courses in our 12-week term):</th>
<th>Semester Two: (For full-time, choose 4 courses from the list, 3 in our 12-week term, and 1 in our 3-week term of the semester; for part-time, choose 2 courses in our 12-week term):</th>
</tr>
</thead>
<tbody>
<tr>
<td>• College Composition I</td>
<td>• COMM 10100 Foundations of Public Speaking</td>
</tr>
<tr>
<td>• POLS 10900 American Government</td>
<td>• MUSI 10100 World Music</td>
</tr>
<tr>
<td>• ENTR 205100 The Entrepreneurial Mindset</td>
<td>• College Composition II</td>
</tr>
<tr>
<td>• SOAN 15500 Introduction to Sociology</td>
<td>• ENGL 20600 Introduction to Literary Studies</td>
</tr>
<tr>
<td>• MATH 10800 Statistics</td>
<td>• American/European/Asian/World History</td>
</tr>
<tr>
<td>• MATH 19800 Calculus I</td>
<td>• Any first-year appropriate courses offered at Hiram College (see thematic options below)</td>
</tr>
<tr>
<td>• Spanish 101, 102 or 201/French 101, 102, 201</td>
<td></td>
</tr>
<tr>
<td>• Any first-year appropriate courses offered at Hiram College (see thematic options below)</td>
<td></td>
</tr>
</tbody>
</table>

Courses can be taken at Hiram, online, or at participating high schools.

### Discipline-based course options:

<table>
<thead>
<tr>
<th>Science, Engineering or Medicine:</th>
<th>Social and Political Sciences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• CMPS 17100 Introduction to Computer Science</td>
<td>• PSYC 10100 General Psychology</td>
</tr>
<tr>
<td>• PHYS 11300 Principles of Physics (for life sciences, pre-med, pre-PT)</td>
<td>• POLS 10900 American Government</td>
</tr>
<tr>
<td>• PHYS 21300 Fundamentals of Physics (for engineering, physics, chemistry and pre-med majors)</td>
<td>• SOAN 15500 Introductory Sociology</td>
</tr>
<tr>
<td>• BIOL 15100 Introductory Biology: How science works</td>
<td>• COMM 10100 Foundations of Public Speaking</td>
</tr>
<tr>
<td>• CHEM 12000 General Chemistry</td>
<td>• HIST 12100 Europe 500-1450</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Business, Accounting, Marketing, Economics, Finance:</th>
<th>Humanities and Fine Arts:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• MGMT 21800 Organizational Behavior</td>
<td>• ART Color and Design</td>
</tr>
<tr>
<td>• ACCT 22500 Financial Accounting</td>
<td>• MUSI Survey of American Music</td>
</tr>
<tr>
<td>• ENTR 20510 The Entrepreneurial Mindset</td>
<td>• MUSI 121100 Musicianship I</td>
</tr>
<tr>
<td></td>
<td>• ENGL 20600 Intro to Literary Studies</td>
</tr>
<tr>
<td></td>
<td>• ENGL 12500 Great Works of Literature</td>
</tr>
<tr>
<td></td>
<td>• HIST 12100 Europe 500-1450AD</td>
</tr>
<tr>
<td></td>
<td>• PHIL 21200 Early Modern Philosophy</td>
</tr>
</tbody>
</table>

### College Credit Plus Application Guide

**Application Process:**  
- Attend a Hiram College Credit Plus Open House  
- Complete dual-credit application form  
- Submit an official high school transcript

**Admission Requirements:**  
- Recommendation supporting student for dual-credit enrollment

**Course Placement Process:**  
- Hiram College will schedule an individual advising appointment with students accepted into the College Credit Plus program.  
- Course placement will be determined based upon need for dual-credit, high school record, recommendation of
• High school GPA of 3.25, with B average in content areas of interest
• ACT of 23, PSAT score of 165, SAT score of 1650 (writing, reading, math), or high pass on common core end-of-year test in pre-requisite coursework
• Meet college course pre-requisites
• Recommendation of guidance counselor

http://www.hiram.edu/admission/undergraduate

GRADING INFORMATION

Grades are assigned by each teacher and are based on a percentage of students’ daily assignments, written lessons, tests and class participation. Grades will be given in letters, and the letters will appear in the report card every 9 weeks. The letter has a numerical equivalency for computing the student’s total academic point average.

The following letters are used in recording marks for reporting purposes. Also indicated are quality points (Q.P.) for Regular, Honors and Advanced Placement courses.

<table>
<thead>
<tr>
<th>NUMERICAL EQUIVALENT</th>
<th>Reg. Q.P.</th>
<th>H.A. Q.P.</th>
<th>A.P. Q.P.</th>
<th>1/2</th>
<th>1/2 Q.P.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98-100</td>
<td>4.33</td>
<td>4.83</td>
<td>5.33</td>
<td>2.16</td>
</tr>
<tr>
<td>A</td>
<td>93-97</td>
<td>4.00</td>
<td>4.50</td>
<td>5.00</td>
<td>2.00</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>3.67</td>
<td>4.17</td>
<td>4.67</td>
<td>1.835</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>3.33</td>
<td>3.83</td>
<td>4.33</td>
<td>1.66</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>3.00</td>
<td>3.50</td>
<td>4.00</td>
<td>1.50</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>2.67</td>
<td>3.17</td>
<td>3.67</td>
<td>1.335</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>2.33</td>
<td>2.83</td>
<td>3.33</td>
<td>1.16</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
<td>2.00</td>
<td>2.50</td>
<td>3.00</td>
<td>1.00</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
<td>1.67</td>
<td>2.17</td>
<td>2.67</td>
<td>0.835</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>1.33</td>
<td>1.33</td>
<td>1.33</td>
<td>0.67</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>0.50</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
<td>0.67</td>
<td>0.67</td>
<td>0.67</td>
<td>0.335</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

SATISFACTORY/UNSATISFACTORY OPTION (S/U)

The "S/U" option is the opportunity given to a junior or senior to select 1 unit of credit or less in non-required subjects for credit each year in which the grade will be either "Satisfactory" or "Unsatisfactory." “Satisfactory” (S) will require a “C-” or higher for credit; this translates into an average of at least 70%. An average below 70% will result in an “Unsatisfactory” (U). This option is not available for honors or advanced placement courses. Sophomores in a third year of World Languages and/or who are taking elective Physical Education courses are also eligible for this option (PE students who have met the .5 PE requirement). Begun in 2015-16: Students seeking Physical Education credit through the Credit Flex Option will be graded “S/U” due to the portfolio nature of the completed plan. Special Note: Students seeking admission to very selective colleges/universities should give extra consideration to the S/U option—these institutions may consider such options as unfavorable when transcripts are reviewed.

"Satisfactory or Unsatisfactory" credit will be included in the total credits being taken by the student, but will not be figured into the grade point average or class rank. Therefore, the “S/U” option does not figure into the GPA to determine a student’s eligibility; however it will count toward the 5-credit course requirement that also determines eligibility. The student's declaration for "S/U" must be made prior to the end of September for the first semester or year-long courses and the applications must be approved by guidance/administration. During the second semester, students have the first ten school days to select this option. Applications are available in the school counseling office.
ADVANCED PLACEMENT COURSES

Advanced Placement (AP) courses are part of a program of college-level courses and exams that give high school students the opportunity to receive credit and/or advanced placement in college. Students enrolling in AP courses should expect to develop analytical reasoning skills and study the subject matter in great depth. Enrollment in AP coursework is based on student ability and interest, past performance, counselor and/or teacher input, and success in prerequisite courses. Because of the difficulty of these courses and the time demands involved, grades of "A", "B", or "C", on a student's report cards will receive an extra weight in the computation of the grade point average. Students are required to take the AP exam in the spring to meet the expectations of the course and to earn the weighted grade adjustment. The cost of the AP is determined by The College Board and paid by the student/family. Based on the score of the exam, college credit may be earned—typically, a "3" or higher is considered passing. (Weighting: "A" = 5 points, "B" = 4 points, "C" = 3 points, "D" = 1 point, and "F" = 0 point).

EARLY GRADUATION

On very rare occasions, students will complete their graduation requirements in fewer than four years. If this occurs and a student wishes to graduate early, these procedures must be followed:

1. An administrator meets with student, parents, and counselor to discuss credits, future plans and responsibilities. The timing of the meeting with student, parents, and principal is in the spring prior to requested date of early graduation. The decision will be based on grades, attendance, behavior and future plans. If approved, no student will be permitted to graduate before the end of the semester.

2. If approved, students must let their counselors know if they wish to go through commencement ceremonies. Early graduation is a serious concern. Approval will be given only after a thorough investigation of all factors.

ACADEMIC ACCELERATION

Academic acceleration involves individual subject acceleration, with the grade level of the student determined by the overall academic credit earned. Academic acceleration occurs when a student is not only doing the caliber of work necessary to be enrolled in that subject/course, but also demonstrates the ability to do the caliber of work required of students in the next course in the academic sequence. An acceleration evaluation committee will determine whether the student will be permitted to take a subject at a higher grade level or skip a course in the usual and customary academic sequence (i.e., individual subject acceleration). Any student residing in the District may be referred by a staff member or a parent/guardian to the principal of his/her school for evaluation for possible accelerated placement. Students may refer themselves or a peer through a staff member who has knowledge of the referred child's abilities. Upon referral, the student's principal (or his/her designee) shall convene an acceleration evaluation committee to determine the appropriate learning environment for the referred student. This committee shall include the following:

a. a parent/guardian, or a representative designated by that parent/guardian
b. a gifted education coordinator or gifted intervention specialist, or if neither is available, a school psychologist or school counselor with expertise in the appropriate use of academic acceleration may be substituted
c. a principal or assistant principal from the child's current school
d. a current teacher of the referred student
e. a teacher at the grade level or course to which the referred student may be accelerated
f. in the event that career-technical programs are considered for acceleration, a career-technical educator shall be consulted as a part of the evaluation.
TRANSCRIPT INFORMATION FOR TRANSFER STUDENTS TO HUDSON HIGH SCHOOL

Grades will be transferred from previous school to Hudson High School in like form. The sending school official transcript will be the document used to determine grades, credits and requirements at the time of enrollment according to the following:

- If the received high school transcript presents only percentage grades, the percentages will be converted to the Hudson High School grading scale letter-grade equivalencies.
- If the received high school transcript presents only letter-grades, the grades will be transferred to Hudson High School in like form.
- If the received high school transcript presents both letter-grades and percentage grades, the student will be given the option to declare, at the time of transfer: (2 options; one or the other)
  - Letter-grades listed for all subjects
  - Conversion of percentage grades to Hudson High School grading scale letter equivalencies for all subjects

COURSE CHANGES

Planning a schedule for the next school year is a difficult task and situations may occur requiring a change in that schedule. These schedule changes, however, have a serious effect on class size, teacher assignments, and the overall master-schedule, and therefore, must be made sparingly. The student and parent are urged not to plan a program with the idea that it can be changed. Once a student selects his/her courses (verified by parents) the School Counseling Department will not initiate a schedule change unless a compelling educational reason exists.

After the close of the school year no changes will occur unless:
1. there is a technical error in the scheduling process
2. it is clear that the student is academically misplaced
3. there is a scheduling conflict

REPEATING A COURSE

Several courses require a level of competency to provide a solid foundation for students to build skills upon. With administrative approval, a student may repeat a course in which they have earned a grade of "C+" or below. The repeat of the course must occur the following year. When a course is repeated, the higher of the two grades earned will be included on the official transcript and will be used for Grade Point Average calculation. The lower grade will be discarded.

COURSE WITHDRAWAL POLICY/DROPPING A CLASS

Course Change Forms are available in the Counseling Office and, although used sparingly, may result in a withdrawal from a course if approved. Student, teacher, counselor and parent sections must be completed for a course withdrawal to be considered. Schedule changes for reasons other than technical errors, conflicts, inappropriate placement, or other legitimate educational reasons will not be considered. Any course dropped, with approval, before the end of the first nine-week grading period, will be dropped without penalty. After the first nine weeks of any course, no class may be dropped without administrative directive. Courses dropped after the first quarter may be given a grade of WF (withdrawn failing), depending on the circumstances.

1. If a student drops a course before the end of the first nine weeks of the course, there is NO PENALTY attached. It will be deleted from the transcript record. Any course dropped after the first marking period may be considered failed for the year.
2. The Course Change Form must be signed first by the teacher and then by a parent/guardian before submitting the form to a unit principal for review. The following are important considerations:
a. Homework completed?
b. Labs/projects/papers completed?
c. Remediation attempted?
d. Test retakes taken (if applicable)?
e. Communication with the teacher about obtaining help?

3. Students are expected to attend the class until official notification is received from the counselor on whether or not the change was approved. If a student is permitted to drop the class, the textbook must be returned to the teacher or a charge will be assigned for replacing the book.

**HONOR/MERIT ROLL**

Students’ names will be posted in the Hudson Hub Times every quarter indicating Distinction Honor Roll (3.500 or better) and Merit Roll (3.000 to 3.4999). This is accomplished by converting the letter grade of the course into quality points and totaling the points. After totaling the quality points, divide the number of academic credits into the total for the point average. “S” grades are not computed. Students who end the quarter with an Incomplete (“I”) will not be included in honor roll recognition. Please note: Hudson High School makes every effort to provide Honor/Merit Roll information to the local newspaper soon after the grading period ends—we do not control when the Honor/Merit Roll is published.

**GRADUATION PROGRAM DESIGNATIONS***

State of Ohio Honors Diplomas
Seniors are identified in the program and an Honors Diploma seal is placed on the diploma.

Marion Albee Character Award
Seniors who demonstrate outstanding character.

National Honor Society
Members are identified in the program and wear gold tassels.

National Art Honor Society
Members are identified in the program and wear rainbow tassels and rainbow cords.

International Honor Thespian
Members are identified in the program and wear blue and gold cords.

中文荣誉学会 (Chinese Honor Society)
Members are identified in the program.

Société Honoraire de Français (French Honor Society)
Members are identified in the program.

Mu Alpha Theta (Math Honorary Society)
Members are identified in the program.

Sociedad Honoraria Hispánica (Spanish Honor Society)
Members are identified in the program.

International Honor Thespian
Members are identified in the program.

Presidential Volunteer Service Award
Recognizes students who have achieved the required number of hours of service over a 12-month time period

Career Passport
Career Education seniors who have completed the Career Passport requirements of the State of Ohio are identified in the program.

3-Year Grad
Graduates in 3 years.

Cum Laude, Summa Cum Laude, Magna Cum Laude
These honors replace Valedictorian and Salutatorian beginning with the Class of 2015. Seniors with an earned cumulative grade point within each strata after the eighth semester wear medallions and are identified in the program.

- Greater than 4.33 = Summa
- Between 4.0 and 4.33 = Magna
- Above 3.67 but less than 4.0 = Cum Laude
Seal of Biliteracy

Year 4 and AP World Language students have an option to take a nationally normed assessment to obtain a Seal of Biliteracy on their diploma. The cost will be the responsibility of the student (range from $10 Latin to $20 all other languages).

*Note: At least half of a student’s Earned Credit must be “graded” (letter grade vs. S/U) for that student to be considered for any GPA associated awards or recognition of the graduating class (i.e.: Top 10%, Cum Laude, etc.)

SUNGYARD HOME ACCESS CENTER (HAC: ONLINE GRADEBOOK)

Students and parents are encouraged to access the SunGard Home Access Center through the high school website at www.hudson.k12.oh.us to follow academic progress as well as attendance. Please remember that there are expected delays between the completion of student assessments and the grading/posting of those marks.

PROMOTION BY CREDIT EARNED

In order to be promoted to the next grade level, the student should have earned the following:
- To Grade 10: a minimum of 5 credits
- To Grade 11: a minimum of 10.5 credits
- To Grade 12: a minimum of 16 credits

These guidelines should be viewed as a minimum. Usually a student will have earned more credits than are needed for promotion.

REQUIREMENTS FOR GRADUATION AND COMMENCEMENT

The State of Ohio and the Hudson City Schools Board of Education have prescribed minimum requirements for a diploma. Students not meeting the minimum course requirements will NOT be permitted to participate in commencement exercises. This includes meeting the requirements included in one of the three accepted pathways to a diploma as determined by the Ohio Department of Education.

CREDIT FLEX OPTION

Ohio’s plan for credit flexibility is designed to broaden the scope of curricular options available to student, increase the depth of study possible for a particular subject, and allow tailoring of learning time and/or conditions. These are ways in which aspects of learning can be customized around more of the students’ interests and needs.

ARE YOU READY FOR A CREDIT FLEXIBILITY OPPORTUNITY?

A credit flex opportunity at Hudson High School is a student owned learning opportunity that:
- Provides more choice and autonomy in deciding how, when and where students learn.
- Provides more options for individually suited pathways to post-secondary and career goals.
- Provides acceleration and convenienece including more options for courses in the school schedule (especially for fitting in electives)

Students may earn credit through ONE of the following:
1. Demonstration of Mastery
2. Enrichment through Experience or Performance

Students who can answer in the affirmative to the following questions are ready for a credit flex course:

Students understand that:
- I will follow the rules of Hudson City Schools and the school code of conduct while working on this credit flex opportunity.
- I understand that Hudson City Schools cannot offer hardware or software support for my personal computer.
- I am the only one responsible for my own learning.
- I am able to manage my study time effectively and easily complete assignments on time.
I am self-disciplined and find it easy to set aside reading and homework time.
When it comes to learning, I am a self-directed person.
I am willing to follow the recommendations made by the committee approving my credit flex plan.
I am willing to revise my credit flex plan according to the specifications of the committee.

Please read: Hudson High School students should thoroughly read the information below. It is important that the information is understood and followed throughout the credit flexibility offering.

Application Deadlines
Students wishing to take advantage of the Credit Flexibility opportunity must submit a complete application by:

- September 1<sup>st</sup>
- December 15<sup>th</sup>
- May 1<sup>st</sup> (for summer)

***Please note that work submitted for credit will be reviewed on or near the application deadlines. For example: if you earn application approval on September 1<sup>st</sup> all work must be completed by December 15<sup>th</sup> for review by the credit flex committee. Extensions may be requested through your school counselor as needed.

Program Integrity
In order to ensure the integrity of the learning experience approved under this program, the student will be required periodically and/or upon demand to provide evidence of progress and attendance. The principal or his/her designee will be responsible for certifying course completion and the award of credits consistent with the District’s policies on graduation. If a student ceases to attend or is unable to complete the Credit Flexibility Opportunity for any reason, the application will be voided.

OHSAA/NCAA Considerations
Students wishing to participate in high school athletics must be aware that Credit Flexibility learning experiences will not be factored into their eligibility considerations. We recommend that students continue to enroll in courses posted on the approved NCAA website to remain eligible for participation. Seniors wishing to pursue Division I or Division II NCAA athletics eligibility are responsible for ensuring that they will meet the appropriate requirements. OHSAA requires that student-athletes must receive passing grades in a minimum of five one-credit courses, or the equivalent, in the immediately preceding grading period in order to be eligible to participate.

Awarding Credit
Credit will be awarded and appear on a student’s next semester transcript following the completion and approval of credit flex coursework. Please note: Credit flex classes will not appear on a student’s report card. Students will be notified of credit and grade via email from the student’s counselor within a week of approval.

Retroactive Credit
Students will not be allowed to retroactively receive credit for courses or experiences taken prior to the submission of an application. Therefore, all courses taken or credit gained prior to the approval of the committee will not be granted to students.

Resubmission Process
Students who wish to resubmit their application after concerns were raised and recommendations were made must do so within TWO WEEKS after the decision was made. If this deadline has passed, the student may resubmit his/her application for the deadline of the next session.

Steps for the Application Process
1. Discuss possible credit flex plan with your counselor and parents.
2. The application is available on our school website.
3. Download related course information from the Ohio Department of Education Content Standards. You will need these guidelines to help you complete this application.
4. Be prepared to attend a meeting to discuss your proposal or to re-submit it as necessary.
5. Once the application is approved, the course must be completed as indicated by the committee.
6. Accepted applications may be withdrawn anytime.

Timelines and Deadlines
Session 1- application deadline- SEPTEMBER 1
Course must be completed by January 10 for grades to be posted at the end of semester 1.

**Session 2 - application deadline - DECEMBER 15**

Course must be completed by May 1 for grades to be posted at the end of semester 2

**Session 3 - application deadline - MAY 1**

Course must be completed by September 1 for grades to be posted at the end of semester 1.

**Appeal Process**

- First level - meet with building principal
- Final level - meet with Superintendent or his/her designee

**THREE AVENUES TO ACHIEVE CREDIT**

1. **Demonstration of Mastery - testing out of a course**
   
   Course is designed by HHS departments with a specific Teacher of Record. Typically, the student will be required to take the midterm and final of the course. There may be additional requirements as set by the teacher.

2. **Pre-approved/Written Credit Flex Courses**
   
   Students will fill out the specific application and follow the predetermined guidelines for that specific course. The pre-approved courses are below:
   - Foundations of Physical Education*
   - Any of the Physical Education Electives
   - Integrated Applications

   *Students in Foundations of Physical Education must complete the Ohio Department of Education Physical Education Assessments. These assessments must be facilitated by a licensed PE teacher. The PE assessments dates are the last two Wednesdays of September, the first two Wednesdays in April (8:00 – 10:00 am), and the first two Thursdays (10:00 am-12:00 pm) during the summer school session. These dates/times can be found on the High School calendar. All students should meet in E-100 at Hudson High School.

3. **Enrichment through Experience or Performance**
   
   Student writes his/her plan of action from Ohio Content Standards for that course (see above “Area of Study” links to view specific standards).

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**TESTING**

**END-OF-COURSE EXAMS (AIR TESTS)** *Note: subject to change per Ohio Department of Education*

To qualify for a high school diploma, students in the Class of 2018 and beyond must meet requirements in one of the following three pathways: *(Special Note: two (2) additional options exist for the Class of 2020...see page 6)*

1. **Earn a total of 18 points from seven end-of-course exams** in Algebra, Geometry, American History, American Government, English I, English II and Biology (Including a minimum of 4 points in math, four points in English and six points across Social Studies and Science.)
   
   Students studying Advanced Placement (AP) or International Baccalaureate (IB) courses in biology, American history or American government may take and substitute test scores for end-of-course state exams to avoid double testing. Students also may substitute grades from College Credit Plus courses in these subjects for end-of-course state exams.

2. **Industry credential and workforce readiness.** Students earn 12 points through a State Board of Education-approved, industry-recognized credential or group of credentials in a single career field and achieve a workforce readiness score on the WorkKeys assessment. The state of Ohio will pay one time for those who take the WorkKeys assessment.

3. **College admission test.** Students earn “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take the exam free of charge. ACT Benchmarks for 2016 include: 18 in College Composition (English Subscore, 22 Subscore in Reading and 22 Subscore in Mathematics (SAT equivalent: 430 or higher in Writing, 450 in Reading and 520 or higher in Math.

   *Benchmark subscores are subject to change*
Additional opportunities to retake AIR tests will be available at the end of the first semester each year for students who scored a one or two or who are new to the district (from private school or out-of-state). Students who don’t achieve a “3” (proficient) and choose to retake the test will receive a range of interventions or support during the school year that may range from additional time in content areas, test-taking skills, small group intervention sessions during study hall, before or after school.

The new ESSA (Every Student Succeeds Act) mirrors NCLB (No Child Left Behind) by requiring special education students to be tested at least once. The IEP team determines the form of assessment that best fits the student’s need. The IEP also determines if the student retakes the test and if the students will need the test for graduation.

