

2500 HUDSON-AURORA RD, HUDSON, OH 44236 330.653.1416

# HUDSON HIGH SCHOOL

[www.hudson.k12.oh.us](http://www.hudson.k12.oh.us)



2026-2027

# CURRICULUM GUIDE

# Hudson High School

## STUDENT CURRICULUM GUIDE

### 2026-2027

#### Administration:

Mr. Michael Miller, Principal

Mrs. Cecilia Frammartino-Kotlyn Unit Principal

Mr. Jamie Ganz, Unit Principal

Mrs. Sianez Johnson, Unit Principal

Mr. Mike Chuppa, Athletic Director

#### School Counselors by alpha-assignment:

A-CK	Mrs. Sara Plant
CL-G	Mr. Rowan Karasek
H-K	Mrs. Jill VanDyke
L- O	Mrs. Nicole Carmichael
P-SL (Dept. Chair)	Mrs. Jennifer Chadima
SM-Z	Mrs. Kristen Jusek

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#### MESSAGE FROM THE PRINCIPAL

Dear Students and Parents,

This Curriculum Guide provides an overview of the courses, programs, and academic policies that shape the educational experience at Hudson High School. Our goal is to compile accurate, up-to-date information to support thoughtful planning for the coming school year and beyond. We encourage students to use this guide as a key resource when selecting courses and mapping out their high school pathway. Careful planning and intentional decisions will help ensure a positive and successful high school experience. The Course Planning Guide located at the end of this document is especially useful for long-term planning.

**Section I** outlines important policies and programming information. Because Ohio's graduation requirements have changed in recent years—and vary by graduating class—please review the most current guidance on the Ohio Department of Education website: <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>. We also strive to be transparent about course fees. Each course's required costs are listed to provide clarity, and we continue to evaluate fees to ensure a high-quality experience at the lowest possible cost.

**Section II** provides a summary of all curricular offerings. Students have access to a wide range of choices, from core academic requirements to diverse elective options. Our school counselors are available to assist students in selecting courses that:

- Fulfill graduation requirements,
- Prepare them for postsecondary goals, and
- Support personal interests that promote a well-rounded education.

A reminder to seniors: your senior-year schedule should continue to reflect rigor, as colleges place significant value on strong course selection. Please note that course availability is based on student interest and staffing, so not all courses listed may run each year.

If you have any questions, please reach out to any member of our staff. We encourage all students to get involved and make the most of the opportunities available at Hudson High School. For your convenience, the most current version of this guide is also available on our website at [www.hudson.k12.oh.us](http://www.hudson.k12.oh.us).

Sincerely,  
Michael Miller  
Principal, Hudson High School

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**Portrait of an Explorer**



**ENGAGED COLLABORATOR**

An Explorer helps everyone learn and grow by proactively listening, thoughtfully presenting ideas, respecting all voices, and collaborating to achieve shared goals.



**EMPATHETIC CONTRIBUTOR**

An Explorer understands and learns from others' feelings, thoughts, and experiences. An Explorer actively looks for opportunities that improves the lives of others.



**ADAPTIVE PROBLEM SOLVER**

An Explorer perseveres to reach solutions, even in rapidly changing environments filled with diverse views, obstacles, and sometimes failure.



**ETHICAL CITIZEN**

An Explorer courageously and consistently demonstrates honesty and integrity, even when it's difficult, unpopular, or when no one is watching.



**LIFELONG LEARNER**

An Explorer lives a healthy, hopeful and balanced life, embraces new ideas and diverse perspectives, and is always learning, reflecting, and growing.



**CRITICAL THINKER**

An Explorer is open-minded, curious, thoughtful, and informed by evidence when evaluating and proposing solutions.

# SECTION I

## SCHOOL COUNSELING DEPARTMENT

### 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-CK	Mrs. Sara Plant
CL-G	Mr. Rowan Karasek
H-K	Mrs. Jill VanDyke
L- O	Mrs. Nicole Carmichael
P-SL (Dept. Chair)	Mrs. Jennifer Chadima
SM-Z	Mrs. Kristen Jusek



### Counseling Secretaries:

Mrs. [Linda Golden](#)  
Mrs. [Lori Van Bokkelen](#)  
Phone: 330.653.1420

### Records Secretary:

Mrs. [Eva Karas](#)  
Phone: 330.653.1419

CEEB HIGH SCHOOL CODE  
**362-650**

## 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 current on the **numerous, recent changes** from the Ohio Department of Education found at: <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>
2. Read the information given about each course within its respective department
3. Complete an Explorer Graduation Plan with a School Counselor paying particular attention to requirements and goals
4. Know and understand the recommended college preparatory, accelerated-advanced curriculum, and important prerequisites