**COLLEGE ENTRANCE TESTS**

All college-bound students are required to take a college entrance exam, either SAT I or ACT. All registration materials are available in the School Counseling Office including test dates and deadlines. Hudson High School is a national test center for the ACT, PSAT, SAT I and SAT II (Achievement). A typical testing program for college-bound students is as follows:

- **PreACT**  All freshman take the PreACT test on Test Day in October. The new PreACT predicts student performance on the ACT and can be used as an indicator of college and career readiness. Reports include data to help teachers and counselors target interventions, inform classroom instruction, and guide students in course selection. Pre ACT encompasses paper-based, multiple-choice tests in English, math, reading and science—it’s an ideal way to give freshmen high-stakes practice in a low-stakes environment. The PreACT simulates the ACT testing experience by providing students early exposure to ACT test-quality questions and predictive score ranges on the familiar 1-36 scale. This helps freshmen get comfortable with the testing experience and understand how they’re doing in core subjects.

- **PSAT**  All sophomores and juniors take the PSAT in October on Test Day. Besides being a good practice session for the SAT Reasoning Test, the results when taken in the junior year may qualify a student for National Merit and/or National Achievement and/or National Hispanic Scholar Award.

- **ACT**  Students are provided a free sitting for the ACT in March of their junior year. Many students choose to retake the ACT in the fall of their senior year. It has a 36-point scale in four areas with a final composite score. The ACT is given at many area schools. The ACT is required for students interested in the Ohio Merit Scholarship.

- **SAT Reasoning Test**  Students should take the SAT Reasoning Test in May or June of his/her junior year and, if necessary, in the fall of their senior year. The revised SAT (2015) has two areas: Verbal and Math. The total score can range from 400–1600 (Evidence-Based Reading and Writing Section: 200–800/ Math Section: 200–800/SAT Essay: Three scores ranging from 2–8)

- **SAT Subject Tests**  Students should take the SAT Subject Tests in June of his/her junior year. Students should take this test if they are anticipating applying early decision to highly selective colleges and universities.

Students themselves must be aware of the test requirements for individual colleges and testing dates. If there are questions, contact the respective school counselor.

**SPECIAL SERVICES FOR COLLEGE ENTRANCE**

There are special services available for students on an IEP or 504 for SAT/ACT tests. These services are available for seniors in the fall and for juniors in the spring. The test center evaluates the separate registration form submitted and approves/disapproves the requested accommodations. School counselors will be in contact with students who qualify for this service.

**ADVANCED PLACEMENT TESTS**

These tests begin the first Monday in May for students taking AP classes and can translate into college credit for scores of 3 and higher (selective colleges/universities may require high scores; and some may not award credit for success on AP
exams). **The expectation is that students taking an AP class (with a weighted grade) will take the exam.** The cost of AP Exams (~$94.00/test) are passed on to students; collection typically takes place at the start of the second semester. Discounted fees for qualified students are available through The College Board. Online-fee-payments are preferred; checks are also accepted and installment plans are available to those families who are required to pay for multiple tests.

**PROFILE OF THE SUCCESSFUL AP STUDENT**

This student generally pursues an accelerated program of studies and receives high marks in these classes. Students excel in their areas of competence along with excellent skills in such areas as writing, mathematics, science, world language, etc. The student has demonstrated an interest and a passion for the subject. The student’s work ethic is such that he or she will spend the time necessary to individually investigate details of the concepts under discussion. Extra time is spent with extensive reading assignments; homework assignments are consistently done on time and complete.

**WRITING PORTFOLIO**

A new high school portfolio is generated with three writings added each year agreed upon by the grade level team. Grades 9-12 writing samples are stored and contents given to seniors at the end of their senior year.

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**GENERAL SERVICES**

**WRITING LAB**

With computers and Internet access, the Writing Lab, located in room C202, is open to all students throughout the school day. English teachers assist students with their writing by addressing their specific questions and concerns. Freshmen and sophomores need a pass from study hall to take advantage of this service. “Walk-ins” are welcomed.

**MATH LAB**

The Math Lab is located in room A113 next to the math office. A math teacher supervises the lab every period of the day. Students use the lab for drop-in homework assistance or similar specific math help. The math lab is also used as a make-up test and quiz center. Ninth and tenth grade students desiring to use the lab should get a pass from their math teacher or study hall monitor.

**MEDIA CENTER (renovated in 2018)**

The library is located on the second floor directly above the office and guidance areas with its entrance across from the courtyard. Students have access to the library from 7:30 to 3:15 each day. The library program provides classes for students in essential 21st century skills of inquiry, ethical behavior, technology, information literacy and media literacy as well as reading for enjoyment. Classes are designed and scheduled with teachers to support their units of study.

Students have access to the online catalog, INFOhio databases and purchased databases 24/7 through the library website: [http://www.hudson.edu/sites/hhsmedia](http://www.hudson.edu/sites/hhsmedia). Passwords to databases are given to all students. Students may use iPods and MP3 players, work on computers, watch news and educational television /video programs, create iMovies, podcasts, PowerPoints, and other multimedia products, work in groups to study or develop projects, or simply to read while in the library. Materials may be checked out for 2 weeks and renewed for another 2 weeks. Fines are 5 cents per day for overdue materials.
INTERVENTION SPECIAL SERVICES

Students who are identified under the federal Individuals with Disabilities Education Improvement Act of 2004 (IDEIA) P.L. 108-446 are provided services and accommodations as specified in the student’s Individual Education Plan (IEP).

PSYCHOLOGICAL SERVICES

The primary responsibility of the school psychologist is to assist the school in improving the achievement and adjustment of children including those with physical, mental and emotional disabilities. The school psychologist provides for an intensive individual psychological study of children referred to him or her because of learning and/or adjustment problems and provides a written report of these studies, including interpretation and utilization of this data. The school psychologist provides consultation with teachers, parents and other professionals in the school and community to assist them in improving the learning adjustment of the children referred.

HUDSON HIGH BOOKSTORE

Hudson High School has its own bookstore where students may purchase workbooks, computer disks, art and photography supplies, paperback novels, physical education uniforms, locks, and other essentials such as pencils, pens, notebooks, and science goggles. The store is open during the lunch hours. Volunteers from the community provide assistance during the first days of each semester when a majority of student purchases are made.

HEALTHCARE AND MEDICAL CONCERNS

Working together, parents and school personnel can best meet the health needs of the students. Hudson High School is serviced by a full-time medical assistant, with a full-time charge nurse available “on call.” The medical assistant and nurses work closely with school personnel, students, doctors, and other community members.

Medication is distributed in the schools according to the medication administration policy. A self-administration of medication policy is also in place, and the students choosing to take their own medication during school hours are expected to follow this policy. Any questions regarding medications taken at school are to be directed to the nurse. Parents who have a student with health problems or concerns are encouraged to contact the school nurse. The nurse can then work with the school personnel and help meet the needs of the student. All health concerns are handled confidentially. Each fall, parents complete an Emergency Medical Authorization Form as well as an Emergency Information Card. This supplies the medical assistant, nurses and key school personnel with phone numbers of local people to contact in case a student becomes ill at school. Parents are the first to be contacted in all situations. The alternate numbers are used only after attempts to reach parents have failed.

MEDICATIONS

If possible, all medication should be given by the parent(s) at home. If this is not possible, it is done in compliance with the following, with the exception of diabetes care covered under Policy 5336:

- The school nurse supervises the secure and proper storage and dispensation of medications. The drug must be received in the container in which it was dispensed by the prescribing physician
- Written permission must be received from the parent(s) of the student, requesting that the school nurse comply with the physician's order

If you wish your child to take prescription or non-prescription medication during the school day, please:

1. Send the medication to the Clinic in a properly labeled bottle. The label should include: Student’s name, physician’s name (if a prescription med), name of drug, dosage to be given, and frequency and method of drug administration.
2. Send the medication with a completed “PERMISSION FORM FOR MEDICATION TO BE ADMINISTERED BY SCHOOL PERSONNEL” or “PERMISSION FORM FOR STUDENT TO CARRY AND ADMINISTER MEDICATION.” These forms can be obtained in the Main Office or online.
OFFICES AT HUDSON HIGH SCHOOL

<table>
<thead>
<tr>
<th>Office</th>
<th>Location and Information</th>
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<tbody>
<tr>
<td>Main Office</td>
<td>Located at the entrance off of Hudson-Aurora Road, the principal and three unit principals have their offices in this area along with two secretaries and a receptionist; the athletic director and his secretary are also located in the main office. The main office also houses the school Clinic and nurse.</td>
</tr>
<tr>
<td>Counseling Office</td>
<td>Located in the B Wing behind the Main Office, six school counselors, two secretaries and a part-time Social Worker occupy this area.</td>
</tr>
<tr>
<td>Records Office</td>
<td>Located in the B Wing next to the Counseling office and across from the courtyard. The record’s office handles all grading transcripts, grade cards, etc., district-wide registration (and work permits).</td>
</tr>
<tr>
<td>Attendance Office</td>
<td>Located on the east side of the building adjacent to the Auditorium entrance. Students check in and out of this office with all attendance-related issues. Staffed by one attendance secretary and duty-assigned staff members.</td>
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ARC (ACADEMIC RESOURCE CENTER)

The Academic Resource Center is available to all students any period of the day, any day of the week in room A106 or room A202-A for academic assistance or a quiet place to study. ARC also offers online APEX coursework assigned through the office of the Unit Principals.

NHS PEER TUTORING

Peer Tutoring is one of our NHS Hudson Chapter projects. Peer Tutoring is available every day of the week, every period of the day in the ARC room A106. They may also be available in AST, After School Tutoring, or the Homework Connection at the Hudson Public Library where National Honor Society students are available to tutor every Monday and Tuesday from 7:00 to 8:30 pm when Hudson schools are in session.

AFTER SCHOOL TUTORING

Open Thursday from 3:00-4:30 PM in room A106. An adult tutor is available to help students get back on track and to provide academic support.

HUDSON HIGH SCHOOL STUDENT ASSISTANCE PROGRAM

The Hudson City Schools’ Student Assistance Team consists of staff and support staff who received basic alcohol and other drug prevention and intervention training. The team meets weekly to manage the program and to discuss student issues. All members are available for students who have concerns about another student, a friend, a family member or themselves. The district-wide Student Assistance Team supports the team.

Saturday Family Workshop is a family-based program offered through the Six District Educational Compact to middle and high school students and their parents or legal guardians as an alternative consequence of an alcohol/other drug school policy violation or a juvenile justice referral. Student Support Groups are offered to students needing support for their recovery from chemical dependency. Additional drug education support groups are offered as needed.

H.U.D.D.L.E. (Membership in Drug Free Clubs of America required of all HUDDLE students)

HUDDLE, which stands for Helping Us Develop Dedication, Leadership and Enthusiasm is a mentoring program in which high school students educate younger students about the dangers of alcohol, tobacco and other drugs. The high school mentors help younger students learn about ways of saying “No” to peer pressure. Mentor-led learning is a type of role-modeling that enables youth to see good examples of people who are older and living a tobacco, alcohol and drug-free lifestyle. This program has been adapted to fit the Hudson City Schools curriculum standards.
The HUDDLE program targets many of the developmental assets, which have been identified by the Search Institute and Hudson’s Community First as the building blocks of healthy development. It also meets the instructional objectives of the Health curriculum developed for fourth and sixth grades.

High school students are selected to be HUDDLE mentors after completing an extensive application and interview process, and committing to being completely tobacco, alcohol, and other drugs-free. HUDDLE mentors also complete a training session to learn how to effectively teach the HUDDLE lessons to the younger students. They present three lessons to fourth grade students, and three lessons to sixth grade students.

**COMMUNITY SERVICE**

Students may earn one-quarter credit for Community Service on their transcript by obtaining 30 volunteer service hours through any combination of school and/or community organizations.

Students must complete a Service Log and submit it to the School Counseling Office. Service hours must be verified (signature) by the adult in charge of the organization. The one-quarter credit will appear on the student’s transcript with a “P/Pass” for a grade. No more than one-quarter credit can be earned in a school year regardless of the number of hours submitted.

**OUTLINE OF THE STEM SCHOLAR VARSITY LETTER POLICY:**

Students may earn a varsity letter for outstanding STEM scholastic dedication and achievement by participating in the following extracurricular programs:

- Project Fair
- Science Olympiad
- JETS
- FIRST Tech Challenge robotics competition
- STEM Summer Internship

The requirements for earning a STEM varsity letter will depend on the student’s grade, program participation, and performance as follows:

- Freshman - 7 pts
- Sophomores - 7 pts, or 6 pts with 1 achievement pin
- Juniors - 7 pts or 6 pts with 1 achievement pin, or 5 pts with 2 achievement pins
- Seniors - 7 pts or 6 pts with 1 achievement pin, or 5 pts with 2 achievement pins, or 4 pts w/ 3 achievement pins

Students earn points as shown in STEM Point Summary Table. Varsity letters and achievement pins will be distributed at the Hudson STEM Alliance Awards Ceremony held each May.
SUMMER SCHOOL OPTIONS

Check for Summer School updates and offerings through the Curriculum Office!

TRADITIONAL HIGH SCHOOL CLASSES FOR 2019

Enrollment in many courses is limited and will be accepted on a first-received basis. Courses will be cancelled if there is insufficient enrollment. Add $10 for “out of district” students (in-district includes Hudson and Six District Educational Compact students) Session 1: June 3-21. Session 2: June 24-July 12.

<table>
<thead>
<tr>
<th>COURSE</th>
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<td>.25</td>
<td>TBD</td>
<td>Lifetime Fitness, Adventure Style: This class may include biking, weight training, and other activities not typically offered during the regular school year. Students need access to a bicycle and helmet.</td>
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SUMMER SCHOOL ONLINE OPTIONS FOR 2019

HHS will be offering online summer school courses using its APEX program. Courses that are ½ credit can be completed in one of two 4-week sessions and 1 credit courses are expected to take 8 weeks. Students may elect to take up to two credits. (Out-of-district students add $10 for half-credit courses.)

<table>
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<tr>
<th>COURSE</th>
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<td>.5</td>
<td>$170</td>
<td>~June 3-28</td>
<td>On-line classes require attendance at the Orientation session. A fully licensed teacher will be monitoring students’ progress during the on-line sessions and all quizzes and tests will be taken at Hudson High School. Taking both Summer School PE and Online Health during the same session is NOT recommended!</td>
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*Note: US Govt students must take the State of Ohio End-of-Course exams during the testing window in December, 2018, or in their home district if not a Hudson student.

2019-20 FEE SCHEDULE

This Fee Schedule, or any part thereof, is subject to change upon the approval of the Board of Education. In addition, students are required to pay the following fees:

- Test Fee (PreACT) .......................................................... $13.00 ........................................... (Freshmen)
- Test Fee (PSAT) ............................................................ $16.00 ........................................... (Sophomores, Juniors)
- Chromebook Fee ......................................................... $20.00 ........................................... (All students)
- Technology Fee ........................................................... $10.00 ........................................... (All students)
- Senior Graduation Fee .................................................. $35.00 ........................................... (Seniors only)
- Parking Permit ........................................................... $25.00 ........................................... (All lots)
- Activity Fees ............................................................. $20.00-$30.00 .................................... (Extracurricular activities only)
- Marching Band Activity Fee .......................................... $100.00 ........................................... (Separate from the Activity Fee)
- Athletic Participation Fee ............................................ $200.00 ........................................... (Separate from the Activity Fee)
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*requires payment of an Activity Fee
# Clubs and Groups

(Degree of involvement/activity may vary year to year)

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<td>Union of Young Republicans</td>
<td>Mr. Doty</td>
</tr>
<tr>
<td>Video Gaming Club</td>
<td>Mrs. Boyd</td>
</tr>
<tr>
<td>Volleyball—Men’s Club</td>
<td>Mr. Meehan (HCER)</td>
</tr>
<tr>
<td>Weight Room</td>
<td>Mr. Chuppa</td>
</tr>
<tr>
<td>Writing Club</td>
<td>Mrs. VonVille</td>
</tr>
</tbody>
</table>
ATHLETICS

ELIGIBILITY—THE OHIO HIGH SCHOOL ATHLETIC ASSOCIATION

The Explorers are members of the O.H.S.A.A. and of the Suburban League National Division. HHS offers a wide range of sports (26) and teams (56) at various levels with 13 sports for boys and 14 sports for girls. Check the list below for seasonal offerings.

1. To be eligible, a student in grades 9 through 12 must be currently enrolled and must have received passing grades during the preceding grading period in subjects that earn a minimum of 5 credits per year toward graduation. (See Scholastic Eligibility.)
2. Athletes must have a Physical Exam—Parent Permission O.H.S.A.A. card completed and on file in the athletic office before the first practice.
3. A student who becomes 19 before September 1 shall be ineligible from that date forward. Students are eligible for a maximum of eight semesters after beginning the ninth grade, whether or not they participate.
4. Nine-week grading period grades will determine eligibility. Eligibility or ineligibility is in effect for an entire nine-week grading period. Semester grades do not determine eligibility. Summer School grades do not count.

ATHLETICS
(Requires payment of Activity Fee)

<table>
<thead>
<tr>
<th>Sport</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Athletics</td>
<td>Mr. Chuppa</td>
</tr>
<tr>
<td>Baseball</td>
<td>Mr. Dice</td>
</tr>
<tr>
<td>Basketball, Boys</td>
<td>Mr. Brink</td>
</tr>
<tr>
<td>Basketball, Girls</td>
<td>Mr. Lawler</td>
</tr>
<tr>
<td>Bowling, Boys and Girls</td>
<td>Mr. Brockway</td>
</tr>
<tr>
<td>Cheerleaders, Varsity</td>
<td>Mrs. Gallagher</td>
</tr>
<tr>
<td>Cross Country, Boys</td>
<td>Mr. McConnell</td>
</tr>
<tr>
<td>Cross Country, Girls</td>
<td>Mrs. Petraska</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Mrs. Knox</td>
</tr>
<tr>
<td>Football</td>
<td>Mr. Gough</td>
</tr>
<tr>
<td>Golf, Boys</td>
<td>Mr. Dave Kurtz</td>
</tr>
<tr>
<td>Golf, Girls</td>
<td>Mr. Goodson</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Ms. Mertz</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>Mr. Wyse</td>
</tr>
<tr>
<td>Lacrosse, Boys</td>
<td>Mr. Schwind</td>
</tr>
<tr>
<td>Lacrosse, Girls</td>
<td>Mrs. Maludy</td>
</tr>
<tr>
<td>Soccer, Boys</td>
<td>Mr. Knapp</td>
</tr>
<tr>
<td>Soccer, Girls</td>
<td>Mr. Gentille</td>
</tr>
<tr>
<td>Softball (Fast Pitch)</td>
<td>Mr. Jeff Kurtz</td>
</tr>
<tr>
<td>Sparkle Cheer</td>
<td>Mrs. Barnes</td>
</tr>
<tr>
<td>Swimming, Boys &amp; Girls</td>
<td>Mr. Davis</td>
</tr>
<tr>
<td>Tennis, Boys</td>
<td>Mr. Morgan</td>
</tr>
<tr>
<td>Tennis, Girls</td>
<td>Mr. Morgan</td>
</tr>
<tr>
<td>Track, Boys</td>
<td>Mr. McConnell</td>
</tr>
<tr>
<td>Track, Girls</td>
<td>Mr. Hildebrand</td>
</tr>
<tr>
<td>Volleyball</td>
<td>Mr. DiSandis</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Mr. Caniglia</td>
</tr>
</tbody>
</table>
**SCHOLASTIC ELIGIBILITY**

A. Eligibility for each grading period is determined by grades received during the *preceding* grading period. Semester and yearly grades have no effect on eligibility. **To be eligible, students must be passing (D- or higher) five (5) one-credit classes (Physical Education classes are NOT full-credit classes—don’t count them) AND have a GPA of 1.2. Students who have a GPA of 1.2 through 2.0, or who have an “F” in any classes, are required to attend two study tables per week to maintain eligibility.**

B. Student athletes must carry five (5) credits to participate. Remember this requirement before dropping any classes.

C. Incoming freshmen must be currently enrolled and must have been enrolled in school the immediately preceding grading period and *received passing grades during that grading period in a minimum of five* of those subjects in which the student receives grades.

D. For further information, an O.H.S.A.A. Athletic Eligibility Bulletin can be picked up in the Athletic Office.

**SPORTS TEAMS OFFERED**

<table>
<thead>
<tr>
<th>FALL</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer</td>
<td>9-JV-VAR</td>
<td>Soccer</td>
</tr>
<tr>
<td>Football</td>
<td>9-JV-VAR</td>
<td>Tennis</td>
</tr>
<tr>
<td>Golf</td>
<td>JV-VAR</td>
<td>Field Hockey</td>
</tr>
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<td>Cross Country</td>
<td>JV-VAR</td>
<td>Cross Country</td>
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<tr>
<td></td>
<td></td>
<td>Volleyball</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Golf</td>
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<table>
<thead>
<tr>
<th>WINTER</th>
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<th>Girls</th>
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</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>9-JV-VAR</td>
<td>Basketball</td>
</tr>
<tr>
<td>Bowling</td>
<td>JV-VAR</td>
<td>Bowling</td>
</tr>
<tr>
<td>Swimming/Diving</td>
<td>JV-VAR</td>
<td>Swimming/Diving</td>
</tr>
<tr>
<td>Wrestling</td>
<td>9-JV-VAR</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>VAR-JV</td>
<td></td>
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<table>
<thead>
<tr>
<th>SPRING</th>
<th>Boys</th>
<th>Girls</th>
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</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>9-JV-VAR</td>
<td>Softball</td>
</tr>
<tr>
<td>Track</td>
<td>JV-VAR</td>
<td>Track</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>JV-VAR</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>Tennis</td>
<td>JV-VAR</td>
<td>Girls Rugby</td>
</tr>
<tr>
<td>Boys Volleyball</td>
<td>(HCER/CLUB)</td>
<td></td>
</tr>
<tr>
<td>Boys Rugby</td>
<td>(HCER/CLUB)</td>
<td></td>
</tr>
</tbody>
</table>
STUDY TABLE

A student-athlete earning a non-passing grade (F) and/or with a grade point average between 1.2 and 2.0 shall remain eligible only so long as the student-athlete attends two study tables per week. The purpose of the study table is to provide a quiet academic learning environment to allow students to concentrate on their homework assignments, school related reading and/or project completion.

- The study tables will be made available to all students of Hudson High School.
- Study tables will be held before school for a minimum of three school days per week.
- Students are expected to bring all of the necessary materials and supplies with them to each study table.
- A student-athlete who does not participate in the required number of study tables or is dismissed from a study table for disciplinary reason or lack of effort will immediately become ineligible for a minimum period of one week. The suspension begins on the following Sunday and runs for seven days (through Saturday).
- An adult employee (teacher/coach) of the school district will supervise the study table.
- Being absent from school due to illness, vacation, college visits, etc. does not exempt or excuse the student from attending the study tables twice per week. If a student fails to attend twice per week, he or she is ineligible the following week.

NCAA CLEARINGHOUSE INFORMATION

NCAA Division I requires 16 core courses. This rule applies to any student first entering any Division I college or university. NCAA Division II now requires 16 core courses (effective 8/1/13).

Test Scores: Division I has a sliding scale for test score and grade-point average. Division II has a minimum SAT score requirement of 820 or an ACT sum score of 68. The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used. The ACT score used for NCAA purposes is a sum of the four sections on the ACT: English, mathematics, reading and science. All SAT and ACT scores must be reported directly to the NCAA Eligibility Center by the testing agency. Test scores that appear on transcripts will not be used. When registering for the SAT or ACT, use the Eligibility Center code of 9999 to make sure the score is reported to the Eligibility Center.

Be sure to look at your high school’s list of NCAA-approved core courses on the Eligibility Center’s Web site to make certain that courses being taken at Hudson High School have been approved as core courses. The Web site is www.eligibilitycenter.org. For more information regarding the rules, please go to www.NCAA.org. Click on “Academics and Athletes,” then “Eligibility and Recruiting.” Or visit the Eligibility Center Web site at www.eligibilitycenter.org. Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877/262-1492.
This section of the HHS Curriculum Guide provides descriptions for each course offered at the high school as well as through the Six District Educational Compact. Information contained in this section is updated each year—the version posted on the school website is the most current (www.hudson.k12.oh.us). For more information on any Six-District program, visit www.sixdistrict.com or see the Compact Career Catalog 2019-20. It’s important to stay abreast of changes that occur each year so that you and your parents can make the best decisions possible in planning your high school educational career.

Please pay attention to graduation requirements, prerequisites, credits and grades eligible for each course—that information is provided under the course title. In our schedule you have the opportunity to take seven classes. **Students are required to take at least six classes; seniors have the option of taking five** but must pay attention to athletic/extracurricular eligibility. We encourage students to take advantage of the many options and choices offered here at HHS; we have a comprehensive program with a wide range of coursework that will afford you many opportunities that can lead to a very rewarding high school experience.

Good planning up front in the scheduling process will help us in our efforts to offer the courses you choose. Be sure to include parents and guidance counselors in the process. **Once the master schedule is finalized, it becomes very difficult to make changes later; students are held to their choices once the course verification forms are signed off by parents.** For 2019-20, please pay particular attention to the following changes:

- Advanced Placement (AP) tests have increased from $87 in 2013 to $94 this past school year—we’ll know later in the year if the trend continues.

- Only a few new elective courses have been added to the 2019-20 Curriculum Guide. They include:
  - **Entrepreneurship & Engineering** (new CCP offering through KSU) Semester 1 is designed to help students understand the entrepreneurial process, from conception to the birth of a new venture. Students will earn 3 college credit hours and one high school credit in entrepreneurship. Semester 2 will be devoted to developing a product using foundational skills in entrepreneurship from Semester 1.
  - **Entrepreneurship & Launching a Start-Up** (new CCP offering through KSU) Semester 1 is designed to help students understand the entrepreneurial process, studying the attributes of successful entrepreneurs to learn how to turn an opportunity into a viable business. Students meeting the college requirements and successfully completing this course will earn 3 college credit hours and one high school credit in marketing. Semester 2 will be devoted to developing a service using foundational skills in entrepreneurship.
  - Our CCP course, **Writings in World Literature** has a new course title that aligns with Hiram’s course: Foundations in the Liberal Arts (FDLA 20101)
  - We reintroduce Physical Geology as a junior/senior offering which satisfies the Ohio Core science graduation requirement of a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. Physical geology incorporates chemistry, physics and environmental science, and introduces students to key concepts, principles and theories within geology. (full year, 1 credit, prerequisite: completion of one Life Science and one Physical Science course)
  - **New Dimensions** transitions from Honors level to a CCP offering through Hiram College. On Hiram’s end, New D will satisfy both interdisciplinary/humanities (4 hrs) AND composition/writing (4 hrs) for a total of 8 CCP credit hours. It remains a 2-credit offering at HHS.
ART DEPARTMENT

<table>
<thead>
<tr>
<th>9th Grade:</th>
<th>10th Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1</td>
<td>Art 1</td>
</tr>
<tr>
<td>Ceramics</td>
<td>Ceramics</td>
</tr>
<tr>
<td>Advanced Ceramics</td>
<td>Advanced Ceramics</td>
</tr>
<tr>
<td>Mixed Media w/ Drawing &amp; Design</td>
<td>Mixed Media w/ Drawing &amp; Design</td>
</tr>
<tr>
<td>Creative Crafts</td>
<td>Creative Crafts</td>
</tr>
<tr>
<td>Creative Painting</td>
<td>Creative Painting</td>
</tr>
<tr>
<td>Digital Photo 1</td>
<td>Digital Photo 1</td>
</tr>
<tr>
<td>Digital Photo 2</td>
<td>Digital Photo 2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11th Grade:</th>
<th>12th Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art 1</td>
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</tr>
<tr>
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</tr>
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</tr>
<tr>
<td>Creative Crafts</td>
<td>Creative Crafts</td>
</tr>
<tr>
<td>Advanced Drawing</td>
<td>Advanced Drawing</td>
</tr>
<tr>
<td>Creative Painting</td>
<td>Creative Painting</td>
</tr>
<tr>
<td>Advanced Painting</td>
<td>Advanced Painting</td>
</tr>
<tr>
<td>Digital Photo 1</td>
<td>Digital Photo 1</td>
</tr>
<tr>
<td>Digital Photo 2</td>
<td>Digital Photo 2</td>
</tr>
<tr>
<td>Advanced Digital Photo</td>
<td>Advanced Digital Photo</td>
</tr>
<tr>
<td>Advanced Art</td>
<td>Advanced Art</td>
</tr>
<tr>
<td></td>
<td>AP Studio Art</td>
</tr>
</tbody>
</table>

½ Credit of Fine Arts is required for graduation! (Graphics 1, 2 & Advanced also meet requirement)

ART 1

(1 semester, ½ credit, Grades 9-12)

Art I is an elective subject available to all students. The class meets every day for ½ year, and for successful completion of the requirements, students receive ½ credit. Throughout the semester, the beginning student is introduced to a sampling of two and three-dimensional media. The lab fee for the course includes the cost of the basic materials and supplies needed.

Lab Fee: $22.00

CERAMICS

(1 semester, ½ credit, Grades 9-12)

In Creative Ceramics (1 semester class), students will learn basic skills and technical knowledge of traditional hand building methods: Pinch form, Coil, Slab construction, basic throwing skills on the pottery wheel, and will use various methods of decorating and glazing while assessing ceramic form and design through cultural and historical connections. Students are expected to demonstrate growth in problem solving, and controlling the properties of clay to develop forms, strengthening artistic expression and critical thinking. Both historical and contemporary trends in ceramics are studied through research and in-class presentations. Students are expected to express themselves through visual, verbal and written formats. Students may need to purchase additional items for projects that go beyond the course requirements.

Lab Fee: $35.00

Prerequisite: “B-” average or better in Art 1

ADVANCED CERAMICS

(1 semester, ½ credit, Grades 9-12)

Advanced Ceramics is designed for students who have completed Ceramics 1 and want to perfect and refine their abilities in ceramics. The wheelwork is more rigorous and more challenging assignments are given. New techniques on the wheel and hand building will be introduced and applied, along with new glazing techniques.

Course fee: $40

Prerequisite: Ceramics
CREATIVE CRAFTS
(1 semester, ½ credit, Grades 9-12)

Learn how to look at things in a new and inventive way! Take common objects and turn them into art masterpieces. This class is designed to expose students to various processes, techniques and methods related to crafts. Students will explore art history as it relates to various crafts and cultures and also learn the process used to create different crafts. A variety of media will be used and combined to create projects. (Approximately $10 - $20 in additional supplies may be needed depending on student projects)

Lab Fee: $27.00
Prerequisite: "B-" average or better in Art 1

MIXED MEDIA W/ DRAWING & DESIGN
(1 semester, ½ credit, Grades 9-12)

Students will explore different approaches to drawing while rendering from real life, pictures, masterworks, and imagination. Students will explore a variety of mixed media and drawing techniques including; graphite, colored pencil, scratchboard, charcoal, pastels, pen and ink, printmaking and more. The projects will help students develop technical skills and communicate personal expressions through their work. (Approximately $15 - $30 in additional supplies may be needed depending on student projects)

Lab Fee: $35.00
Prerequisite: “B-” average or better in Art 1

ADVANCED DRAWING
(Full Year, 1 credit, Grades 10-12)

Advanced Drawing is designed for students who have previously taken Mixed Media with Drawing and Design. Students will explore a variety of advanced drawing techniques, observational skills and personal expression. Mediums used will vary from pencil, ink, charcoal, pastels, scratch board, print making and mixed media. Students will be challenged to make individual choices about media used to complete projects in their own personal style. Portraiture, figure drawing from clothed models, still-lifes and landscapes are among the many subjects that may be explored. (Approximately $15 - $30 in additional supplies may be needed depending on student projects)

Lab Fee: $40.00
Prerequisite: Creative Painting

CREATIVE PAINTING
(1 semester, ½ credit, Grades 10-12)

Students will work with watercolor, acrylic, oil and mixed media while exploring techniques such as layering, wet into wet, texturing, glazing and more. Students will learn how various colors are made and how color effects emotions. While creating personal and original art, students will experiment with different media, approaches and styles. (Approximately $10 - $30 in additional supplies may be needed depending on student projects)

Lab Fee: $40.00
Prerequisite: Mixed Media w/Drawing and Design

ADVANCED PAINTING
(1 semester, ½ credit, Grades 10-12)

This is an intermediate course that builds on the skills and concepts learned in Creative Painting. Students will experiment with more complex techniques and processes, while learning to make a clear visual statement in a painting. Students will work from photos, real life and imagination. Subjects of the paintings will vary from landscapes to portraits, abstractions to still-lifes and also social commentaries. By using their knowledge of color theory, compositional development and their desire to develop a personal style, student work will vary on a personal level from abstraction to realistic works. (Approximately $10 - $30 in additional supplies may be needed depending on student projects)

Lab Fee: $40.00
Prerequisite: Creative Painting
ADVANCED ART
(Full year, 1 credit, Grades 11-12)

Advanced Art is intended for the motivated advanced art student who desires an individual approach to his/her studies as well as direction in compiling a senior portfolio (a successful body of work). First semester includes work in a variety of media with projects that emphasize problem solving from a personal standpoint. During this semester, students compile or complete a portfolio, if needed, for admission to an art college or university. During second semester, students who have successfully completed the Advanced Art coursework may work independently. Since most of the work is independently designed, students need to be self-directed learners. They will be responsible for developing a 9-week plan at the beginning of each grading period.

Lab Fee: $70
Prerequisite: Creative Painting, Creative Drawing or Advanced Painting

AP STUDIO ART
(Full year, 1 AP credit, Grade 12)

The Advanced Placement Program in Studio Art: Drawing is a performance-based visual exam designed for self-motivated students who excel in risk-taking and independent thought. Successful completion of Art III is a pre-requisite. Each student will develop and submit a portfolio that serves as a direct demonstration of achievement. The term "drawing" is used very broadly; all sorts of art that involves directly making marks on a surface can fit into this portfolio. This includes not only work in traditional drawing media -- such as pencils, ink, and pastels -- but also many kinds of painting, printmaking, and other forms of expression. Students in AP Studio Art should expect to devote at least ten hours of work outside of class per week to stay on track. Additionally, students may decide to purchase specific materials, such as canvas or illustration board, to best develop their work.

Students can expect to spend $30.00 to $100.00 on supplies, depending on the concentration they choose.

The portfolio for Studio Art: Drawing requires submissions in three distinct sections and is submitted in May.

<table>
<thead>
<tr>
<th>SECTION</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I: Quality</td>
<td>Five actual drawings; maximum size is 18&quot; x 24&quot;</td>
</tr>
<tr>
<td>II: Concentration</td>
<td>12 images; some may be details</td>
</tr>
<tr>
<td>III: Breadth</td>
<td>12 images of 12 different works; one image of each is submitted</td>
</tr>
</tbody>
</table>

Prerequisite: Creative Painting, Creative Drawing or Advanced Painting
Lab Fee: $70.00, the AP test fee is $95.00

DIGITAL PHOTO 1
(Semester, ½ credit, Grades 9-12)

This course is designed to provide students with the study of art elements and principles of design through the medium of photography. Students will learn how to use digital SLR cameras and point-and-shoot digital cameras. Using computers and state of the art computer software, including Adobe Photoshop and LightRoom, students will learn how to plan and produce compositions that demonstrate an understanding of composition, color and visual impact. Students will have the opportunities to utilize digital cameras, a flatbed scanner, and computer software and output work on laser printers and professional quality ink jet printers.

Required Camera: Any digital camera other than a phone camera is acceptable.
-Students will have the opportunity to sign-out DSLR cameras

Prerequisite: None
Lab and Material Fee: $40.00
DIGITAL PHOTO 2
(1 semester, ½ credit, Grades 11 & 12)
Prerequisite: None
This course is offered to those students who have taken Photography I and are interested in further exploration and work in the medium. Students continue to build on their knowledge of a digital darkroom and explore individualized ways to further their learning. Creativity and self expression is the ultimate goal while learning more advanced photography techniques and current trends in the field.
-Students will have the opportunity to sign-out DSLR cameras
Required Camera: A Digital SLR is highly recommended (Canon and Nikon are preferred).
-Students will have the opportunity to sign-out DSLR cameras
Prerequisite: B- or better in Digital Photo 1
Lab and Material Fee: $40.00

ADVANCED DIGITAL PHOTO
(1 semester, ½ credit, Grades 11 & 12)
Prerequisite: Grade of “B” average or better in Digital Photography I (or Intro) or teacher approval based on special circumstances.
The course is designed for students that are interested in continuing their study in the medium of photography. The class will focus on theme-based projects and in-depth studies of a wide variety of subject matter. Students will be encouraged to use their knowledge of the subject to work independently to create a strong body of work. The course is ideal for students who want to pursue a career in Art, Photography, Graphics, or Design and/or create a strong portfolio of work for college admittance and scholarships.
Required Camera: A Digital SLR required (Canon and Nikon are preferred).
-Students will have the opportunity to sign-out DSLR cameras
Prerequisite: B- or better in Digital Photo 2
Lab and Material Fee: $40.00
BUSINESS & COMPUTER SCIENCE DEPT

**BUSINESS EDUCATION**

<table>
<thead>
<tr>
<th>9th Grade:</th>
<th>10th Grade:</th>
</tr>
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<tbody>
<tr>
<td>Business Essentials</td>
<td>Business Essentials</td>
</tr>
<tr>
<td>Accounting Principles</td>
<td>Accounting Principles</td>
</tr>
<tr>
<td>Entrepreneurship &amp; Engineering</td>
<td>Entrepreneurship &amp; Engineering</td>
</tr>
<tr>
<td>Entrepreneurship &amp; Launching a Start-up</td>
<td>Entrepreneurship &amp; Launching a Start-up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<td>Business Essentials</td>
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</tr>
<tr>
<td>Entrepreneurship &amp; Launching a Start-up</td>
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**COMPUTER SCIENCE**

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<thead>
<tr>
<th>9th Grade:</th>
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<tbody>
<tr>
<td>Integrated Computer Applications</td>
<td>Integrated Computer Applications</td>
</tr>
<tr>
<td>Computer Science 1</td>
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<td>AP Computer Science Principles</td>
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<td>AP Computer Science A</td>
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<th>12th Grade:</th>
</tr>
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<td>AP Computer Science A</td>
<td>AP Computer Science A</td>
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**ACCOUNTING PRINCIPLES**

(1 semester, ½ credit, Grades 9-12)
Prerequisite: None

Accounting is the Language of Business! *Accounting Principles* provides an excellent background not only for college accounting but also provides a solid foundation for any business career. The concepts of assets, liabilities, and owner’s equity are studied in depth. Students reinforce their understanding of accounting procedures by working through realistic accounting cycles for a sole proprietorship and a merchandising business organized as a corporation. Business transactions are analyzed, recorded, and summarized for the preparation of general-purpose financial statements—the same statements that large corporations use to report financial ratios, component percentages, and stockholders’ equity. In addition, students complete a simulation and are also presented with instructional activities that reinforce mathematical and critical thinking skills.

Workbook required. Simulation provided

**BUSINESS ESSENTIALS**

(1 semester, ½ credit, Grades 9-12)
Meets the Financial Literacy Requirement
Meets the ½ credit computer requirement
Prerequisite: None

This course is a great foundation no matter what your plans! Business Essentials teaches life skills necessary to become financially independent. Students will explore various topics including banking, budgets, taxes and salary, how to avoid credit and debt pitfalls, and how to invest in the stock market. Established learning techniques will be used to broaden students’ awareness of skills needed—whether they are pursuing higher education, entering the workforce, or starting a business of their own. We will do this by engaging the students in real-world simulations, teaching them analytical skills associated with authentic case studies, collaborating on group projects, networking with guest speakers, and interpreting selected readings. Students will learn communication and critical thinking skills, along with decision-making techniques. In addition, social media etiquette and business ethics are examined. This course meets the State of Ohio Financial Literacy Requirement.
This course also meets the ½ credit computer requirement.

**ENTREPRENEURSHIP**

CCP course for 2017-18 (Kent State)  
(1 semester, ½ HS credit, 3 college credits – Grades 11-12)  
Prerequisite: None

Entrepreneurship is designed to help students understand the entrepreneurial process, from conception to the birth of a new venture. Emphasis is placed on developing an entrepreneurial spirit through studying the attributes of successful entrepreneurs to learn how to turn an opportunity into a viable business. Students will engage in networking opportunities and receive mentorship guidance. This course is offered through Kent State University’s Marketing and Entrepreneurship department. Students meeting the college requirements and successfully completing this course will earn both college and high school credit.

Recommended prerequisite: Integrated Computer Applications

**ENTREPRENEURSHIP & ENGINEERING**

(2 semesters, 2.0 HS credits, 3 college credits, open to grades 9-12)  
Prerequisite: Admission requirement(s) of KSU

Semester 1 will be devoted to the introduction of entrepreneurship. This semester is designed to help students understand the entrepreneurial process, from conception to the birth of a new venture. Emphasis is placed on developing an entrepreneurial spirit through studying the attributes of successful entrepreneurs to learn how to turn an opportunity into a viable business. Students will engage in networking opportunities and receive mentorship guidance. This course is offered through Kent State University’s Marketing and Entrepreneurship department. Students meeting the college requirements and successfully completing this course will earn 3 college credit hours and one high school credit in entrepreneurship.

Semester 2 will be devoted to developing a product using foundational skills in entrepreneurship from Semester 1. Students will identify a need within a business and develop a feasibility analysis. Students will be required to earn certifications on fabrication equipment in the high school makerspace lab and utilize software to engineer and design a prototype or product. Students will pitch their product to a community board. The second semester is offered as a credit flex and successful completion will earn students one high school credit in engineering.

Lab Fee: $50

**ENTREPRENEURSHIP & LAUNCHING A START-UP**

(2 semesters, 2.0 HS credits, 3 college credits, open to grades 9-12)  
Prerequisite: Admission requirement(s) of KSU

Semester 1 will be devoted to the introduction of entrepreneurship. This semester is designed to help students understand the entrepreneurial process, from conception to the birth of a new venture. Emphasis is placed on developing an entrepreneurial spirit through studying the attributes of successful entrepreneurs to learn how to turn an opportunity into a viable business. Students will engage in networking opportunities and receive mentorship guidance. This course is offered through Kent State University’s Marketing and Entrepreneurship department. Students meeting the college requirements and successfully completing this course will earn 3 college credit hours and one high school credit in entrepreneurship.

Semester 2 will be devoted to developing a service using foundational skills in entrepreneurship from Semester 1. Students will identify a need within a business and develop a feasibility analysis. Students will be required to earn certifications on fabrication equipment in the high school makerspace lab and utilize software to develop their service and marketing plan. Students will pitch their service to a
community board. This course is offered as a credit flex and successful completion will earn students one high school credit in marketing.

Lab Fee: $50

INTEGRATED COMPUTER APPLICATIONS

(1 semester, ½ credit, Grades 9-12)
Prerequisite: None
This course meets the ½ credit computer requirement
This course meets the State of Ohio Financial Literacy requirement.

The design of Integrated Computer Applications will emphasize utilizing application programs for maximum efficiency. Students will explore the Windows operating system and develop a working knowledge of word processing, spreadsheet, publication and presentation software. The Google Apps for Education environment will also be utilized to design and build an e-portfolio web site. In addition this course will cover every day financial decisions including banking, credit cards, insurance, investing and general economic concepts. This course meets the ½ credit Computer Science requirement as well as the Ohio Financial Literacy requirement.

COMPUTER SCIENCE 1

(1 semester, ½ credit, Grades 9-12)
Prerequisite: Algebra I
This course meets the ½ credit computer requirement

This course is a must for students interested in how computers work! This course is very helpful for students majoring in Computer Science or Engineering in college. Computer Science 1 is a beginning programming course focusing on understanding the science of Computer Science. Students will program using the Visual Basic language on Windows-based computers. Programming will involve problem solving, control structures, data structures and logical design. Computer programming and computer terminology will be emphasized. This course is a recommended prerequisite for AP Computer Science A.

AP COMPUTER SCIENCE PRINCIPLES

(Full year, 1 AP credit, Grades 10-12)
Prerequisite: Algebra II Previously or Concurrently
This course meets the ½ credit computer graduation requirement and qualifies for ½ credit Mathematics graduation requirement (if taken after Algebra II)
AP Computer Science Principles is a unique course that introduces students to the central ideas of computer
science through a very broad curriculum. This course promotes deep learning of computational content. No prior programming experience is needed! Students will learn block programming, robot code and Python. Students will develop their analytical skills and collaboration skills through projects they create. This course provides a pathway for becoming a well-educated and informed citizen who understands the vital impact advances in computing have on people and society.

AP Test: $94.00

**AP COMPUTER SCIENCE A**

(Full year, 1 AP credit, Grades 10-12)

Prerequisite: Computer Science 1 and Algebra II

This course meets the ½ credit computer graduation requirement and qualifies for ½ credit Mathematics graduation requirement (if taken after Algebra II)

**AP Computer Science A** is a great course for students interested in majoring in Math, Engineering or Computer Science. This class emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development. Students will code in Java to learn the fundamentals of programming and Computer Science. Students may waive the Computer Science I prerequisite with department approval.

AP Test: $94.00
This ninth grade English course is intended to serve as a transition to the senior high school curriculum, emphasizing language and literature strategies necessary for successful experiences not only in English courses but also in all instructional areas. Because the demands of written language performance increase at the high school level, this course places greater emphasis on written work.

Initially focusing on the basic strategies of composition as a process, the course moves into the study of short stories, novels, dramas, poetry, and nonfiction. Vocabulary development, library orientation, and reading strategies are integral parts of this program. Major works have included *To Kill a Mockingbird*, *Romeo and Juliet*, *Of Mice and Men*.

Fee: Student will purchase paperbacks not to exceed $35.00.
**HONORS ENGLISH 9**

(Full year, 1 credit)

Honors English 9 is an advanced course designed for highly motivated students who have strong writing skills and an interest in an in-depth study of literature. Special emphasis is placed on analyzing fiction and non-fiction, as well as oral communication, developing writing and research skills, and expanding vocabulary. This course is preparation for Honors English 10.

Summer reading and writing are required. Movement to a regular English 9 class MAY NOT occur until the end of the first quarter.

*Fee: Student will purchase paperbacks not to exceed $35.00.*

**ENGLISH 10**

(Full year, 1 credit)

The tenth grade English course involves the study of selected world literature while addressing essential questions. Stressing the importance of language proficiency, the course advances students in grammar and complex sentence forms, syntax, levels of usage and vocabulary enrichment. Writing includes narrative, literary analysis, and argumentative writing, including an intensive research paper unit. Reading includes short stories, poetry, non-fiction, and novels. Major works may include *Julius Caesar* or *Much Ado About Nothing*, *All Quiet on the Western Front*, *Night*, *The Secret Life of Bees*, and a choice-novel unit.

*Fee: Student will purchase paperbacks not to exceed $35.00.*

**H₂BE: Honors Biology & Honors English**

(Full year, 2 honors level credits: 1 Honors Biology, 1 Honors English, Grade 9)

Prerequisite: Evaluation of student application, teacher recommendations, and possible interview.

This co-taught Honors Biology and Honors English 9 is a research-based course focusing on critical thinking and application. The course integrates biological concepts (cells, genetics, ecology, evolution, and related ethical issues) with literature that complements these topics and meets state standards. Students will read a variety of works, including poetry, plays, and nonfiction, to learn about biological issues while using these sources as a springboard for discussion. For example, students could create proposals offering solutions for some of today’s most compelling scientific dilemmas. Reading selections include, but are not limited to, *Of Mice and Men* by John Steinbeck, *The Hour of Land* by Terry Tempest Williams, *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, selections from *Botany of Desire* by Michael Pollan, selections from *Walden* by H.D. Thoreau, and others. The course will include an outdoor component, utilizing Hudson High School’s land lab and nearby parks, and culminate in a backpacking trip in the spring, with an overnight in the fall.

Summer reading and writing are required.

Course fees include a $30.00 lab fee, as well as $125.00 for travel expenses. Students will purchase paperbacks not to exceed $35.00.

**HONORS ENGLISH 10**

(Full year, 1 credit)

Prerequisite: A consistent “B+” average in English 9/Honors 9 and a recommendation from the English 9 team are strongly recommended.

Exploring works and writers from across the globe, this advanced course consists of an in-depth study of literature and composition, including formal research. While writing and reading are emphasized, the course is designed to also include speaking and study skills. Major works have included *All Quiet on the Western Front*; *A Separate Peace*; *Strength in What Remains*; *Julius Caesar*; and/or *A Tale of Two Cities*; *Cry, the Beloved Country*, and assorted poems, short stories and films.
Summer reading and writing are required. Movement to a regular English 10 class MAY NOT occur until the end of the first quarter.

Fee: Student will purchase paperbacks not to exceed $35.00.

**ENGLISH 11**

(Full year, 1 credit)

This full year course emphasizes reading, analysis, oral communication, and writing. The class involves a survey of American literature, both fiction and non-fiction, from its earliest beginnings with Native Americans, foreign explorers, and African slaves to the most significant work of nineteenth and twentieth century authors. Readings have included short stories from Poe and Hawthorne, as well as excerpts from *Walden* and the novels *The Great Gatsby*, *The Circle*, and *The Catcher in the Rye*. In addition to the literature component, the course also emphasizes research paper and essay writing, vocabulary study, and drama appreciation.

Fee: Student will purchase paperbacks; not to exceed $35.00.

**AP ENGLISH: LANGUAGE & COMPOSITION**

(Full year, 1 AP credit)

Available to both juniors and seniors. Prerequisite: A consistent “B” average in English classes and a recommendation from the students’ English teacher is also advised.

AP Language and Composition is a full-year, one credit hour course that is available to juniors who are interested in advanced studies in English and the art of writing. It will “emphasize expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as personal and reflective writing that fosters the development of writing within any context [...]. The end goal is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity in order to communicate effectively with mature readers.

Students are encouraged to place their emphasis on content, purpose, and audience [and...] will be assisted and encouraged to use mechanics, grammar, and vocabulary in a sophisticated manner, thus reflecting the link between the use of these conventions and their own writing style. Through this they will become aware of how stylistic effects are achieved by a writer’s linguistic choices.”

The course focuses on nonfiction and is taught during the same year that students would be receiving American Literature in the college preparatory track. Although the course is not based solely in American works, it will help students to develop an understanding of the American experience, in both a historical and contemporary sense, and how that has contributed to an American voice in writing.

Students considering the course should be willing to be actively involved in the class, enjoy reading, and have a strong desire to improve their writing. Accelerated English 9 and 10 are recommended but not required. Summer reading is required. Students enrolled in this class are required to take the AP exam in May.

Fees: AP Exam, $95; Student will purchase paperbacks not to exceed $75.00

**AP ENGLISH: LITERATURE & COMPOSITION**

(Full year, 1 AP credit)

AP Literature and Composition is available to both juniors and seniors; students who particularly enjoy fiction are encouraged to sign up.

The AP English course is designed to engage students in the careful reading and critical analysis of literary fiction, drama, and poetry, while providing students the opportunity to earn college credit. College credit is earned with a score of 3 or higher on the AP exam. Through the close reading of selected contemporary and classic texts, students deepen their understanding of how author-choice, form, style, techniques, syntax, and diction express theme, tone, and message. Students will also
explore their/the reader’s responsibilities in meaning-making. Students considering the course should be willing to be actively involved in the class, enjoy reading, and have a strong desire to improve their writing.

Summer reading and writing are required. Movement to a regular English 11/12 class MAY NOT occur until the end of the first quarter. Students enrolled in this class are required to take the AP in May.

Fees: AP Exam, $95; Student will purchase paperbacks not to exceed $75.00

WRLA 10101: WRITINGS IN AMERICAN LITERATURE

CC+ course (Hiram)
(Full year, 1 HS English credit, 4 college English credits, Grade 11)

A seminar-based course designed to be a comprehensive introduction to the skills needed to thrive in any college program. The content of the course will focus on American literature, and the academic purposes are: to pay close attention to academic writing, to analyze and discuss a relevant literature, to clearly articulate ideas in a public forum, to promote thinking and inquiry, and to equip students with research skills that permit them to investigate important questions and hypotheses. Writings in American Literature does not merely tell students about ideas. Rather, students are challenged to be actively engaged in thinking their way into ideas and traditions, students are guided in developing their abilities at reasoned critical reflection about those ideas and traditions, and students are guided through systematic systems of research and writing about those ideas and traditions. Objectives include:

- Ability to read and interpret important material
- Ability to think critically
- Ability to write and learn
- Ability to communicate orally: students will speak, participate in discussion, and present ideas
- Ability to identify, evaluate, and use information appropriate for scholarly research
- Ability to take advantage of the curricular and co-curricular opportunities in an academic setting

FDLA 20101: FOUNDATIONS IN THE LIBERAL ARTS

(Full year, 1 HS English credit, 4 college English credits, Grade 12)

A seminar-based course designed to be a comprehensive introduction to the skills needed to thrive in any college program. The content of the course will focus on world literature, and the academic purposes are: close attention to academic writing, to analyze and discuss relevant literature, to clearly articulate ideas in a public forum, to promote thinking and inquiry, and to equip students with research skills that permit them to investigate important questions and hypotheses. FDLA does not merely tell students about ideas; rather, students are challenged to be actively engaged in thinking their way into ideas and traditions, students are guided in developing their abilities at reasoned critical reflection about those ideas and traditions, and students are guided through systematic systems of research and writing about those ideas and traditions. Objectives include:

- Ability to read and interpret important material
- Ability to think critically
- Ability to write and learn
- Ability to communicate orally: students will speak, participate in discussion, and present ideas with evidence
- Ability to identify, evaluate, and use information appropriate for scholarly research
● Ability to take advantage of the curricular and co-curricular opportunities in an academic setting

**SENIOR REQUIREMENTS AND OPTIONS**

Several semester courses are offered as options to enable 12th graders to choose multiple courses for their experience from a variety of speaking, writing, and literary coursework to meet the one credit requirement. Seniors NOT in AP English, New Dimensions, Service Learning, or a CC+ course, must take either Classics to Contemporary Literature or Drama as Literature and then select from several semester options offered to complete the 1-credit requirement. To enhance/enrich students’ English study, sophomores, juniors, and seniors may also select from these options as additional coursework above the one credit yearly English requirement.

**CLASSICS TO CONTEMPORARY LITERATURE**

(1 semester, ½ credit, Grade 12)

“A classic is a book that has never finished saying what it has to say” (Italo Calvino). Focusing on thematic units including love, death, and morality, students will explore the complexities of humanity through classic and contemporary literature. Students will select from a variety of units based on both teacher and student interest. Writing assignments will range from self-reflection and literary analysis to creative pieces. Monty Python and Douglas Adams aren’t the only ones who know the meaning of life. This course meets the English requirement for seniors taking semester courses.

*Fee: paperbacks not to exceed $30*

**SERVICE LEARNING**

(Full Year, CCP Course through Hiram College: 2 HHS Credits; 1 English, 1 Social Studies, Grade 12) (4 CCP hours in interdisciplinary/humanities AND 4 CCP hours in composition/writing for a total of 8 CCP credit hours)

Prerequisite: Evaluation of student application, Interview.

Service Learning is a unique course that combines the disciplines of social studies and English with application in service to the community. Three days a week, Service Learning offers students selections from classical and contemporary literature that focus on the nature of humankind and society, and the human condition. The social studies component of Service Learning focuses largely on current affairs. General areas of study include U.S. domestic policy, U.S. foreign policy, global issues, social issues, local issues (Ohio and Hudson-based), the criminal justice system and consumer finance (which will fulfill the state requirement for a consumer finance credit). The method of inquiry will focus more on project-based learning and student choice. The course additionally focuses on the contemporary issues of diversity, tolerance, and social justice through critical thinking, oral/written presentations, discussions, and debates. The other two days a week students are engaged in meaningful human-centered service at a community agency. It is through this agency that students receive a "hands-on" experience of what the academic component has been focusing on through in-depth research projects and real world experience. Finally, in this class, students have the rare opportunity to develop collegial relationships with diverse professionals that further enhance their personal and educational development.

*Course Fee: $450*

**NEW DIMENSIONS**

(Full year, CCP Course through Hiram College: 2 HHS Credits; 1 English, 1 Social Studies, Grade 12) (4 CCP hours in interdisciplinary/humanities AND 4 CCP hours in composition/writing for a total of 8 CCP credit hours)

Prerequisite: Evaluation of student application, Interview.

New Dimensions is a rigorous, interdisciplinary Humanities course that consists of psychology, philosophy, anthropology and sociology. This selective program, taught by Social Studies and English faculty, is composed of seniors chosen through application/ interview. The intense coursework stresses critical thinking and debate, primary research, and the attendance of cultural
One quarter of the school year is dedicated to studying each of the following disciplines: psychology, philosophy, anthropology and sociology. Corresponding literature and writing components complement each discipline. This intense course is student-centered with a strong emphasis on discussion, debate, critical thinking skills and research. The class meets for a double period daily, or 100 minutes.

Under the guidance of an advisor, students will complete an extensive, 40-50 page research paper over a period of four months on a controversial issue of his/her choice. Students conduct both primary and secondary research.

Students are required to attend a minimum of three cultural events per quarter. These cultural events consist of experiences outside of Hudson such as attending plays and lectures or touring museums. The culminating cultural event is a weeklong educational class trip to New York City.

Students who wish to apply for New Dimensions are evaluated first by the Hudson High School staff members. Students are then evaluated by the New Dimensions team and are selected following an interview. The faculty feedback and interview help determine the student’s maturity, integrity and academic curiosity to participate in a challenging discussion and research-based course.

Fee: Paperback books, not to exceed $30
The student is responsible for the cost of the NYC trip (travel, hotel & meals).

JOURNALISM 1 NEWSPAPER PRODUCTION
(1 semester, ½ credit, Grade 10-12)

Students learn journalism history, law and ethics, as well as how to write for the media. Select articles will be considered for publication in The Explorer newspaper.

Sophomores and juniors successfully completing Journalism I Newspaper Production would be eligible to take Journalism II/Newspaper Production.

JOURNALISM 2 NEWSPAPER PRODUCTION
(Full year, 1 credit, Grades 11-12)
Prerequisite: Journalism 1 Newspaper Production

Juniors and seniors learn editing and page design skills, serve as editors, and brainstorm ideas to write and publish five-six issues of The Explorer newspaper. Students will learn how to use the publishing program, Adobe InDesign, and how to design paper layouts during their first quarter. Students are required to solicit advertising to support the paper. Some after-school time will be required to help meet deadlines during production periods.

JOURNALISM 3 NEWSPAPER PRODUCTION
(Full year, 1 credit, Grade 12)
Prerequisite: Newspaper Production

These seniors learn advanced editing and page design skills, serve as editors, and brainstorm ideas to write and publish five-six issues of The Explorers newspaper, in conjunction with the Journalism II class. Students are required to solicit advertising to support the paper. Some after-school time also will be required to help meet deadlines during production periods.

SCIENCE FICTION
(1 semester, ½ credit, Grades 10-12)

What if the government manufactured people on assembly lines like automobiles? What if the humans of the future split into two different races? What if the military genetically engineered genius children to fight an alien race? Science fiction explores limitless possibilities of tomorrow and is often based on the current events of today. Students will read a variety of Science Fiction works, both classic and contemporary, as well as writing a variety of pieces. So if you really want to understand
the ending of Stanley Kubrick's *2001: A Space Odyssey*, science fiction is the class for you.

**Fee:** Students purchase paperbacks not to exceed $35.00

### SENIOR LITERATURE

(Semester, ½ credit, Grades 10-12)

Are you someone who loves to read? Do you have a book (or several) you've been wanting to read but just haven’t had the time? Are you looking to re-engage as a reader with books of your choice? Then Senior Literature is the perfect course for you. This semester course is designed to promote a love of reading, student voice, and student choice through reading and discussion of all types of literature chosen by the students. Students choose books, collaborate, discuss, and share the books they’ve enjoyed. Senior Literature will also help students prepare for college. Join us, and be prepared to rekindle your love of reading.

**Does not meet NCAA Clearinghouse status**

**Fee:** Student will purchase paperbacks not to exceed $35.00.

### SPEECH

(1 semester, ½ credit, Grades 11-12)

This course provides an opportunity for students to enhance their writing and speaking skills through a variety of activities. Students learn to research, organize, and write speeches using logic, reasoning, and effective language. Activities are varied and are designed to build comfort while enhancing skills in delivery through performances of demonstration, informative, persuasive, and impromptu speeches. Students also participate in formal and informal debates, interviews, and class discussions throughout the semester.

**Fee:** Student will purchase paperbacks not to exceed $35.00.

### DRAMA AS LITERATURE

(Semester, .5 credit, Grade 12)

This course, supporting the common core standards, is designed to enhance student understanding of dramatic literature focusing on the study, practice, and analysis of world dramas. Students will engage in intensive analysis in plot, characterization, style, tone, and other literary devices through writing and class discussions. Students will read a variety of plays, including an American and Shakespearean drama. Additionally, students will have an opportunity to act, perform improv, and study stage design and production. The course can be taken as an alternative to Classics to Contemporary, as it fulfills necessary graduation requirements.

**Fee:** Student will purchase paperbacks not to exceed $35.00.

### THE SHORT STORY

(Semester, .5 credit, Grade 10-12)

This course, supporting the common core standards, will explore modern short stories with interesting and controversial plots; some of these will leave you hanging, while others will twist you around so much you won't see the ending coming. Students will analyze authors’ works within the genre with attention to craft and style. Students will not only actively read and discuss short stories, but they will have a chance to show their creative side while writing a short story of their very own and will
be encouraged to contribute original pieces to Hudson High School’s literary magazine and/or outside publishers and contests.

Fee: Student will purchase paperbacks not to exceed $35.00

THE HORROR GENRE
(Semester, .5 credit, Grade 10-12)

To all the fans of *Walking Dead* and *American Horror Story*, or those who just appreciate a good scare, this class is for you. This course will survey the Horror genre, going back to its roots and spanning to today. What scares us? What makes for a good, scary story? Find all this and more in Horror. Students will read a variety of horror genre works, study different authors’ styles, and write some analysis and creative writing pieces.

*Special note: Does not meet NCAA Clearinghouse status*
Fee: Student will purchase paperbacks not to exceed $35.00.

ELL-ENGLISH LANGUAGE LEARNING
(Full year, 0 credit, Grades 9-12)

English Language Learning is a tutorial course designed for the student with limited English proficiency. Students work on skills that are essential for learning new language and culture. The main purpose of this full-year course is to increase the student’s success in other content area classes. Students are identified based on need.

ASSISTANCE IN ENGLISH

- **Writing Lab (next to the library in C202)**: The Writing Lab is open every period of the day, with additional times before and after school. English teachers are available to provide assistance and resources for students with writing in any academic area, as well as college essays.
- **Academic Resource Center (room A106)** ARC is staffed with volunteers during the school day and for after school tutoring every day except Friday. Check with the ARC staff for times and availability of volunteers.
Family and Consumer Science (FCS) courses expose and educate the high school students in the necessary skills for independent life. Courses are offered that provide lifelong growth and knowledge in the areas of personal life skills, components and importance of good decision making, career exploration, housing and interior design options, parenting skills, nutrition and wellness guidelines, as well as basic through advanced culinary skills. Our goal is to provide courses that promote a healthy personal lifestyle that enables the student to be a successful contributing member of society.

### Peer Collaboration
(Semester/Year, .5/1 S/U credit, Grades 9-12)
Prerequisite: None

The Peer Collaboration elective course (.5 credits per semester) provides students with the opportunity to acquire and enhance their development of 21st Century Skills such as leadership, problem solving, critical thinking, communication, and collaboration. Peer Collaborators will support other students in various school environments with the primary role of assisting their peers in understanding content, helping them to complete assignments, providing a social partner and serving as a role model. Students will be required to participate in training sessions and to document participation in the program through journaling.

### Transitions and Careers
(Semester, ½ credit, Grades 9-12)
(Formerly known as: TRANSITIONS)
Subject Code: 091410

In this course, students will analyze interests, aptitudes and skills to prepare for careers and transition through life. An emphasis will be placed on work ethics, consumer economics, team building, and communication and leadership skills. Additional topics will include technology etiquette and career planning. This class meets the Financial Literacy graduation requirement.

Course Fee: 10.00 fee
CULINARY FUNDAMENTALS
(Semester, ½ credit, Grades 9-12)
Formerly known as: CREATIVE FOODS
Subject Code: 091220

In this course, students will apply fundamental culinary techniques, such as knife handling skills and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques. This class is a must if you are interested in any career in foods, nutrition, hospitality or plan to feed a family.

Class Fee: Lab 35.00

PERSONAL FINANCIAL MANAGEMENT
(Semester, ½ credit, Grades 9-12. Grades 10-12)
Subject Code: 091052
Formerly known as INDEPENDENT LIVING

In this course, students will develop personal financial plans for individual personal well-being. Throughout the course, students will develop financial literacy skills to provide a basis for responsible citizenship and career success. Additional topics will include analyzing services from financial institutions, consumer protection, planned spending, investing and risk management. This class meets the Financial Literacy graduation requirement

Course fee: 10.00

CHILD DEVELOPMENT
(Semester, ½ credit, Grades 9-12. Grades 10-12)
Subject Code: 091025

In this course, students will study the principles of child growth, development and behavior. An emphasis will be place on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services. This course is ideal if you are interested in education, childcare, pediatrics, psychology and family studies.

Technology fee: $5.00

TEXTILES DESIGN, CONSTRUCTION AND MAINTENANCE
(Semester, ½ credit, Grades 9-12)
Subject Code: 091220

In this course, students will study the visual appearance of fabric and fashion design. Students will identify, analyze, and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.

Prerequisite: none
Course fee: $15

INTERIOR DESIGN, FURNISHINGS AND MANAGEMENT
(Semester, ½ credit, Grades 9-12. Grades 10-12)
Subject Code: 091500
Formerly known as INTERIOR DESIGN

In this Family and Consumer Sciences career field course, students will examine design principles used in residential interiors. An emphasis will be placed on incorporating anthropometrics, ergonomics, sustainability and psychological responses. Additional topics will include the selection, organization, re-upholstery and costs of furnishings, floors and wall coverings in living spaces, kitchens and baths. Careers related to this topic include interior designer, architecture, staging, and realtor.

Technology Fee: $5.00

FCS ADULT LIVING SKILLS
(1 Semester, .5 credit, limited to select students and scheduled through school counselor)
Students enrolled focus on responsible and independent behaviors. Units of study include instruction and activities in managing personal and family responsibilities, developing interpersonal relationships, making individual economic decisions, managing nutrition and health, clothing care, personal hygiene and planning career goals. Communications and practical problem-solving are emphasized throughout. This class meets the financial literacy graduation requirement.

Materials Lab fee $15.00

FAMILY & CONSUMER SCIENCE ASST.

(1 semester, ¼ credit, Grades 10-12) Prerequisite: FCS student past or present and Independent Study approval

Student Assistants will learn how to make lab preparations and become better acquainted with Family and Consumer Science equipment. Students will be expected to “set up” labs, to help keep labs and storage areas neat, and to help in the preparation of teaching materials. Students must be approved by the supervising teacher.

Graded: Pass/Fail Only
### TYPICAL COURSE SEQUENCING IN MATHEMATICS:

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<thead>
<tr>
<th>Grade</th>
<th>STEM A</th>
<th>STEM B</th>
<th>College Prep A</th>
<th>College Prep B</th>
<th>High School Minimum</th>
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<tr>
<td>9th</td>
<td>Honors Algebra 2</td>
<td>Honors Geometry</td>
<td>Geometry</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>10th</td>
<td>Honors Precalculus (AP Statistics)</td>
<td>Honors Algebra 2</td>
<td>Algebra 2</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
</tbody>
</table>

*Notes for DAS, College Algebra and CM:
1. Students must have completed Algebra 2
2. These are considered senior electives
3. DAS can be taken as a junior to prepare for AP Statistics
4. College Algebra is not approved by the NCAA Clearinghouse for math credit
Graduation Requirements:
Current Ohio law requires all students to earn four credits of high school mathematics. In a student’s third year of high school, any student may elect not to meet the Algebra II/Mathematics III requirement. In making this choice, a student is required to have a credit in Probability and Statistics, Computer Programming, Applied Mathematics, Quantitative Reasoning.

College Prep Recommendations:
Students planning on attending college should complete mathematics through Precalculus. Students who plan to attend competitive universities should also complete at least one AP course in math.

STEM College Recommendations:
Students interested in majoring in Science, Technology, Engineering and Math fields should complete at least two of the following: AP Calculus, AP Statistics, and AP Computer Science (A or Principles)

Advancing to the Next Course in Mathematics:
A grade of an A or B is necessary to move forward in Honors courses. Students with a grade of C in the previous course must secure teacher approval before enrolling in an Honors course. Students earning a D or F in a prerequisite course may not enroll in Honors or AP courses.

Technology in Math Courses:
Most mathematics courses require a graphing calculator equivalent to the TI-84 calculator. Hudson High School has programs available to obtain a graphing calculator for those families who demonstrate financial need. Please contact your teacher for assistance in this area.

Computer Science can count as a Mathematics Credit!
Due to a recent change in Ohio Department of Education guidelines, students may earn math credit for Computer Science 1, AP Computer Science Principles or AP Computer Science A.

Honors and AP Courses:
Honors and AP courses are recommended for highly motivated students who have demonstrated strong performance or interest in mathematics. Students should expect the courses to be rigorous and challenging.

Assistance In Mathematics
- The Math Lab (A113) opens at 7:30 AM and is open the entire school day. It is also open during the Wednesday Morning block from 8:00 to 9:30 AM. The lab is staffed with a math teacher who is prepared to offer assistance in Algebra 1 through Precalculus.
- The ARC room (A106) is also available for tutoring assistance on Thursdays from 3:00 to 4:30 PM.
- Teachers are available during Explorer Period on Tuesdays to assist students with math.

Mathematics and the STEM Student:
Students who excel in mathematics typically apply to competitive universities and pursue majors and careers in science, technology, mathematics, engineering, business and economics. The mathematics preparation for a STEM student should include:
- AP Calculus
- AP Statistics
- AP Computer Science
It is recommended that a STEM student have exposure in all of these STEM areas in preparation for college. Specifically, students should consider taking an AP course in Calculus, Statistics and/or Computer Science before taking multiple AP courses in one discipline.
MATHEMATICS COURSES

ALGEBRA 1
(Full year, 1 credit)
Prerequisite: Completion of Middle School Math

This course will follow state and national standards for content curriculum. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

Course Fee: $45

GEOMETRY
(Full year, 1 credit)
Prerequisite: Successful completion of Algebra I (recommended: A or B in the course)

This course will follow state and national standards for content curriculum. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

HONORS GEOMETRY
(Full year, 1 credit)
Prerequisite: Successful completion of Algebra I & Teacher Recommendation

This course is intended for students who are talented and/or interested in mathematics. It will exceed state and national standards for content curriculum. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

ALGEBRA 2
(Full year, 1 credit)
Prerequisite: Geometry and either Algebra 1 (recommended: A or B in the course)

This course will follow state and national standards for content curriculum. Students will experience math topics in numeric, symbolic, concrete, and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper & pencil techniques and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

GEOMETRIC DESIGN
(Full year, 2 credits: 1 Geometry credit and 1 Fine Art credit)
Prerequisite: Successful completion of Algebra I (recommended: A or B in the course) AND Evaluation of student application, Interview.

This course is a project-driven curriculum combining Geometry and Industrial Design. Students will use various types of software, in conjunction with construction techniques, to design, create and appreciate graphic and visual art projects, while developing and applying Geometric concepts in accordance with state and national standards for content curriculum. Students will experience math topics in numeric, symbolic, concrete, and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper & pencil techniques and with technology. Reasoning and sense-making will be emphasized along with procedural performance.
TRIGONOMETRY

(One semester, ½ credit)
Prerequisite: Algebra 2 *(recommended: A or B in the course)*

This course will cover advanced trigonometry and algebra topics that are beyond the core Algebra II standards. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

PRECALCULUS

(One semester, ½ credit)
Prerequisite: Trigonometry *(recommended: A or B in the course)*

This one-semester course will cover specific topics to prepare students for AP Calculus AB. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

COLLEGE ALGEBRA

(One semester, ½ credit)
Prerequisite: Algebra 2

This college prep course is similar to a college or university College Algebra course. The textbook is one of the most popular texts used by universities. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance. College Algebra DOES NOT count for NCAA Clearinghouse.

HONORS ALGEBRA 2

(Full year, 1 credit)
Prerequisite: Successful completion of Geometry and Algebra 1 *(recommended: A or B in the course)*

This course is intended for students who are talented and/or interested in mathematics. It will exceed state and national standards for content curriculum. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

HONORS PRECALCULUS

(Full year, 1 credit)
Prerequisite: Successful completion of Honors Algebra 2 *(recommended: A or B in the course)*

This course is intended for students who are talented and/or interested in mathematics. It will exceed state and national standards for content curriculum and cover topics traditional to a pre-calculus, trigonometry, analytical geometry, and advanced math courses. Students will experience math topics in numeric, symbolic and graphic form. Students will be expected to demonstrate mastery of course material mentally, using paper and pencil techniques, and with technology. Reasoning and sense-making will be emphasized along with procedural performance.

CONTEMPORARY MATHEMATICS (CM)

(One semester, ½ credit)
Prerequisite: Algebra 2

This college prep course will investigate topics selected from the following: Digital Systems in Society, Information Science, Coding and Cryptography, Fair Division, Apportionment, Game Theory, Social Choice, Power, Voting, and Decision Analysis.
DATA ANALYSIS & STATISTICS (DAS)
(One semester, ½ credit)
Prerequisite: Algebra 2

This college prep course will investigate topics selected from the following: Sampling, Surveys, Experiments, Graphs of Data, Numerical Summaries, Correlation, Regression, Prediction, Probability, Confidence Intervals, Hypothesis Testing, Distributions (Normal, t, Chi-Squared, ANOVA). The course is intended to model an introductory statistics course at the college level.

AP STATISTICS
(Full year, 1 credit)
Prerequisite: Successful completion of Honors Algebra 2 OR Precalculus OR DAS (recommended: A or B in the course)

This course will follow the AP Statistics curriculum as defined by the College Board. It is equivalent to a one-semester college level statistics course. Students are required to take the AP exam in May.

Fees: AP exam fee, $94.00

AP CALCULUS AB
(Full year, 1 credit)
Prerequisite: Successful completion of Precalculus (recommended: A or B in the course)

This course will follow the AP Calculus AB curriculum as defined by the College Board. It is equivalent to a one-semester college level calculus course. Students are required to take the AP exam in May.

Fees: AP exam fee, $94.00

AP CALCULUS BC
(Full year, 1 credit)
Prerequisite: Successful completion of Honors Precalculus OR AP Calculus AB (recommended: A or B in the course)

This course will follow the AP Calculus BC curriculum as defined by the College Board. It is equivalent to two semesters (or a full year) of college level calculus. Students are required to take the AP exam in May.

Fees: AP exam fee, $94.00

Course for Career Students only:

MATH FOR AUTOMOTIVE TECHNOLOGIES
(Full year, 1 credit)
Prerequisite: Enrollment in Career Education Auto Technologies

The course will survey HS level mathematics in a workshop format. Applications to the automotive field and other vocations will be investigated. Students will prepare for the OGT, SAT, ACT, and other vocational entrance exams.
9th Grade:
High School Band
Hudson Band Dancers
Orchestra
Choir (Women’s/Men’s)

10th Grade:
High School Band
Hudson Band Dancers
Orchestra
Choir (Women’s/Men’s)
Chamber Choir

11th Grade:
High School Band
Hudson Band Dancers
Orchestra
Choir (Women’s/Men’s)
Chamber Choir
Music Creation
AP Music Theory

12th Grade:
High School Band
Hudson Band Dancers
Orchestra
Choir (Women’s/Men’s)
Chamber Choir
Music Creation
AP Music Theory

There is also a required Wednesday evening practice. Attendance at all rehearsals and performances is a requirement of the course.

Wind Ensemble, Concert Band, and Blue and White Symphonic Bands begin in November immediately after the conclusion of the football activities. The practices will be the same as marching season, but without the Wednesday night rehearsals. In an attempt to meet the various needs of the students, placement into any of these ensembles is determined by a playing audition that is scheduled at the end of marching season. This is not an exclusionary procedure, but one of determining the most appropriate starting place. As skills improve, the student has available to them the challenge system, which enables changes in both seating position and actual ensemble. Activities of these ensembles include the following: 3 Concerts (December, March, May), solo and ensemble contest, and commencement exercise activities. Attendance at all rehearsals performances is a requirement of the course.

Hudson Band Dancers
(10 weeks, ¼ credit, Grades 9-12)
Prerequisite: Audition only.
The Hudson Dancers are a part of the Marching Band family, and perform with the band during the fall season. Girls trying out for a dance position will be given instructions of the required routine prior to the actual tryouts. Final selection will be determined by the professional band staff.

Grades are determined by the directors and the dance advisor. Participation in the band activities, attendance at practices, cooperation with the professional staff, dance advisor and other members of the band, etc. All impact upon the final grade.

INSTRUMENTAL MUSIC

HIGH SCHOOL BAND
(Full year, 1 credit, Grades 9-12)
Prerequisite: Attendance at Band Camp in August.

The Hudson High Band is open to all brass, woodwind, and percussion students, grades 9-12. During the fall of the year, the emphasis is on the Hudson High “Swing” Marching Band. The remainder of the year focuses on the playing performances of the Wind Ensemble, Concert Band, and Blue and White Symphonic Bands. As a prerequisite of this course, ALL BAND STUDENTS MUST ATTEND BAND CAMP in August. The Hudson High School “Swing” Marching Band focuses on the development of the marching and playing skills needed in the execution of the varied style of shows presented each week during the football season. During a typical season the marching band will perform at 10 football games, 4 band shows, and a professional football game. Rehearsals are during the school day, one period a day, four days a week.
Dancers will provide their own blouses and boots (or items not provided by the Music Association). Wednesday evening practices and special practices called by the dance advisor are required also.

**ORCHESTRA**

(Full year, 1 credit, Grades 9-12)

The high school orchestra as a class accepts all string instruments (violin, viola, cello, double bass, and harp).

The orchestra rehearses daily as a string orchestra to review, maintain and refine pedagogical techniques for bowed string instrument performance. There are 2 string orchestras: Chamber Orchestra (by audition) and Sinfonietta. The string orchestras perform a minimum of 4 formal concerts throughout the school year plus additional performances at festivals, OMEA competitions, elementary school concerts and community events. Literature chosen for the string orchestra comes from the standard orchestral repertoire including selections on the Ohio Music Educators Association Contest List and Prescribed Lists by the American String Teachers Association. Solo & Ensemble contest is strongly encouraged to develop individual skills and small group skills in Chamber Music (small ensembles of 2-8 players). Soloists and Chamber groups may also have additional opportunity to perform as a supplement to the large group experience for performances at school and community events.

Symphonic Orchestra including woodwinds, brass and percussion may be a part of the orchestral experience for some performances at the discretion of the orchestra director. Membership in the Full Orchestra (woodwinds, brass and percussion) is contingent upon enrollment in top concert band and recommendation of the head band director. An audition may also be required. These spots in the orchestra are very limited and are considered an honors position in the orchestra program. The wind and percussion section rehearses outside the school day and requires advanced technical proficiency as well as mature musical thought.

**MUSIC CREATION**

(1 semester, ½ credit, Grades 9-12)

This course meets the 1/2-credit computer literacy requirement

Music Creation is the hands-on creation of music, both original and unoriginal, with the use of different apps on the iPad, such as: GarageBand, iMaschine, iMPC, iMovie, Keezy, etc. Basic knowledge of music theory, piano keyboard, audio file formats, and Apple product use are prerequisites of the course. Students will be expected to not only create artificial music using the above apps, but students are also expected to sing and/or play any instrument that may enhance their creations.
CHORAL MUSIC

CHOIR (MEN'S AND WOMENS)

(Full year, 1 credit, Grades 9-12)

The HHS Women's Choir is an ensemble made exclusively out of the ladies at Hudson High School in grades 9-12. This choir is meant for young ladies to explore and learn more about their own voice as they go through a voice change through classic female repertoire meant to let young singers succeed. Students should expect to sing in a variety of languages, such as; English, German, Latin, etc. Solfege is an integral tool that will be used extensively to teach students how to read music. Students will be expected to have a basic understanding of solfege throughout the year.

The HHS Men's Choir is an ensemble made exclusively out of the gentlemen at Hudson High School in grades 9-12. This choir is meant for young men to explore and learn more about their own voice as they go through a voice change through classic male repertoire meant to let young singers succeed. Students should expect to sing in a variety of languages, such as; English, German, Latin, etc. Solfege is an integral tool that will be used extensively to teach students how to read music. Students will be expected to have a basic understanding of solfege throughout the year.

CHAMBER CHOIR

(Full year, 1 credit, Grades 10-12) The HHS Chamber Choir is the flagship SATB choir at Hudson High School.

Chamber Choir is an auditioned SATB group that is made up of students in grades 10-12. Auditions are held after the third concert of the year, normally around the end of February, or the beginning of March. All students in choir are put through a vocal assessment, at which time, students interested in auditioning for Chamber will receive a higher difficulty of assessing. Students interested in Chamber need to have been members of the HHS Choral Program for at least one (1) year, unless invited to audition by the director. Students interested in chamber will be assessed on the following qualities:

- Vocal Range & Ability: i.e. clarity of tone, maturity of sound, etc.
- Sight-reading ability
- Aural Training
- Part Independence
- Attitude & Effort

Students who earn a spot in Chamber Choir should expect to be pushed to their full choral potential. Chamber Choir performs Class AA and Class A OMEA pieces throughout the course of the school year in multiple languages. Languages that will be sung in Chamber Choir include: English, Latin, Italian, German, Russian, Haitian, etc. Solfege is a key tool to help students learn how to sight-read music in this group, and every group at HHS.

Prerequisite: Must have been in High School Choir for at least one (1) year, unless invited to audition by the director

Course Fee: Uniform fee to be collected in class

AP MUSIC THEORY

(Full year, 1 credit, Grades 11 & 12)

This class is for students who are proficient on at least one instrument (or voice) and who have some familiarity with basic theory (note reading, key signatures, etc.) Since students come from different music theory backgrounds, the first few weeks will be a review of Basic Theory. The syllabus covers a tremendous amount of material quickly and thoroughly. Students can expect plenty of homework; and they must become comfortable in all keys and all clefs. Other aspects of music covered will be melody, harmony, texture, rhythm, form, musical analysis, elementary composition, dictation and sight-singing. In addition to the main objective of advancing music theory knowledge, the purpose of this class is to prepare for the AP Music Theory Exam in May.

Fee: $94 for AP Test
PHYS. ED. & HEALTH DEPARTMENT

9th Grade:
Foundations of Physical Education *(required)*
Health *(required)*
Personalized Strength Training
Strength, Speed, Agility & Quickness
Current Trends of Strength Training

10th, 11th or 12th Grade *(Pick 1)*:
Lifetime Sports
Personal Safety and Fitness
Competitive Team Sports
Individual and Dual Sports
Personalized Strength Training
Strength, Speed, Agility & Quickness
Current Trends of Strength Training

All students must take Foundations of Physical Education then choose one more PE elective before graduation to meet the graduation requirements. Electives beyond what’s required may be taken Satisfactory/Unsatisfactory (Pass/Fail). All Foundations of Physical Education students are required to have a PE uniform ($15). All PE students are required to have a school-issued lock ($5).

Although students can take Foundations of Physical Education at any time, it is HIGHLY recommended that they take it as 9th graders because of ODE state assessments required of all students.

Beginning with the class of 2020, high schools shall provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator. Instruction shall include the psychomotor skills necessary to perform cardiopulmonary resuscitation and use an automated external defibrillator using a program developed by the American Heart Association or the American Red Cross that includes instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator or an instructional program that is nationally recognized and based on the most current national, evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator. Instruction in organ donation, dating violence and opioid abuse are also required by the state department of education.

*Important OHSAA Eligibility note:* Students should not calculate PE credit when determining eligibility—PE courses only carry .25 credit per semester!

**FOUNDATIONS OF PHYSICAL EDUCATION** *(Required)*

Grade Level: 9 (1 semester, .25 credit)

Foundations of Physical Education is a required course of all ninth graders. The classes are co-educational and the emphasis is placed on team and lifetime sports. Emphasis is placed upon the learning of the skills involved in each activity and improvement in a student’s basic physical fitness. Uniforms are required. Homework may include study guides distributed for all activities to prepare a student for unit quizzes. State of Ohio Physical Education assessments are conducted in this course.

Fee: $5 for Lock, $15 for PE Uniform

**LIFETIME SPORTS**

Grade Level: 9-12. Prerequisite: Foundations of Physical Education (1 semester, .25 credit)

This course is an extension of Foundations of Physical Education and is recommended for students who wish to experience a wide variety of activities. This course will include fitness, individual and team sports. A higher level of performance is required in addition to knowledge of the sport which will be demonstrated on homework, and quizzes. Some of the sports/physical activities that may be taught are volleyball, badminton, archery, softball, recreational games, tennis, golf, fitness walking.

Fee: $5 for Lock
PERSONAL SAFETY AND FITNESS
Grade Level: 10, 11 & 12 (1 semester, .25 credit)
Prerequisite: Foundations of Physical Education

Description: This course provides students with an opportunity to participate in a variety of fun fitness activities in a noncompetitive environment. Activities may include fitness walking/hiking, cardio-kickboxing, yoga, dance, resistance training, as well as other new and innovative workouts. It will also introduce skills in self-defense and ways to reduce chances of being a victim. Instruction in American Red Cross Adult, Infant, Child CPR/AED and First Aid will also be included.

Fee: $10.00

COMPETITIVE TEAM SPORTS
Grade Level: 10, 11 & 12 (1 semester, .25 credit)
Prerequisite: Foundations of Physical Education

Description: This course will provide students with an opportunity to participate in coed activities in a variety of team sports in a competitive atmosphere. Some of the team sports that may be included are softball, basketball, flag football, volleyball, soccer, hockey, ultimate Frisbee, team handball, speedball, eclipse ball, and rugby. Team building and cooperative games may also be included in this course. Students will learn the terminology, rules and scoring so they are capable of officiating games. Students will also learn the importance of teamwork, skills development and offensive and defensive strategies to aid them in playing, as well as coaching the game. Students will play in competitive games and tournaments.

Fee: $5.00

INDIVIDUAL AND DUAL SPORTS
Grade Level: 10, 11 & 12 (1 Semester .25 Credit)
Prerequisite: Foundations of Physical Education

This course will provide the students with an opportunity to participate in sports or activities that require only one or two individuals to enjoy a recreational or semi-competitive experience. Some of the sports or activities that may be taught are golf, tennis, archery, badminton, bowling, table tennis, Frisbee, fitness walking bocce, cornhole, horse shoes, and shuffleboard. Students will learn the terminology, rules and strategies of these games. Students will also be expected to demonstrate proper etiquette and sportsmanship.

Fee: $5.00

PERSONALIZED STRENGTH TRAINING
Grade Level: 9-12 (1 Semester .25 Credit)
Prerequisite: Foundations of Physical Education

This course is designed to introduce students to proper techniques in weight lifting and safety in the weight room; and to help students improve their overall level of physical fitness with emphasis on muscular strength and endurance. Students will establish personal lifting goals and will develop an individual weight training program to accomplish their goals. Information on proper nutrition and maintaining a healthy body composition will also be included in this course.

Fee: $5.00

STRENGTH, SPEED, AGILITY & QUICKNESS
Grade Level: 9-12 (1 Semester .25 Credit)
Prerequisite: Foundations of Physical Education, Coach’s Recommendation

This course expands upon the student’s knowledge of the muscular system. Students will prepare a sport-specific workout that will target their sport at a high level. Hudson High School varsity coaches will provide input into their sport’s strength training regimen. This course will also include information that relates to injury prevention and rehabilitation.

Fee: $5.00

CURRENT TRENDS OF STRENGTH TRAINING
Grade Level: 9-12 (1 Semester .25 Credit)
Prerequisite: Foundations of Physical Education
Description: This course is an alternative to a traditional weight lifting course. It is designed to help students improve their overall level of physical fitness with emphasis on muscular strength and endurance. The most current exercise trends in yoga, Pilates, Zumba, Insanity, P90X, etc will be utilized, as well as traditional techniques in weight lifting and safety in the weight room. Students will establish personal fitness goals and will develop an individual fitness training program to accomplish their goals. Information on proper nutrition and maintaining a healthy body composition will also be included in this course.

Fee: $5.00

HEALTH

(1 semester, .5 credit)

The Health Education Program is designed to aid students’ lifestyle choices and lifestyle health management. Understanding that health is a dynamic process, the course focuses on what issues are real and most relevant to the students. The major topics include: emotional health, stress management, suicide, nutrition and fitness, substance abuse, human sexuality, first aid, and C.P.R/AED. Also, a variety of special topics are discussed that include: depression, skin, breast and testicular cancer, organ donation, dating violence, prescription drug abuse and eating disorders. The course is designed to help the students develop the ability needed to make good healthy decisions. Homework may include a variety of weekly assignments including health-related article critiques and health-related projects. Class will include small group work, guest speakers, discussions, lecture, and hands-on experiences.

Lab Fee: $7.00 for CPR
Three years of science are required for graduation from Hudson, two of which must include one life science (Biology Applications or Biology) credit and one physical science (Physical Science, Chemistry, Physics, or Honors Physics) credit. Many college bound students acquire four science credits and a few graduate with five or more science credits (enrolling in two science courses in one year is permitted). It is strongly recommended that all college bound students take Biology, Chemistry and Physics before graduation as many colleges require one life science and two physical science credits for admission. Most freshmen should strongly consider taking science in their first year. All students are encouraged to balance their selections between life and physical sciences.

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<tr>
<th>9th Grade:</th>
<th>10th Grade:</th>
<th>11th Grade:</th>
<th>12th Grade:</th>
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<tr>
<td>Physical Science Biology</td>
<td>Biology</td>
<td>Chemistry</td>
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<td>Honors Biology Chemistry</td>
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<td>Honors Chemistry AP Biology</td>
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<td>H₂BE: Honors Biology Physics</td>
<td>Chemistry</td>
<td>AP Biology</td>
<td>AP Chemistry</td>
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<td>AP Biology**</td>
<td>Ecology</td>
<td>AP Environmental Science</td>
<td>AP Environmental Science Physics</td>
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<td>AP Physics 1</td>
<td>AP Environmental Science</td>
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<td>AP Physics 2 *</td>
<td>AP Physics 2 *</td>
<td>AP Physics 2*</td>
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<td>Anatomy/Physiology</td>
<td>Anatomy/Physiology Physical Geology</td>
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<td>Physical Geology **</td>
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<td>Forensic Science</td>
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<td>Marine Biology</td>
<td>Marine Biology</td>
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* Upon Successful completion of AP Physics 1 or Physics
** Must be taken concurrently with chemistry / honors chemistry
+ Teacher Recommendation
++ See Science Course Web for specific paths for fulfilling State Graduation requirements

There are three starting points in Science. . . students may work through the map (following page) beginning in either Physical Science or Biology. Students are not required to commit to this track; they may jump to the honors path. The honors path is shown on the right side of the diagram . . . students may work through this map beginning in Honors Biology. Students are not required to commit to this path; they may jump to the non-honors/AP path as well.
Electives: These courses cannot be taken until the State requirements have been met. They may be taken concurrently with an advanced science.
PHYSICAL SCIENCE

(Full year, 1 credit, Grade 9)

This course is designed to provide all students a laboratory experience in basic physics, chemistry, and earth and space science and to offer insight into the methods by which scientific knowledge is acquired. The course is designed to serve as a solid foundation for students taking later courses in Biology, Chemistry, and Physics. This course is not open to any student who has received credit in Chemistry, Honors Chemistry, Physics or Honors Physics.

Lab Fees: Students are required to purchase an approved laboratory apron and safety goggles (approximately $15). Students are charged a replacement fee for lab equipment/glassware breakage.

BIOLOGY

(Full year, 1 credit, Grade 9)

This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

Lab Fees: Students are expected to purchase safety goggles (approximately $8).

HONORS BIOLOGY

(Full year, 1 Honors credit, Grade 9)
Prerequisite: Teacher Recommendation

Honors Biology is the required course for students wishing to take AP Biology. The course will investigate the composition, diversity, complexity and interconnectedness of life on Earth. Advanced concepts of heredity and evolution provide a framework through labs and instruction to explore the living world, the physical environment and the interactions within and between them. This course will also explore Biochemistry, Cells and Cell Functions, Energy Transformations, Molecular Genetics, Evolution, and Ecology.

Lab Fees: Students are expected to purchase safety goggles ($8). Students must pay a lab fee of $30.

H₂BE: Honors Biology & English

(Full year, 2 honors level credits: 1 Honors Biology, 1 Honors English, Grade 9)
Prerequisite: Evaluation of student application, teacher recommendations, and possible interview

This co-taught Honors Biology and Honors English 9 is a research-based course focusing on critical thinking and application. The course integrates biological concepts (cells, genetics, ecology, evolution, and related ethical issues) with literature that complements these topics and meets state standards. Students will read a variety of works, including poetry, plays, and nonfiction, to learn about biological issues while using these sources as a springboard for discussion. For example, students could create proposals offering solutions for some of today’s most compelling scientific dilemmas.

Reading selections include, but are not limited to, Of Mice and Men by John Steinbeck, The Hour of Land by Terry Tempest Williams, The Immortal Life of Henrietta Lacks by Rebecca Skloot, selections from Botany of Desire by Michael Pollan, selections from Walden by H.D. Thoreau, and others. The course will include an outdoor component, utilizing Hudson High School’s land lab and nearby parks, and culminate in a backpacking trip in the spring, with an overnight in the fall.

Summer reading and writing are required.

Lab Fee: $30.00
Additional Fees: $125.00 for travel expenses. Students will purchase paperbacks not to exceed $35.00.
**AP BIOLOGY**

(Full year, 1 AP credit, Grades 10, 11, 12)

Prerequisite Recommendation: Students should have successfully completed Honors Biology and Chemistry/Honors Chemistry. Chemistry/Honors Chemistry can be taken concurrently with this course.

Advanced Placement Biology is a college-level introduction to the Biological Sciences. It is intended as a survey of the many fields of study that comprise “biology.” At the end of the course, students take the AP Biology exam administered by the College Board. By qualifying on the AP test, students may be permitted to enter advanced courses in college and also earn college credit. The curriculum standards set forth by the College Board are available in the AP Biology Course Description online.

This class spans all levels of biological organization from atoms and molecules, through cells and organs and into interactions among and between organisms based on four areas/ideas:

Big Idea 1 (EVOLUTION): The process of evolution drives the diversity and unity of life.
Big Idea 2 (METABOLISM: cell respiration & photosynthesis): Biological systems utilize free energy & molecular building blocks to grow, to reproduce & to maintain dynamic homeostasis.
Big Idea 3 (GENETICS & INFO TRANSMISSION): Living systems store, retrieve, transmit and respond to information essential to life processes.
Big Idea 4 (ECOLOGY INTERACTIONS): Biological systems interact and these systems and their interactions possess complex properties.

Students enrolled in this class are required to take the AP exam in May.

Lab Fees: $30.00
Additional Fees: Students are required to pay the standard AP exam fee and purchase AP Barron’s Test Prep Book (approximately $15).
AP Exam: $94.00

**FORENSIC SCIENCE**

**ELECTIVE:** Does not count towards science graduation requirements (Semester, .5 Credit Grades 11-12)

Prerequisite: Successful completion of Biology/Honors Biology AND Physical Science/Chemistry/Honors Chemistry

Enjoy watching CSI, NCIS, Law and Order, and Bones? Find out how these popular shows misrepresent forensic science and crime solving! This exciting semester course will study real cases and episodes from these popular TV series. We will focus on how forensic science plays a key role in all aspects of criminal investigation and prosecution. Students will learn the basic principles of crime scene analysis: collection, preservation, and testing of evidence. Topics investigated will include organic and inorganic chemical analyses of physical evidence, principles of serology and DNA analysis, ballistics, arson, fingerprint analysis, drug analysis, and document examination. Spend your semester investigating forensic science in this engaging lab based course and see criminal investigation through NCIS’s Kasie Hines’ eyes.

Lab Fee: $25.00
Additional Fees: Students are expected to purchase splash goggles (~$8.00)

**MARINE BIOLOGY**

**ELECTIVE:** Does not count towards science graduation requirements (Semester, .5 Credit Grades 11-12)

Prerequisite: Successful completion of Biology/Honors Biology AND Physical Science/Chemistry/Honors Chemistry

If you enjoyed watching Finding Nemo, or Finding Dory, you are going to love this course. Marine Biology is a semester course that takes you into the realms of the unknown. It is an excellent course to take if you have any interest in the “life under the sea!” Through lectures, field trips (Stone Lab, Cleveland Aquarium), laboratory investigations, and
dissections, students will learn about diverse marine ecosystems (vertebrates and invertebrates), impacts of humans on marine ecosystems, as well as the role of the oceans in determining our global climate. By the end of this course you will be able to watch Finding Nemo and Finding Dory in a whole new light.

Lab Fee: $170 to cover the out-of-district field trip experiences including an overnight trip to OSU’s Stone Lab, South Bass Is.

**CHEMISTRY**

(Full year, 1 credit, Grades 10-12)

Chemistry is a college preparatory course comprising a systematic study of the predictive physical interactions of matter and subsequent events that occur in the natural world. The study of matter through the exploration of classification, its structure and its interactions is how this course is organized. Students engage in investigations to understand and explain the behavior of matter in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. An understanding of leading theories and how they have informed current knowledge prepares students with higher order cognitive capabilities of evaluation, prediction, and application. At least one third of the course involves laboratory work giving the student ample opportunity to learn about the chemical nature of matter by direct experience. Because Chemistry is one of the quantitative sciences, emphasis is placed on making a variety of scientific measurements and solving basic mathematical problems. Course work is divided among the theoretical, mathematical and descriptive aspects of chemistry. The use of calculators is required.

Lab Fees: $20.00
Additional Fees: Students are expected to purchase the following; laboratory apron, safety goggles, nitrile gloves and a laminated periodic table.

**HONORS CHEMISTRY**

(Full year, 1 Honors credit, Grades 10-12)

Honors Chemistry meets the Ohio Core science standards of introducing students to the structure and function of matter with a balance in explanations from both a theoretical and mathematical standpoint. Students will further apply the structure and function of matter from a thermochemical standpoint and see the function of matter and its effect on kinetics, equilibrium, and electrochemistry. Laboratory work emphasizes quantitative measurement and labs include several from the required 22 AP laboratories. Honors Chemistry is recommended for the enrollment in AP Chemistry.

Lab Fees: $40.00
Additional Fees: Students are expected to purchase apron, nitrile gloves, and goggles

**AP CHEMISTRY**

(Full year, 1 AP credit, Grades 11, 12)

Prerequisite Recommendation: Students should have successfully completed Honors Chemistry or have a teacher’s recommendation from Chemistry

The Advanced Placement Chemistry parallels the content and activities of a first year college chemistry course as outlined on the Educational Testing Service’s Advanced Placement Chemistry syllabus. It emphasizes the mathematical, theoretical and experimental basis of modern chemistry. Emphasis is placed on the use of theoretical and mathematical concepts to explain and predict chemical behavior. Laboratory work stresses quantitative measurement and introduces students to both traditional laboratory methods and modern instrumental techniques. The use of graphing calculators is required. Students enrolled in this class are required to take the AP exam in May.

Lab Fees: $40.00 + AP Exam: $94.00
Additional Fees: Students are expected to purchase, nitrile gloves, laboratory manual, laboratory notebook, and study guide.
SURVEY OF ORGANIC

**ELECTIVE:** Does not count towards science graduation requirements (Semester, ½ credit, Grades 11-12)
Prerequisite Recommendation: Students should have successfully completed Chemistry, Honors Chemistry or AP Chemistry

Survey of Organic studies the fundamental concepts of nomenclature, formulae, preparation and properties of organic compounds. Modern electronic and molecular orbital theories are introduced. Laboratory experiments illustrate properties and preparation of organic compounds. Survey of Organic Chemistry is taught using a descriptive, non-mathematical, non-mechanistic approach. The student entering this course should have a strong background in atomic structure, chemical bonding and chemical forces, as well as in chemical equations and stoichiometry. The study of the most important groups of carbon-containing compounds (alcohols, alkyl halides, acids, amines, amides, aldehydes, ketones, aromatic compounds, and others) is undertaken. This study covers their structure, nomenclature, preparation, and reactions. The uses and biological applications of the most important organic compounds are discussed.

Lab Fees: $15.00
Additional Fees: Students are expected to purchase apron, nitrile gloves, goggles and laboratory notebook.

ORGANIC – REACTIONS/Mechanisms

**ELECTIVE:** Does not count towards science graduation requirements (Semester, ½ credit, Grades 11-12)
Prerequisite Recommendation: Students should have successfully completed Survey of Organic or AP Chemistry

Organic – Reactions/Mechanisms studies the fundamental concepts of nomenclature, formulae, preparation and properties of organic compounds. Modern electronic and molecular orbital theories are introduced. Laboratory experiments illustrate properties and preparation of organic compounds. Molecular structure and its determination by modern physical methods, correlation between structure and reactivity and the theoretical basis for these relationships, classification of reaction types exhibited by organic molecules using as examples molecules of biological importance. This course builds on students’ understanding of fundamental principles developed in AP Chemistry, including descriptions of chemical bonding, the significance and quantitative analysis of chemical thermodynamics, chemical kinetics including reaction rate expressions, properties of gases and solutions, descriptions of acidity and basicity, chemical equilibria, and the chemistry of oxidation and reduction processes.

Lab Fees: $15.00
Additional Fees: Students are expected to purchase apron, nitrile gloves, goggles and laboratory notebook.

ANATOMY/PHYSIOLOGY

(Full year, 1 credit, Grades 11 & 12). Prerequisite Recommendation: Successful completion of Biology/Honors Biology and Chemistry/Honors Chemistry

Anatomy & Physiology is the study of the structure and function of the human body. This course will cover, in detail, the key aspects of the human organism from the smallest cells to the major body systems. In addition, we will discuss many diseases that strike our human systems and explore methods of preventative maintenance and treatment for those illness and conditions. The course will include many lab activities throughout the year. Dissection is an integral part of the course. This is a fun, interactive course, and with the right attitude, you can be assured to learn more about your body and health than you knew before.

Lab fee: $30.00
ECOLOGY
(Full year, 1 credit, Grades 11, 12)
Prerequisite Recommendation: Successful completion of Biology/Honors Biology and Physical Science or Chemistry/Honors Chemistry.

Ecology covers fundamental ecological concepts such as ecosystem structure, cycles of matter, and interrelationships between organisms, energy flow, population growth and succession. Students also develop an awareness of environmental problems and investigate the causes of, and the solutions to these problems. Field trips and laboratory/outdoor investigations are an integral part of this course. The students should be prepared to spend extended time outside in less than ideal weather conditions.

Lab Fees: Students are expected to purchase a lab notebook (approximately $2).
Additional Fees: Students are expected to pay for one field trip (approximately $15).

PHYSICAL GEOLOGY
(Full year, 1 credit, Grades 11 & 12)
Prerequisite: Completion of one Life Science and one Physical Science course as indicated by the Science Course Web.

Physical Geology is a high school level course which satisfies the Ohio Core science graduation requirement of a three-unit course with inquiry-based laboratory experience that engages students in asking valid scientific questions and gathering and analyzing information. Physical geology incorporates chemistry, physics and environmental science, and introduces students to key concepts, principles and theories within geology. The students should hold a junior or senior level, as well as have a motivation to study and work on school work, not only in class but also independently. Students engage in investigations to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. For best placement of students the prerequisites to this course are Algebra 1, Chemistry and concurrent placement in a physics course.

PHYSICS
(Full year, 1 credit, Grades 10, 11, 12)
Prerequisite Recommendation: Successful experience in Algebra I, Geometry, and/or concurrent enrollment in Algebra 2 recommended

This course introduces students to key concepts and theories that provide a foundation for further study in science and scientific literacy. Physics is a systematic study of the predictive physical interactions of matter and subsequent events that occur in the natural world. Students engage in investigations to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

Fees: Students attending the optional field trip to Cedar Point in the spring will incur a ticket cost of approximately $30.

AP PHYSICS 1
(Full year, 1 credit, Grades 10 - 12)
Prerequisite Recommendation: Successful experience in Algebra I, Geometry, and/or concurrent enrollment in Algebra 2 & Trigonometry recommended

The AP Physics 1 course provides a systematic development of the main principles of physics, emphasizing problem solving and helping students develop a deep understanding of physics concepts. It is assumed that students are proficient in both algebra and trigonometry. This course is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.
It is important for students to consider the relation of AP courses to a student’s college plans. In some circumstances it is advantageous to take the AP Physics 1 course. The student may be interested in studying physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas, or as a component in a non-science college program that has science requirements. Credit or advanced placement for the AP Physics 1 course provides the student with an opportunity either to have an accelerated college program or to meet a basic science requirement; in either case the student’s college program may be enriched. Access to an intensive physics sequence for physics or science majors is another opportunity that may be available. Students are expected to take the AP Physics 1 test in May.

AP Exam: $94.00

AP PHYSICS 2

(Full year, 1 credit, Grades 11 & 12)
Prerequisite Recommendation: Successful completion of AP Physics 1

The AP Physics 2 course provides a systematic development of the main principles of physics, emphasizing problem solving and helping students develop a deep understanding of physics concepts. It is assumed that students are proficient in both algebra and trigonometry. This course is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

It is important for students to consider the relation of AP courses to a student’s college plans. In some circumstances it is advantageous to take the AP Physics 2 course. The student may be interested in studying physics as a basis for more advanced work in the life sciences, medicine, geology, and related areas, or as a component in a non-science college program that has science requirements. Credit or advanced placement for the AP Physics 2 course provides the student with an opportunity either to have an accelerated college program or to meet a basic science requirement; in either case the student’s college program may be enriched. Access to an intensive physics sequence for physics or science majors is another opportunity that may be available. Students are expected to take the AP Physics 2 test in May.

AP Exam: $94.00

AP PHYSICS C

(Full year, 1 AP credit, Grades 11, 12)
Prerequisite Recommendation: Successful completion of a first-year physics course, and concurrent enrollment in either AP Calculus AB or AP Calculus BC. Any student without these prerequisites will be asked to petition the teacher for entry into the course.

Advanced Placement Physics C follows the content outlined in the Educational Testing Service’s Advanced Placement Physics C syllabus. The syllabus outlines two college semesters of introductory physics with calculus, intended for students planning to major in a physical science or engineering. The semesters outlined are limited to two main subject areas; Mechanics and Electricity/Magnetism. Emphasis is placed on the use of theoretical and mathematical concepts to explain and predict physical behavior. Laboratory work stresses quantitative measurement and data analysis using both traditional methods and modern instrumental techniques. All students are required to take the Advanced Placement Physics C Examinations for both Mechanics and Electricity & Magnetism as administered by the Educational Testing Service. By qualifying with a score of 3 or higher on the AP examination(s), students may be permitted to enter advanced courses in college, and receive college credit depending on university requirements.

Fees: Students are required to pay double the standard AP testing fee for this course. AP Physics C is administered as two separate required tests, one which covers Mechanics and one which covers Electricity & Magnetism. It is also recommended that students have a graphing calculator.
Additional Fees: Students attending the optional field trip to Cedar Point in the spring will incur a ticket cost of approximately $30.
AP Exams (B & C): $188.00

**AP ENVIRONMENTAL SCIENCE**
(Full year, 1 AP credit, Grades 11, 12)
Prerequisite Recommendation: Successful completion ("B" or better) in Biology, Chemistry and Algebra II. Ecology and Physics would be helpful but are not essential. Any student without these prerequisites will be asked to petition the teacher for entry into the course.

The Advanced Placement Environmental Science course parallels a college environmental science that is based upon scientific principles and analyses from a variety of approaches and includes scientific laboratory and/or field investigations.

The course provides instruction in each of the following areas: earth systems and resources, the living world, population, land and water usage, energy resources and consumption, pollution and global changes. In addition to providing students with the scientific principles required to understand the interrelationships of the natural world, the course includes methods for evaluating data mathematically and teaches students how to identify and analyze ecological and human risks along with extensive research on the possible solutions to these risks. The course will include lectures, independent reading and note taking, laboratory experiences, field experiences and field trips. Students enrolled in this class are required to take the AP exam in May.

Lab Fees: $30.00
AP Exam: $94.00

**SCIENCE RESEARCH, INQUIRY & ENTREPRENEURSHIP**
No longer a “for credit” class; however, Internship opportunities exist through the science department or through the Credit Flex option.
U.S. HISTORY
(Full year, 1 credit, Grade 9)

U.S. History emphasizes the development of the U.S. from 1877 to the present. Students investigate the effects of modernization on the political process. The social history of 20th Century America, World War II, the Cold War, Vietnam and the post-communist world and its challenges complete the course of study.

WORLD HISTORY
(Full year, 1 credit, Grade 10)

Students enrolled concentrate on the period of global history from 17th century to the present. The course focuses on the impact of the democratic and industrial revolutions, how Europe became dominant on the world stage, the wars that changed empires and the ideas that led to independence movements throughout the world. In addition to this western focus, the course will examine non-western societies, including those in Central and South America, Africa and Asia. Current events are used as a bridge between the students’ world and the past.

HONORS WORLD HISTORY
(Full year, 1 credit, Grade 10)

Honors World History will concentrate on the period of history from the 17th century to the present. Through extensive chronological coverage, students will develop skills in primary source analysis, interpretive historical reading and essay writing. It is recommended that the sophomores who take this course be highly motivated and interested in studying world history in depth. Students should plan to continue in the honors and advanced placement course sequence.

HONORS U.S. HISTORY
(Full year, 1 credit, Grade 9)

Honors U.S. History concentrates on the social, political, cultural, and economic development of the United States from 1877 to the present. Through extensive chronological coverage, students will develop skills in primary source analysis, interpretive historical reading and essay writing. It is recommended that the freshmen who take this...
course be highly motivated and interested in studying U.S. history in depth. Students should plan to continue in the honors and advanced placement course sequence.

**SOCIAL PSYCHOLOGY**  
(1 semester, .5 credit, Grades 11, 12)

Social Psychology is an introductory course in the field of psychology. Many areas within the field will be studied to provide a general background to psychology. The course will offer outside speakers, videos, lectures, and guided discussions. The primary goal of the course is to enable students to deal more fully with various aspects of their own lives, by instilling in them some degree of understanding as to why people are the way they are. This course will study topics such as research methods, ethics, personality, intelligence, child development, adult development, and abnormal psychology.

**SOCIOLOGY**  
(1 semester, .5 credit, Grades 11, 12)

Emphasis is placed on understanding of the social as well as the psychological forces at work in the field of human relations and human behavior. Elements of Sociology are investigated through discussions, debates and class activities on such topics as: groups and the interaction of groups, social organizations, family, culture, deviance, class, race and gender.

**EASTERN CIVILIZATIONS**  
(1 semester, ½ credit, Grade 11, 12)

Eastern Civilizations explores non-European traditions with a focus on regional histories, religions, and cultures (including art and cuisine). Over the semester, students will focus on examinations of China, Russia, the Middle East, India and modern Africa. With a focus apart from the West, we will also explore political issues that have defined our times and which will prepare the students for the world beyond Hudson.

**U. S. GOVERNMENT**  
(1 semester, .5 credit, Grades 11 or 12)

The course is designed to fit within the confines of a one-semester government course. We move from the development of theories of government, and then to a careful analysis of national, state, and city government. The major focus of the course is to prepare students to be contributing members of society. Special emphasis is placed on current government.

**AP U. S. HISTORY**  
(Full year, 1 AP credit, Grades 9-12)

AP U.S. History will concentrate on the social, political, cultural, and economic development of the United States from pre-Colonial America to the present. Students who choose to take this course must be self-motivated and highly interested in studying U.S. history in depth. The body of knowledge covered in the course is vast and will enable the AP students to challenge themselves in a college-level atmosphere. AP students will learn to read and evaluate college-level texts, interpret primary source materials, assess the context in which historians write, and hone their writing and critical thinking skills. This analysis, coupled with class discussion and debate, will enable the AP students to understand the ambiguities inherent in the study of history, which leads to an increased tolerance for varying viewpoints.

Optional: AMSCO AP U.S. History prep book for ~$15.00  
AP Exam: $94.00

**AP EUROPEAN HISTORY**  
(Full year, 1 AP credit, Grades 9-12)

AP European History will concentrate on the social, political, cultural, and economic development of the
Western world from 1450 to the present. Students who choose to take this course must be self-motivated and highly interested in studying history in depth. The body of knowledge covered in the course is vast and will enable the AP students to challenge themselves in a college-level atmosphere. AP students will learn to read and evaluate college-level texts, interpret primary source materials, assess the context in which historians write, and hone their writing and critical thinking skills.

At the end of the year, the course culminates with a required AP test in May, for which a fee is charged. All students enrolled in this course are required to take the AP test. The test gives “high school students opportunities to demonstrate college-level achievement.” By qualifying on the test, students may be awarded some college credit hours.

Optional: AP Review book for ~$15.00. AP Exam: $94.00

**AP U. S. GOVERNMENT**

(Full year, 1 AP credit, Grade 11, 12)

AP U.S. Government is an upper-level course. Students will study the Constitution, political behaviors and beliefs, the institutions and structure of national government, public policy, and civil rights and liberties. Students will develop higher level thinking skills by analyzing important primary source documents, maps, census data, polls, and voting surveys. Evaluation includes multiple choice exams, essay writing, and research papers as preparation for the AP exam. Reflective journals, discussion of current events and Supreme Court case studies, and attendance at public meetings are also class requirements.

At the end of the year, the course culminates with a required AP test in May, for which a fee is charged. All students enrolled in this course are required to take the AP test. The test gives “high school students opportunities to demonstrate college-level achievement.” By qualifying on the test, students may be awarded some college credit hours.

Students are asked to purchase a Summer Reading book for ~$10.00. Optional: AP Review book for ~$23.00.

AP Exam: $94.00

**AP ECONOMICS (MICRO & MACRO)**

(Full year, 1 credit, Grades 11 & 12)

AP Economics is a college level, year-long course designed to provide junior and senior students with a thorough understanding of the principles of Micro (first semester) and Macro (second semester) economics. This course was created to encourage students to think like economists – to question and evaluate costs and benefits, to explore the many ways that one economic action will cause secondary actions. AP Economics will also examine the fundamental principles which govern economic activities of the individual, the business and at the market, national and international economic levels. This course addresses the central topics of AP Economics including: supply and demand, the
theory of the firm, perfect and imperfect competition, the role of the factors of production in free and mixed economies, the role of government, measuring the national economy, fiscal and monetary policy and international trade. In addition to preparing a student for the A.P. exams in both Micro and Macroeconomics, a major emphasis of this course will be on the development of critical thinking skills and the application of economic principles and problem solving. Advanced level reading, extensive advanced writing, and active class participation will be required for this course.

Students take both the Micro and the Macro Advanced Placement tests in May, $94.00 each.

**EXAMINING RACE: AN AMERICAN STUDY**

(Semester, .5 credits, Grades 11-12)

This course will trace the tumultuous history of race in America. From legal designation intended to keep people from full citizenship, to construct of cultural identity, to modern day political lightening rod, race has been and will continue to be a pressing social and legal issue in America. The class will examine race classification in Colonial America, through the Civil War and Reconstruction years, the rise of the KKK, immigration policy, minority identity and the modern Civil Rights era. Special emphasis will be placed on current day race issues that demand historical context to fully understand.

**UNITED STATES MILITARY HISTORY**

(1 semester, .5 credit, Prerequisite: United States History, Grades 10, 11, 12)

This course will follow a chronological study of American involvement in key conflicts that have shaped the course of United States History from the American Revolution to our current War on Terror. It traces the beginnings of a uniquely American military and focuses not only on wars, leaders and strategy, but on such topics as civilian attitudes toward a standing army, soldier motivation, defense funding, anti-war movements and women’s wartime roles. The course will attempt to study the interrelationships of warfare, technology and society in shaping American history.

**ANCIENT WESTERN CIVILIZATIONS**

(1 semester, .5 credit, Grades: 10, 11, 12)

No prerequisites

Ancient Western Civs will explore the way the cultures of Egypt, Greece, Rome, Carthaginians, Celts, and Vikings looked at their world, while also keeping in mind how they have shaped the course of history today. The goal of the class is to be interactive and give students an idea of what it would have been like to live in each of these cultures, as well similarities and differences between said cultures. It focuses on art, military, food, gender relations, technology, religion, and any other topics the class decides to investigate.

**CRIMINOLOGY**

(1 semester, .5 credit, Grades: 11, 12)

No prerequisites

Criminology will study aspects of the American and international criminal justice systems. Students will analyze major topics that include, but are not limited to, the study of: law, law enforcement, crimes, criminals, criminal organizations, crime prevention, courts, corrections, drugs, justice systems, juvenile justice, criminal psychology & victims. Students will conduct research in these areas, participate in various activities, and have the opportunity to listen to guest speakers.

**SERVICE LEARNING**

(Full Year, 3 credits; 1 English; 1 Social Studies; 1 Community Service. Grade 12) Prerequisite: application, teacher recommendation & interview

Service Learning is a unique course that combines the disciplines of social studies and English with application in service to the community. Three days a week, Service Learning offers students selections from classical and contemporary literature that
focus on the nature of humankind and society, and
the human condition. The social studies component
of Service Learning focuses largely on current
affairs. General areas of study include U.S. domestic
policy, U.S. foreign policy, global issues, social
issues, local issues (Ohio and Hudson-based), the
criminal justice system and consumer finance
(which will fulfill the state requirement for a
consumer finance credit). The method of inquiry
will focus more on project-based learning and
student choice. The course additionally focuses on
the contemporary issues of diversity, tolerance, and
social justice through critical thinking, oral/written
presentations, discussions, and debates. The other
two days a week students are engaged in
meaningful human-centered service at a community
agency. It is through this agency that students
receive a "hands-on" experience of what the
academic component has been focusing on through
in-depth research projects and real world experience. Finally, in this class, students have the
rare opportunity to develop collegial relationships
with diverse professionals that further enhance
their personal and educational development.

Course Fee: $450

NEW DIMENSIONS
(Full year, CCP Course through Hiram College: 2 HHS
Credits; 1 English, 1 Social Studies, Grade 12) (4 CCP
hours in interdisciplinary/humanities AND 4 CCP
hours in composition/writing for a total of 8 CCP
credit hours)
Prerequisite:
Evaluation of student application, Interview.

New Dimensions is a rigorous, interdisciplinary
Humanities course that consists of psychology,
philosophy, anthropology and sociology. This
selective program, taught by Social Studies and
English faculty, is composed of seniors chosen
through application/ interview. The intense
coursework stresses critical thinking and debate,
primary research, and the attendance of cultural
events; students earn History and English credit.

One quarter of the school year is dedicated to
studying each of the following disciplines:
psychology, philosophy, anthropology and
sociology. Corresponding literature and writing
components complement each discipline. This
intense course is student-centered with a strong
emphasis on discussion, debate, critical thinking
skills and research. The class meets for a double
period daily, or 100 minutes.

Under the guidance of an advisor, students will
complete an extensive, 40-50 page research paper
over a period of four months on a controversial
issue of his/her choice. Students conduct both
primary and secondary research.

Students are required to attend a minimum of three
cultural events per quarter. These cultural events
consist of experiences outside of Hudson such as
attending plays and lectures or touring museums.
The culminating cultural event is a weeklong
educational class trip to New York City.

Students who wish to apply for New Dimensions are
evaluated first by the Hudson High School staff
members. Students are then evaluated by the New
Dimensions team and are selected following an
interview. The faculty feedback and interview help
determine the student’s maturity, integrity and
academic curiosity to participate in a challenging
discussion and research-based course.

Fee: Paperback books, not to exceed $30
The student is responsible for the cost of the NYC trip
(travel, hotel & meals).

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## TECHNOLOGY DEPARTMENT

### GRAPHICS ARTS I

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The Graphic Arts I course serves as an introduction to the various fields of graphic arts. Students will learn the fundamentals of digital imaging including raster and vector images and the various file types associated with each. The students will also learn the principles and elements of design. The students will apply their knowledge of digital imaging and design principles by creating and editing various designs on the computer. The students will complete lab projects in each of the following areas: computer design using PhotoShop, screen-printing, and digital video. The class is primarily “hands-on” in a laboratory setting, but the students are required to pass certain tests before working in the lab.

Prerequisite: None
Lab Fee: $30

### GRAPHICS ARTS II

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(1 semester, ½ credit, meets HHS fine art requirement, Grades 9-12)

The Graphic Arts II course will expand on the knowledge gained in Graphics Arts I. The students will further their knowledge in digital imaging and computer design. Students will also learn to create computer illustrations using Adobe Illustrator. The students will complete advanced projects in the following areas: Computer Design using PhotoShop and Illustrator, screen-printing, and digital video. Students will also be given a choice as to which areas they would like to concentrate their studies. The class is primarily “hands-on” in a laboratory setting, but the students are required to pass certain tests before working in the lab.

Prerequisite: Completion of Graphic Arts 1
Lab Fee: $30

### ADVANCED GRAPHICS

(1 semester, ½ credit, meets HHS fine arts requirement, Grades 10-12)
This course is designed for the serious student who may be thinking about a particular graphic arts field as a career. The course is set up to run as a small business. The department will accept orders for poster designs, t-shirts, business cards, brochures, etc. The students are responsible for meeting with the client and taking notes on the design. The students then work up a design proposal including printing costs. The students are responsible for completing the job and collecting the money from the client. The course is developed around each individual student allowing a concentration in a particular area(s). The students will have the ability to modify course requirements to meet his/her individual needs.

Note: Students may take course more than once. A specialized curriculum will be developed in coordination with the student for students that repeat the course.

Prerequisite: Completion of Graphic Arts 2
Lab Fee: $30

**INDUSTRIAL DESIGN 1**

(1 semester, .5 credit)

*Meets Fine Art Requirement*

Industrial Design is a graphics based course where students will use various types of software, in conjunction with wood working techniques, to design and create visual art. Students will create stand-alone art forms and enhance projects with Marquetry, Pyrography, and CarveWright CNC techniques. Students will also learn basic woodworking skills that will include the dimensioning process, joinery and machine application. Students will be required to take safety tests on the various power tools prior to constructing projects. This is a hands on course and all grade and skill levels are welcome.

Lab Fee $45.00

**ADVANCED WOODS TECHNOLOGY**

(1 semester, ½ credit, Grades 10-12)

This course is a continuation of Industrial Design 1 and 2. This class will focus on the students’ creative woodworking skills. The student is expected to select or design a challenging project. The project must demonstrate the student’s skills and explore his/her artistic nature. The student is expected to research and perform tool setup and new woodworking techniques, along with creating their own evaluation method approved by the instructor. This course will also explore modern woodworking techniques such as Green turning, steam bending, and computerized machining

**Prerequisite:** Must receive an “A” or “B” in Woods I and II or Industrial Design 1 and 2, or by instructor’s permission.

**Lab Fee:** $45.00 Per Semester (Lab fee covers all course required lumber. Any additional lumber will require student to purchase separately.)
ENGINEERING DRAWING 1
(Semester course ½ credit, Grades 9-12)
This is a survey course that deals with the fundamentals of basic engineering concepts and tools. This course is designed for those students interested in pursuing a career in engineering, architecture or design. Students will engage in sketching, mechanical drawing, 2D-CAD, 3-D imaging and be introduced to the design process and prototypes.
Lab Fee: $5.00.

ENGINEERING DRAWING 2
(Semester, ½ credit, Grades 9-12)
Prerequisite: Completion of Engineering Drawing 1
This course has a main focus on the “Design Process“ and prototypes. Students will use the skills they developed in Engineering Drawing 1 to design, create and test prototypes and models related to the engineering field along with a 3-D architecture software program. This course will be divided between the classroom and lab with a large portion of time spent on construction type activities. Students will be introduced to specific areas of the field which include, civil, mechanical, architectural and structural engineering. Industrial equipment will be used in this course in the creation of models and prototypes.
Lab Fee: $5.00

DIGITAL VIDEO PRODUCTION 1
(Semester, 1/2 credit, meets HHS computer requirement, Grades 9-12)
Prerequisite:
This is an introductory level class that will teach the students about digital video production. Students will learn a variety of skills including: video composition, audio, storyboarding, and script development, lighting, scene staging, and keying (green screen). The students will also learn how to edit and produce a video using Adobe Premiere.

Students will develop a basic understanding of the various formats associated with both digital video and digital audio technology. Students will be given instruction on equipment/software operation and ongoing guidance as projects progress. Upon completion, students will be able to demonstrate production skills and techniques as it relates to producing video for a variety of audiences. Example projects may include music videos, instructional school videos, documentaries, commercials, and a variety of other projects.

ADVANCED DIGITAL VIDEO PRODUCTION
(Semester, 1/2 credit, meets HHS computer requirement, Grades 9-12)
Prerequisite: Successful completion of Digital Video Production I.
This class builds on the knowledge and skills gained in Video Production I. The students will learn advanced skills in video and animation as it applies to video production. The students will learn how to create special effects and animations using Adobe After Effects. The projects completed by the students will be much more in depth and utilize advanced skills in video production including; syncing of multiple camera shots, camera angles, advanced lighting and staging techniques, wireless audio, studio work, location work, etc. Example projects may include short films, documentaries, interviews, music videos, announcements (newscasts), and After Effects animations.

Note: Students may take course more than once and continue to build their video production skills. A specialized curriculum will be developed in coordination with the student for students that repeat the course.
MOTION GRAPHICS – AFTER EFFECTS
(Semester, 1/2 credit, meets HHS computer requirement, Grades 9-12)

Adobe After Effects allows you to create videos containing animation and special effects for graphics related projects. After Effects is widely used by motion-graphics professionals, website designers, and visual effect artists.

This course is designed to teach students how to successfully use After Effects to create motion graphics. Topics covered will include the following: the basics of creating projects including compositions and layers; working with “assets” including video, audio, and still images; creating special effects; animation for shapes, objects, and text; Drawing and working in 3D. No video editing experience is necessary.

WORLD LANGUAGE DEPARTMENT

The world language classroom has become the model paradigm of the 21st century learner by providing students with problem solving scenarios, critical thinking skills, and a global vision of education and life across disciplines. Students will use authentic resources for assessments utilizing the newest technologies available. Hudson offers six world languages: American Sign Language, French, German, Mandarin Chinese, Latin, and Spanish. The study of French, German, Latin, Mandarin Chinese and Spanish may begin at grade 8 in Hudson Middle School which equates to level 1 at Hudson High School. This enables students to progress through Advanced Placement.

Seal of Biliteracy. Students have an option to take a nationally normed assessment to obtain a Seal of Biliteracy on their high school diploma (to be completed within 15 months of graduation). Students must be proficient (Intermediate-High) in English and a second language. The cost of this will be the responsibility of the student. Ohio’s Seal of Biliteracy was spearheaded right here at Hudson High School.

AMERICAN SIGN LANGUAGE 1
(Full year, 1 credit)

By the end of the year, an American Sign Language 1 student would be expected to communicate at the novice-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.
**AMERICAN SIGN LANGUAGE 2**
(Full year, 1 credit)
Prerequisite: must have completed level 1 and maintained at least a “C” average.

By the end of the year, an American Sign Language 2 student would be expected to communicate at the novice-high level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**FRENCH 1**
(Full year, 1 credit)

By the end of the year, a French 1 student would be expected to communicate at the novice-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**AMERICAN SIGN LANGUAGE 3**
(Full year, 1 credit)
Prerequisite: must have completed level 2 and maintained at least a “C” average.

By the end of the year, an American Sign Language 3 student would be expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**FRENCH 2**
(Full year, 1 credit)
Prerequisite: must have completed level 1 and maintained at least a “C” average.

By the end of the year, a French 2 student would be expected to communicate at the novice-high level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**AMERICAN SIGN LANGUAGE 4**
(Full year, 1.0 credit)
Prerequisite: must have completed level 3 and maintained at least a “B-” average.

By the end of the year, an American Sign Language 4 student would be expected to communicate at an intermediate-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Intermediate-mid level can describe with strings of sentences, combine time frames, and create with language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.
FRENCH 3
(Full year, 1 credit)
Prerequisite: must have completed level 2 and maintained at least a “C” average.
By the end of the year, a French 3 student would be expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

HONORS FRENCH 4
(Full year, 1 credit)
Prerequisite: must have completed level 3 and maintained at least a “C” average.
By the end of the year, a French 4 student would be expected to communicate at the intermediate-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Intermediate-mid can describe with strings of sentences, combine time frames, and create with language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students. This course aims specifically at preparing the student for the national Advanced Placement French Language and Culture Examination focusing on six themes: Beauty and Aesthetics, Families and Communities, Global Challenges, Science and Technology, Contemporary Life, and Personal and Public Identities. It is intended for serious, advanced students reaching the intermediate-high level and possibly advanced-low level of proficiency according the national ACTFL (American Council on the Teaching of Foreign Language) standards.
AP Exam: $94.00

GERMAN 1
(Full year, 1 credit)
By the end of the year, a German 1 student would be expected to communicate at the novice-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

GERMAN 2
(Full year, 1 credit)
Prerequisite: must have completed level 1 and maintained at least a “C” average.
By the end of the year, a German 2 student would be expected to communicate at the novice-high level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They
are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

GERMAN 3
(Full year, 1 credit)
Prerequisite: must have completed level 2 and maintained at least a “C” average.

By the end of the year, a German 3 student would be expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express their own thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

HONORS GERMAN 4
(Full year, 1 credit)
Prerequisite: must have completed level 3 and maintained at least a “C” average.

By the end of the year, a German 4 student would be expected to communicate at the intermediate-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Intermediate-mid can describe with strings of sentences, combine time frames, and create with language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students. This is a precursor to the Advanced Placement class. The students will be challenged to perform at a level commensurate to the Honors level program.

AP GERMAN LANGUAGE AND CULTURE
(Full year, 1 credit)
Prerequisite: The student must have completed level 4 Honors and maintained at least a “B-” average.

This course aims specifically at preparing the student for the national Advanced Placement German Language and Culture Examination focusing on six themes: Beauty and Aesthetics, Families and Communities, Global Challenges, Science and Technology, Contemporary Life, and Personal and Public Identities. It is intended for serious, advanced students reaching the intermediate-high level and possibly advanced-low level of proficiency according the national ACTFL (American Council on the Teaching of Foreign Language) standards.

AP Exam: $94.00

LATIN 1
(Full year, 1 credit)

This course begins the study of the Latin language. By the end of this course the student will be able to read, understand, and interpret simple contextual Latin passages. The student will also be able to demonstrate a basic knowledge of the features of Roman daily life as well as its historical, mythological, and artistic influences. Students will begin to recognize and use elements of the Latin language to increase their knowledge and usage of the English language. Students will also begin to compare and contrast their own culture with that of the Greco-Roman world. Cross-curricula connections are emphasized.

LATIN 2
(Full year, 1 credit)

Prerequisite: must have completed level 1 and maintained at least a “C” average.

After a thorough review of basic Latin forms and grammar, Latin 2 continues to develop language
skills focused on the ability to read, understand and interpret Latin text in increasingly difficult passages. Students will be able to utilize linguistic, historical, and cultural knowledge of Latin to identify relationships between ancient and modern events, materials, and practices. Through Latin texts and outside readings, study and projects, students will gain an understanding of the lasting impact of classical civilization on the modern world. Students will also continue to recognize and use elements of the Latin language to increase their knowledge and usage of the English language. Cross-curricula connections continue to be emphasized.

**LATIN 3**
(Full year, 1 credit)
Prerequisite: must have completed level 2 and maintained at least a “C” average.

After a thorough review, students in Latin 3 continue to develop their abilities to read, understand and interpret Latin text. Through increasingly difficult readings, students will not only work on language skills, but also be able to study and analyze important historical, philosophical and religious ideas and values of the Roman people. Students will be able to demonstrate an advanced understanding of the connections between the ancient Roman world and our own society today. Emphasis is placed on gaining an appreciation for the Latin language as literature and our own indebtedness to the ancient world for our literature, language, government, arts, etc.

**AP LATIN**
(Full year, 1 credit)
Prerequisite: must have completed level 3 and maintained at least a “C” average

This course includes the study of prescribed readings (both Latin and English) from Julius Caesar’s *Gallic Wars* and Vergil’s *Aeneid* in preparation for the Advanced Placement Exam (AP Latin). Students will examine themes of literary genre and style, war and empire, Roman values, and leadership, among other topics, as revealed through these classic literary texts. Emphasis is placed on developing translation skills, sight-reading, and writing analytical essays. Students enrolled in this class are required to take the AP exam in May. AP Latin is also an option after Latin 3.

AP Exam: $94.00

**MANDARIN CHINESE 1**
(Full year, 1 credit)

By the end of the year, a Mandarin Chinese 1 student would be expected to communicate at the novice-low/novice-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**MANDARIN CHINESE 2**
(Full year, 1 credit)
Prerequisite: must have completed level 1 and maintained at least a “C” average.

By the end of the year, a Mandarin Chinese 2 student would be expected to communicate at the novice-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.
MANDARIN CHINESE 3
(Full year, 1 credit)
Prerequisite: must have completed level 2 and maintained at least a “C” average.

By the end of the year, a Mandarin Chinese 3 student would be expected to communicate at the novice-high level according to the national ACTFL standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

MANDARIN CHINESE 4
(Full year, 1 credit)
Prerequisite: must have completed level 3 and maintained at least a “C” average.

By the end of the year, a Mandarin Chinese 4 student would be expected to communicate at the novice-high/intermediate-low level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-high/Intermediate-low can describe with strings of sentences, combine time frames, and create with language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

SPANISH 1
(Full year, 1 credit)
Prerequisite: must have completed level 1 and maintained at least a “C” average.

By the end of the year, a Spanish 1 student would be expected to communicate at the novice-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-mid can identify with phrases, combine words, express ideas with simple phrases and expressions. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

Spanish 2
(Full year, 1 credit)
Prerequisite: must have completed level 1 and maintained at least a “C” average.

By the end of the year, a Spanish 2 student would be expected to communicate at the novice-high level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Novice-high can describe with phrases and can identify with short sentences in present time frame. They will be using interpretive, interpersonal and
presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to the students.

**SPANISH 3**

(Full year, 1 credit)
Prerequisite: must have completed level 2 and maintained at least a “C” average.

By the end of the year, a Spanish 3 student would be expected to communicate at the intermediate-low level according to the national ACTFL standards. Intermediate-low can describe with sentences, use strings of sentences, express thoughts in a single time frame. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to students. This is a precursor to the Advanced Placement class. Students will be challenged to perform at a level commensurate to the Honors level program.

**HONORS SPANISH 4**

(Full year, 1 credit)
Prerequisite: must have completed level 3 and maintained at least a “C” average.

By the end of the year, a Spanish 4 student would be expected to communicate at the intermediate-mid level according to the national ACTFL (American Council on the Teaching of Foreign Language) standards. Intermediate-mid can describe with strings of sentences, combine time frames, and create with Language. They will be using interpretive, interpersonal and presentational skills in the classroom for both practice and assessment. They are expected to compare and contrast cultures embedded in the language program. Activities are based on authentic situations and have real meaning to students. This is a precursor to the Advanced Placement class. Students will be challenged to perform at a level commensurate to the Honors level program.

**AP SPANISH LANGUAGE AND CULTURE**

(Full year, 1 credit)
Prerequisite: must have completed level 4 Honors and maintained at least a “B-” average.

This course aims specifically at preparing the student for the national Advanced Placement Spanish Language and Culture Examination focusing on six themes: Beauty and Aesthetics, Families and Communities, Global Challenges, Science and Technology, Contemporary Life, and Personal and Public Identities. It is intended for serious, advanced students reaching the intermediate-high level and possibly advanced-low level of proficiency according the national ACTFL (American Council on the Teaching of Foreign Language) standards.

AP Exam: $94.00
COURSE: Aeronautics Careers Academy · STEM

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Stow-Munroe Falls High School; Kent State University
CREDIT:  
Level I – Intro to Aeronautics, 1; Aviation Weather, 1; CP English, 1; Math, 1

Level II – Elements of Flight Theory, 1, Aero Physics, 1; CP English, 1; Math, 1

This two-year College Tech Prep Program combines college prep academics with applied learning in the world of aeronautics. Students will study Introduction to Aeronautics, Aviation Weather and Elements of Flight Theory. In addition, students also study in Level II, Aero Physics. A partnership with Kent State University College of Aeronautics and Engineering allows student to participate at the air traffic control center on campus. College credits available. For more information, see the Compact Career Catalog 2019-20.

COURSE: Athletic Health Care and Fitness · STEM

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Roosevelt
CREDIT:  
Level I – Advanced/Honors Anatomy and Physiology, 1; Exercise and Athletic Training, 1; Medical Terminology, 1

Level II – Advanced/Honors Anatomy and Physiology, 1, Fitness Evaluation and Assessment, 1; AHC&F Capstone, 1

Students gain knowledge and real-life experiences in the prevention, recognition, treatment, rehabilitation and administration of athletic, as well as non-athletic, common injuries and conditions. Under the direction of a nationally certified and state-licensed athletic trainer, students develop both basic and advanced skills in the classroom lab setting during the first year. Instruction in the second year focuses on individual career exploration in which students have the opportunity to work and learn outside of the classroom with local professionals in medical, clinical and fitness facilities. This College Tech Prep program is suited to individuals who have career interests in athletic training and fitness, physical therapy and emergency medicine. College credits available. For more information, see the Compact Career Catalog 2019-20.
COURSE: Automotive Specialization

GRADE LEVEL: 10, 11, 12
LENGTH: One or two years
SCHOOL: Hudson
CREDIT: Lab 2.

Designed for students who have an interest in the auto repair industry, Auto Specialization is geared for those students who require repetitive instruction to master program competencies. Students will use tools and equipment to perform detailing, reconditioning, maintenance and simple repairs on vehicles. Employability skills are practiced daily in a simulated automotive repair setting. Courses include Ground Transportation and Maintenance and Engine Powertrain in Level I; Engine Performance and HVAC in Level II. For more information, see the Compact Career Catalog 2019-20.

COURSE: Automotive Technologies

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Cuyahoga Falls, Hudson
CREDIT at Cuyahoga Falls: Level I – Ground Transportation Maintenance; Automotive Engine Performance; 3 credits
Level II – Automotive Braking, Suspension and Steering Systems; Ground Transportation Electrical Electronics, 3 credits

CREDIT at Hudson: Level I – Science 1; Ground Transportation Maintenance; Automotive Engine Performance; 2 credits
Level II – Math 1; Automotive Braking, Suspension and Steering Systems; Ground Transportation Electrical Electronics; 2 credits

Students develop practical experience in basic diagnostic skills and become proficient in repair and maintenance of a car’s mechanical and electrical systems. Students may be required to purchase a tool kit to be used during the course and upon entry into the job market. Completers of this College Tech Prep Program are now working as technicians at car dealerships, service centers and automotive specialty shops. College credits available. Dual Enrollment is available and potentially students can earn 14 hours towards an Automotive Technology Associate of Applied Science degree at Stark State College. For more information, see Compact Career Catalog 2019-20.

COURSE: Biomedical Engineering and Technology Academy · STEM

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Woodridge
CREDIT: Level I – Biomedical Engineering Tools, 1; Principles and Practices of Biomedical Technology, 1; Honors English 1; Honors Anatomy/Physiology, 1.
Level II – Biomedical Engineering, 1; Biotechnology for Health and Disease, 1; Honors English, 1; Honors Physics, 1; Capstone, 1.

This emerging science focuses on applying the principles of biotechnology to life sciences. The focus of this College Tech Prep Program is discovery-based, with an emphasis on techniques for following procedures and
protocols for working with specimens and monitoring environmental conditions of lab facilities. Students will use 3D imaging, data acquisition software and scientific research to design and develop medical intervention products. Level II will incorporate a required Capstone project. Throughout this two-year offering, bioethics and entrepreneurship will be included. In addition, connections with area biomedical industries will be available to students. College credits available. For more information, see the Compact Career Catalog 2019-20.

**COURSE: Business and Sports Management**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Roosevelt  
**CREDIT at Roosevelt:** 
- **Level I** – CP English, 1; Business and Sports Foundations IA, 1; Business Principles 1B, 1;  
  Optional: Business and Sports Capstone or academic/elective course.  
- **Level II** – CP English, 1; Strategic Entrepreneurship IIA, 1; Business and Sport Administrative Services IIB, 1; Optional: Business and Sports Capstone, 1 or academic/elective course.

This College Tech Prep Program develops skills and knowledge in the field of business, sports management and marketing, human resource management, facilities and operations management, sales and public relations. Students will acquire knowledge of business processes, economics, business relationships, finance and accounting. They will learn how to manage a workforce, lead change and build professional relationships with employees and customers. Students will learn how to manage a workforce, lead change and build professional relationships with employees and customers. Students will utilize technology, software and virtual simulations to prepare for careers in the business and sports management fields. College credits available. For more information, see the Compact Career Catalog 2019-20.

**COURSE: Business/Marketing Pathway-Tallmadge**

**GRADE LEVEL:** 9, 10, 11, 12  
**LENGTH:** Four years  
**SCHOOL:** Tallmadge students only  
**CREDIT:** 1 credit per course  
**PREREQUISITE:** Business Foundations

Business/Marketing Pathway, offered at Tallmadge High School, is a series of courses designed to give students comprehensive skills and knowledge that lead to post-secondary employment or higher education in a variety of business/marketing careers. Business and Marketing Pathway offers students the ability to build a solid background in business/marketing related concepts necessary to successfully earn a bachelor’s degree in Business Management, Marketing, Finance, and/or Accounting. Students will also join nationally recognized business organizations for high school and college students, DECA and or BPA, Business Professionals of America, to enhance leadership skills and provide connectivity to the project-oriented business world. Students are required to complete four courses within either the Marketing Pathway or the Business Administration Services Pathway, including a minimum of three Pathway Courses throughout the four years of high school to complete the Business or Marketing Pathway. See the Compact Career Catalog 2019-20 for more details.
COURSE: Business Pathways: Skills for Success

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Cuyahoga Falls
CREDIT for Entrepreneurship Academy:

- Level I – Business Foundations, 2; Strategic Entrepreneurship, 1; CP English, 1.
- Level II – Financial Accounting, 1; Management Principles, 1; Optional Capstone, 1.

Students selecting the Entrepreneurship Business Pathway will use technology to obtain fundamental business knowledge and skills. Employability skills, leadership and communications as well as personal and business financial literacy will be addressed. Students will learn how to apply management and motivation theories to real life business situations. Through the operation of a business, they will learn how to manage a workforce, lead change and build relationships with employees and customers. This Pathway is recommended for students who are interested in starting their own business or follow a management pathway in their future career.

CREDIT for Medical Administrative Assisting:

- Level I – Business Foundations, 1; Medical Terminology for Business, 1; CP English, 1.
- Level II – Medical Office Management, 1; Management Principles, 1; Optional Capstone, 1.

A Medical Administrative Assistant is a health care professional with administrative and clinical knowledge, skills in business, clinical management and is responsible for the operations of a medical practice. Students will learn the law and ethics of healthcare, medical billing and coding, managing medical records, proper communication in the healthcare field and the skills to operate a medical practice. They will learn how to apply management and motivation theories to real-life situations. This Pathway is recommended for students who may wish to pursue a career in the medical field.

COURSE: Collision Repair and Auto Refinishing

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Woodridge
CREDIT: Level I – Structural, 1.5; Non-structural, 1.5; Paint and Refinish, 1.5; CP English, 1.
- Level II – Electrical Systems, 1.5; Mechanical Systems, 1.5.

Students study collision repair and auto refinishing in a renovated facility located in downtown Cuyahoga Falls. Using the latest state-of-the-art equipment, the NATEF certified curriculum includes frame inspection and repair, welding, working with plastics and adhesives, painting and refinishing, glass installation, and metalworking. Students will also learn about damage repair, auto restoration, structural and non-structural analysis and cost estimating. Throughout the two-year College Tech Prep Program, students will also hear from collision repair experts in Northeast Ohio. Completers will be qualified as entry level employees in this $30 billion industry. College credits available. For more information, see the Compact Career Catalog 2019-20.
COURSE: Computer-Aided Design and Engineering Technologies (CADET) · STEM

GRADE LEVEL: 10, 11, 12
LENGTH: One or two years
SCHOOL: Roosevelt
CREDIT: Level I – Manufacturing Operations, 1.5; Manufacturing Design, 1.5; Advanced or CP English, 1
CREDIT: Level II – Machine Tools, 1.5; Mills and Lathes, 1; Capstone 1. Optional Advanced or CP English

Redefine what is possible through CAD & Engineering Technologies! Students will use the latest industry standard software and equipment to produce working drawings, 3D solid model designs, parts and assemblies. Additionally, students will have the opportunity to program and operate CNC machines (router, lathe, mill and water jet) to produce manufactured products using wood, metal, and plastic. Students will also operate rapid prototype machines (3D printer) and laser engraver in fabricating various engineered and designed products. Manufacturing welding processes and industries will be explored. This exciting, professional College Tech Prep offering is designed to prepare students for careers in the engineering, advanced manufacturing and architectural career fields. Students will network with industry experts and partners in high demand career fields. Senior level internships/industry placement opportunities are available to qualified students. Advanced technologies, coupled with the need to update and improve manufacturing facilities and product design, should fuel the demand for professionals in computer-aided manufacturing, architecture, and engineering technologies. According to the latest data, 7,400 jobs within a 100-mile radius of Akron, Ohio currently exist. Upon successful completion of the program, students will be eligible to earn up to 3 college credits (CTAG) to any Ohio public university for Computer Aided Drafting and Design in an Engineering Technology program. For more information, see the Compact Career Catalog 2019-20.

COURSE: Construction Technologies

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Roosevelt
CREDIT: Level I – Advanced or CP English, 1; Construction Safety, 1.5; Construction Technology, 1.5
Level II – Structural Systems, 1.5; Structural Covering and Finish, 1.5; Construction Capstone, 1. Optional Advanced or CP English 12.

In Level I, students are introduced to many aspects of construction including remodeling, estimating, framing, roofing, exterior finishing, interior finishing, cabinets, countertops and trim work. By applying math, science, communication and team building skills, students construct real-life application projects in the spacious lab while also learning to operate a wide range of hand, power and air tools. Because the class focuses on residential construction, students learn to build from floor to roof, which helps prepare them for a career in the construction industry. The construction process introduces them to basic electrical, plumbing and masonry work. In Level II, students have the opportunity to complete a paid internship with contractors on actual job sites. Completers of this program have entered apprenticeships, enrolled in two- and four-year colleges and worked for a contractor or builder as a carpenter. Many have even started their own construction business! College credits available. For more information, see the Compact Career Catalog 2019-20.
COURSE: **Cosmetology**

GRADE LEVEL: 11, 12  
LENGTH: Two years  
SCHOOL: Cuyahoga Falls, Roosevelt  
CREDIT at Cuyahoga Falls:  
- **Level I** – CP English I; Microbiology and Infection Control, 1; Hair Fundamentals of Cutting and Styling, 1.  
- **Level II** – Hair Fundamentals of Chemical Services, 1; Skin Care Fundamentals and Enhancements, 1.

CREDIT at Roosevelt:  
- **Level I** – CP English 1; Fundamentals of Hair, 1.5; Microbiology and Infection Control, 1.5  
- **Level II** – CP English 1; Skin Care Fundamentals, 2; Fundamentals of Chemical Services, 2; Cosmetology Capstone, 1.

Both Cuyahoga Falls and Roosevelt students are prepared to take the Ohio State Board of Cosmetology exam. Students qualify for immediate employment, performing professional grooming services related to the care of hair, skin and nails. Instructors and students are kept up to date in this rapidly changing profession by attending shows and conferences, hosting guest artists and participating in competitions. Internships will be available in “high end” salons. Students who receive the Ohio State Board of Cosmetology license are eligible to receive college credit. For more information, see the Compact Career Catalog 2019-20.

COURSE: **Criminal Justice**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two Years  
SCHOOL: Cuyahoga Falls  
CREDIT:  
- **Level I** – American Criminal Justice 1; Police Work and Practices, 1; CP Language Arts 1  
- **Level II** – Corrections, 1; Police Work and Practices, 1; Security and Protective Services, 1; Capstone Project, 1.

Level I Criminal Justice offers students opportunities to gain knowledge of the American Criminal Justice System and Police Work and Practice in Public Safety. Areas of concentration available for Level II include Homeland Security and Security and Protective Services. College credits will be attached to all of the courses. For more information, see the Compact Career Catalog 2019-20.

COURSE: **Culinary Arts**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Stow-Munroe Falls  
CREDIT:  
- **Level I** – Enriched CP English, 1; Fundamentals of Food Production, 1; Hospitality Fundamentals, 1  
- **Level II** – Enriched CP English, 1; Baking and Pastry Arts, 1; Culinary Arts Guest Chef Capstone Project, 1

Culinary Arts prepares students in all areas of the demanding and competitive food service and hospitality industry. In fact, the Culinary Arts career field is the second largest employer in the United States. Students learn to use commercial food service equipment, as well as advanced knife skills, cooking and baking
techniques and advanced culinary skills. Students have the opportunity to earn a Servsafe certification in sanitation. Culinary Arts is certified and involved in the Ohio ProStart National Restaurant Association. Students gain real-life experience operation Joshua’s, a full-service restaurant located at Stow-Munroe Falls High School, as well as event planning. Community-based partners offer job shadowing and worksite experiences. College credits available. For more information, see the Compact Career Catalog 2019-20.

**COURSE: Early Childhood Professions**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Tallmadge – David Bacon Building  
**CREDIT:**  
- **Level I:** Curriculum and Instruction for Early Childhood Education, 2; Early Childhood Education Principles, 1  
- **Level II:** Classroom Management, 2; Health, Safety and Nutrition, 1  

This College Tech Prep Program is designed for students interested in careers working with children from birth through eight years of age. Students study the theory of child development, children's health and safety, guidance techniques, early learning content standards, early learning content standards, curriculum design and lesson planning. Level II students may participate in paid employment in the childcare field. Both Level I and II students interact with preschool children in a lab experience setting. Throughout the course, students create activities, projects and lesson plans, which will become part of a toolkit they will use as they begin their career. Emphasis is placed on the development of a Child Development Associate Credential (CDA) portfolio to showcase the mastery of the course standards. College credits available. For more information, see the Compact Career Catalog 2019-20.

**COURSE: Electronics, Robotics and Programming · STEM**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** One or two years; three periods per day  
**SCHOOL:** Roosevelt  
**CREDIT:**  
- **Level I** – DC and AC, 1.5; Analog, 1.5.  
- **Level II** – Digital Electronics, 1.5; Robotics, 1.5  

Career opportunities are abundant and increasing in the lucrative fields of electronics, robotics and programming. This College Tech Prep Program will provide students with great preparation in theory and hands on experience by constructing analog and digital circuits in projects which support the electronic theories learned. Students who complete the Electronics, Robotics and Programming College Tech Prep Program will have the opportunity to continue their studies in post-secondary education, enhance their skills in the military or directly enter the workforce. College credits available. For more information, see the Compact Career Catalog 2019-20

**COURSE: Engineering Academy · STEM**

**GRADE LEVEL:** 10, 11, 12  
(Third year option for those accepted in grade 10.)  
**LENGTH:** Two years  
**SCHOOL:** Roosevelt, Stow-Munroe Falls  
**CREDIT:**  
- **Level I** – AP, Advanced or CP Math, 1; Advanced Physics, 1; CP English, 1; Engineering Tech, 1;
Engineering Design, 1.

**Level II** – AP, Advanced or CP Math, 1; Advanced Physics II, 1; CP English, 1; Engineering Principles, 1; Engineering Electronics, 1.

This two-year College Tech Prep Academy combines academically competitive, college prep courses with hands-on technical studies. Students rotate through four technology areas: Computer Aided Design (CAD); electronics, robotics and programming; manufacturing processes; and polymers. College prep courses in English 11 and 12, Mathematics (Algebra II, Pre-Calculus, Calculus, A.P. Calculus AB) and Physics I and II are linked with the technology curriculum. Various instructional approaches are used, including team teaching, work teams, self-directed studies, and project-based learning. University partners include Cleveland State University and The University of Akron. For more information visit [www.kentschools.net/engineeringacademy](http://www.kentschools.net/engineeringacademy) or see the Compact Career Catalog 2019-20.

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**COURSE: Forestry and Landscape Management · STEM**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Roosevelt  
**CREDIT:**  
**Level I** – Plant & Horticulture, 1; Advanced or CP English, 1; Urban Forestry, 1; Environmental Science, 1  
**Level II** – Environmental Science II, 1; Forestry and Landscape Management, 1; Landscape Design, 1; Turf Science and Management, 1; Capstone, 1; Optional Advanced or CP English

Students learn about plant and horticultural science, urban forestry, landscape design and build, as well as turf science and management. Students are prepared for further education in fields such as Urban Forestry, Turf Management, Arboriculture, Landscape Construction or Environmental Science. Successful completion can lead to career opportunities in the “Green Industry.” In the second year, students concentrate on one area, attending class for approximately 50 minutes a day and working three to four hours a day in an area of interest. College credits available. For more information, see the Compact Career Catalog 2019-20.

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**COURSE: Health Careers Technologies · STEM**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Roosevelt  
**CREDIT:**  
**Level I** – Advanced/Honors Anatomy and Physiology, 1; CP English, 1; Principles of Allied Health, 2  
**Level II** - CP English, 1; Patient Centered Care, 1; Medical Terminology, 1; Health Careers Capstone, 1

This two-year College Tech Prep Program offers the perfect starting point for students to shape their futures in a health careers field. Students develop foundation skills required to be successful in careers in medical, dental and allied health care. These include basic health care skills, medical laboratory processes, physical therapy techniques and clinical assessments. Successful students go on to pursue careers in emergency care, pharmacy, rehabilitation, nursing, nurse aide, optical, dental, radiology, lab technician, home health care and veterinary care. Students interact with health care professionals in the classroom, as well as at worksite learning opportunities. Completers have more clearly defined career goals as they enter the workforce or continue post-secondary education. Coursework is provided in anatomy and physiology, medical terminology, nutrition, infection control and legal/ethical issues. Certification is available AHA CRP-AED for the Health Care Provider. College credits available. For more information, see the Compact Career Catalog 2019-20.
COURSE: Interactive Marketing Design

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Cuyahoga Falls  
CREDIT:  
**Level I:** Marketing Principles, 1; Digital Marketing and Management, 1; CP English, 1 (optional)  
**Level II:** Marketing Applications, 1; Integrated Marketing Communications, 1; Optional Capstone, 1.

The world of marketing, graphics, communications, photography, public relations and media is changing at rapid speed. This College Tech Prep Program will prepare students to explore careers and post-secondary options in communication-based fields. With the community as the classroom, students use projects and experienced-based learning to examine the foundations of marketing, management, graphic design, communications, public relations and advertising. Students will also use the latest in interactive technology, social media and software to gain real-world experience and build a professional portfolio. The program will offer students unique experiences in creativity, critical thinking, collaboration, leadership, initiative and adaptability. College credits available. For more information, see the Compact Career Catalog 2019-20.

COURSE: IT Academy with CompTIA and CISCO · STEM

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Cuyahoga Falls  
CREDIT:  
**Level I** – Computer Hardware, 1; Computer Software, 1; CP English, 1 (optional)  
**Level II** – Networking, 1; Network Security, 1; CP English, 1 (optional)

If you think digital networks are important now, soon there will be more than 50 billion connections between people, places and things. Get a VIP pass to your future by enrolling in the IT Academy with CompTIA and CISCO program. Networking knowledge will enhance your career in any field because every organization relies on connectivity for success. With the right skills, you can embark on a well-paid career in Information and Communications Technology (ICT), join a high-tech firm, start your own company or bring these skills to a different field you love. Right now, more than 1 million students take CISCO classes at high schools, colleges, universities and other educational centers. Digital information grew by 5,000 percent in the last decade, but the number of IT professionals increased by only 1.5 percent. Don’t let this incredible opportunity pass you by. College credits available. For more information, see the Compact Career Catalog 2019-20.

COURSE: International Business Academy

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Stow-Munroe Falls  
CREDIT:  
**Level I:** Marketing Principles, 1; Strategic Entrepreneurship, 1; CP Government, 1; CP English, 1  
**Level II:** Marketing Applications, 1; International Business, 1; CP Economics, 1; CP English, 1

In this exciting College Tech Prep Program, students are exposed to local and international business through hands-on activities and real-world practices. The Academy has ties to the business community that allow for...
authentic interaction with business professionals so that students can acquire a global perspective of business and marketing practices. Students participate in activities such as leadership opportunities, community service, competitive business events, networking, mentoring, strategic business planning and more. Students have access to four-year pathways in Accounting, Marketing, Finance or Management at various local universities. College credits available. For more information, see the Compact Career Catalog 2019-20.

**COURSE: Marketing Management**

GRADE LEVEL: 10, 11, 12  
LENGTH: One or two years  
SCHOOL: Roosevelt  
CREDIT:  
- **Level I** – Advanced or CP English, 1; Marketing Principles, 1; Professional Sales, 1. Optional Academic or Elective Course.  
- **Level II** – Marketing Applications, 1; Strategic Entrepreneurship, 1; Optional Marketing Capstone, 1; Optional Academic or Elective Course.

In their exploration of the fields of marketing, management, public relations, communications, advertising and sales, students get extensive experience in the use of the latest in technology and software. With the community as the classroom, students immerse themselves in the world of marketing through hands-on, community and experienced-based projects to bridge learning both inside and outside the classroom. For more information, see the Compact Career Catalog 2019-20.

**COURSE: Programming and Software Development · STEM**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years, two periods per day  
SCHOOL: Stow-Munroe Falls  
CREDIT:  
- **Level I** - CP English 1; Computer Logic and IT Fundamentals, 1; Object Oriented Programming, 1.  
- **Level II** - CP English 1; Web Development, 1; Database Application Development, 1.

Learners apply principles of computer programming and software development to develop code; build, test and debug programs; create finished products; and plan, design, develop, implement and support software applications. Areas will prepare students for careers using technical and academic skills to design, develop, test, document, implement and maintain computer software. College credit available. For more information, see Compact Career Catalog 2019-20.

**COURSE: Project Lead The Way · STEM**

GRADE LEVEL: Students in College Prep/Honor’s Diploma/AP Program Pathway  
LENGTH: Four-year sequence  
SCHOOL: Tallmadge students only

Project Lead The Way is a four-year sequence of courses, which combined with traditional math and science courses, introduces students to the scope, rigor and discipline of engineering in high school.
**COURSE: Teaching Professions**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Roosevelt  
CREDIT:  
*Level I* — Advanced/Honors English, 1; Educational Principles, 1; Classroom Management, 1; Optional Elective or Academic Course.  
*Level II* — Advanced/Honors English, 1; Curriculum and Instruction, 1; Education and Training Capstone, 1

Students are provided a solid foundation to explore the teaching professions through coursework and classroom field experiences. Designed for students interested in a teaching career, this pathway provides students an opportunity to develop skills in classroom management, lesson planning and instruction. Students summarize their knowledge and experiences in various classrooms from pre-kindergarten through twelfth grade in a professional portfolio. After completion of the Teaching Professions program requirements, students will be eligible to earn college credits at any university in Ohio for an Introduction to Education course. College credits available. See the Compact Career Catalog 2019-20.

**COURSE: Theater Arts Career Academy**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Tallmadge High School  
CREDIT:  
*Level I* — Acting and Script Analysis, 1; Acting Performance, 1; CP English 1; CAD ½  
*Level II* — Set Design and Construction, ½; Stagecraft, 1; CP English 1.

This two-year College Tech Prep Academy combines college prep academics with hands-on experience in the theater arts. Students will study acting and directing, theater design and technology, theater history, literature and criticism and arts administration. Students will showcase their “Best of Scenes” to audiences at the end of Level I and present a “culminating experience” at the Level II. Each student will develop an electronic portfolio. College credits available. For more information, see the Compact Career Catalog 2019-20.

**CAREER PROGRAMS**

**COURSE: Career Based Intervention**

GRADE LEVEL: 9, 10  
LENGTH: One year  
SCHOOL: Stow-Munroe Falls  
CREDIT at Stow-Munroe Falls: Grade 9—American History, 1; English, 1; Tech Theory, 1; Lab, 1  
Grade 10—English, 1; World History, 1; Tech Theory, 1; Lab, 1

This work-study program is designed for selected students who want to explore careers while getting first-hand experience in the world of work. CBI helps students develop financial skills in order to help students succeed in the workplace and ensure their success. Students will participate in career awareness and explore their personal work attitudes.
**COURSE: Career Based Intervention**

GRADE LEVEL: 11, 12  
LENGTH: One or two years  
SCHOOL: Cuyahoga Falls, Stow-Munroe Falls, Woodridge  

**CREDIT at Cuyahoga Falls:**  
Grade 11 - Tech Theory 2; Lab 1; Electives 3  
Grade 12 - Tech Theory 2; Lab 1; Electives 3  

**CREDIT at Stow-Munroe Falls:**  
Grade 11 — English 1; Tech Theory 1; Lab 1  
Grade 12 — English 1, American Government 1; Tech Theory 1; Lab 1  

**CREDIT at Woodridge:**  
Tech Theory 1; Lab 2.  

This program is designed for selected students who want to explore careers while getting first-hand experience in the world of work. CBI helps students develop financial skills in order to help students succeed in the workplace and ensure their success. Students will participate in career awareness and explore their personal work attitudes. They may spend part of the day working either at the school or at service sites in the community.
COURSE PLANNING GUIDE
Students are encouraged to plan carefully a program of studies that will assist them in reaching their educational goals. It is important that students select courses to fit their career plans. It is suggested that students:
1. review all the curricular requirements for graduation
2. read the information presented about each department
3. complete this course planning guide paying particular attention to graduation requirements and career goals
4. know and understand the recommended college preparatory curriculum
5. review and understand the opportunities offered through the 6th District Vocational Compact
6. consider the curricular and other requirements for the Honors Diploma

| GRADUATION REQUIREMENTS: Twenty-one credits (21) which must include the following: |
|---------------------------------|----------|---------------------------------------------------------------------------------|
| English                         | 4 credits| (½) credit in Literature required senior year                                  |
| Mathematics                     | 4 credits| Must include 2 credits beyond Algebra 1 and Geometry                           |
| Science                         | 3 credits| (3) credits of “lab” science: Including Physical Science, Biology and advanced study in one or more of the following: Chemistry, Physics or other physical science; advanced biology or other life science (Anatomy/Physiology); physical geology or other earth or space science |
| Social Studies                  | 3 credits| must include (1) credit of US History, (½) credit of US Government, and (1) credit of World History |
| Physical Education              | ½ credit | Foundations of Physical Education (PE 9) required, plus (1) additional course of PE elective (state required assessment for class of 2016 & beyond) |
| Health*                         | ½ credit |                                                                                  |
| Visual/Performing/Applied Arts  | 1 credit | Middle school fine arts can count for (½) credit, 7-12.                        |
| Computer Science                | ½ credit |                                                                                  |
| Additional Courses              | 5 credits| Combination of 5 units of electives from: World language, Fine arts, Business & Computer Science, Technology. and/or Career-Technical |
| Instruction in economics/financial literacy** | | |
| **Total                         | 21 Credits|                                                                                  |

*Recommended for freshman year
**HHS presents several options to integrate the economics/financial literacy requirement of the Ohio Core: Integrated Computer Applications (Business & Computer Science Dept), Transitions & Careers or, Interior Design, Furnishings & Mgmt (Family & Consumer Sciences) or a test-out option through the Guidance Office.
### CREDIT WORKSHEET (SUGGESTED FOR COLLEGE-BOUND)

**NAME** ____________________________________________  **Interest Area** ____________________________________________

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**Financial Literacy:** *Found in several course options: Integrated Computer Applications (Business & Computer Science Dept), Transitions & Careers or Interior Design, Furnishings & Mgmt (Family & Consumer Sciences) or a test-out option through Guidance.*

**CREDITS PER GRADE**
- Pre-ACT-Oct
- PSAT Practice-Oct
- PSAT-Oct.
- SAT/ACT-Spring
- Apply to college early

**16 minimum college prep courses**

**List of colleges to which you are applying**
Circle your “safe school”

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12.

**21 CREDITS MINIMUM FOR GRADUATION**
Minimum required credits needed to move to the next grade level:
Completion of 9th = 5 credits  Completion of 10th = 10½ credits  Completion of 11th = 16 credits.

Career: [http://ocis.ode.state.oh.us](http://ocis.ode.state.oh.us), Practice tests: [www.mystudentedge.com](http://www.mystudentedge.com) (login info: user=st id#, pswd=birthdate dd/mm/yyyy)
Naviance: [https://succeed.naviance.com](https://succeed.naviance.com) SAT: [www.collegeboard.com](http://www.collegeboard.com), ACT: [www.actstudent.org](http://www.actstudent.org)