# MINIMUM GRADUATION REQUIREMENTS

<b>HCSD GRADUATION REQUIREMENTS:</b> Twenty-one credits (21) which must include the following:		
English	<b>4 credits</b>	½ credit in Literature required senior year
Mathematics	<b>4 credits</b>	Must include Algebra 1, Geometry, and Algebra 2 or its equivalent.
Social Studies	<b>3 credits</b>	Must include 1 U.S. History, 1 World History, and ½ U.S. Govt
Science	<b>3 credits</b>	3 Years of lab science: Including ONE life science (Biology, Honors Biology/H2BE); ONE physical science (Physical Science/ Chemistry/ Honors Chemistry) AND one advanced study in one or more of the following: Chemistry, Physics, any AP Science, Anatomy, Organic Chemistry or Ecology. Marine Biology and Forensic Science are NOT Advanced Sciences
Physical Education	<b>½ credit</b>	Foundations of Physical Education required, plus 1 more PE elective or an approved PE Waiver Form
Health*	<b>½ credit</b>	
Fine Arts** (Visual/Performing/Applied Arts)	<b>1 credit</b>	All students must complete at least two semesters of <u>Fine Arts</u> ** taken any time in grades 7-12.
Computer Science	<b>½ credit</b>	
Additional Courses	<b>4 1/2 credits</b>	Combination of electives from: World Language, Fine Arts**, Business & Computer Science, Technology and/or College Tech Prep
Financial Literacy - Met through specified courses and varies by graduation year. See chart below.		
<b>Total:</b>	<b>21 Credits</b>	
*Recommended for freshman year (summer school options exist)		
**Fine Arts include all Visual/Performing/Applied Arts (except Engineering Drawing, Adv Woods): 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, Video Production electives in Technology, Motion Graphics, Video Production, and Advanced Video Production		



## FINANCIAL LITERACY & COMPUTER SCIENCE

### HOW TO CHECK THE BOX

YEAR COURSE WAS TAKEN	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
BUSINESS LITERACY	✓ ↓				
PERSONAL FINANCIAL MANAGEMENT	✓				
PERSONAL FINANCE W/ COMPUTER APPLICATIONS		✓			
INTEGRATED COMPUTER APPLICATIONS	✓ ↓	✓ ↓			
AP ECON	✓	✓	✓	✓	✓
FINANCIAL LITERACY			✓ ↓	✓ ↓	✓ ↓
AP BUSINESS & PERSONAL FINANCE					✓ ↓

FINANCIAL LITERACY  
 COMPUTER SCIENCE



## PERMANENT REQUIREMENTS OPTION:

(Required for the Class of 2023 & beyond)

1. **Course Completion:** Students will satisfy Ohio’s curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area. Students will also need to meet HCSD curriculum requirements for graduation.
2. **Competency Demonstration:** Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities or military enlistment. Alternate options to demonstrate competency include College Credit Plus courses (ELA, math), College Tech Prep, and enlistment in the military.
3. **Readiness Demonstration:** Students will demonstrate readiness for their post-high school paths by earning two seals\* that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, social and emotional competencies, and leadership and reasoning skills. At least one seal earned must be a state-defined seal. *\*Local seal criteria to be determined*

<b>OhioMeansJobs Readiness Seal:</b> Must meet requirements and criteria established by the state.	<b>Science Seal:</b> Earn a proficient score (700+) on the biology EOC. AP and CCP courses and scores also apply.
<b>State Seal of Biliteracy:</b> Proficiency requirements must be met on world language and English assessments.	<b>Honors Diploma:</b> Earn one of the six state-defined honors diplomas.
<b>Industry-Recognized Credential Seal:</b> Earn an approved credential in an in demand job.	<b>Technology Seal:</b> Earn a “B” or better in a CCP computer science course or complete a computer science course through our district.
<b>**Student Engagement Seal:</b> Students must participate in at least four extracurricular activities during grades 9-12. Students must have at least 80% participation/attendance rate in the activities. Eligible activities include participation in an athletic program, recognized school club, or student government that does not earn academic credit. Activities outside of HHS including dance, equestrian, community theater, etc. can qualify with approval from an administrator. Participation must be verified by the program advisor or coach. Students can enter activities and get approved through SchoolLinks “Experience Tracking”	<b>**Community Service Seal:</b> Definition of Community Service: A student may earn this seal by completing a minimum of 40 hours of community service. Students will be required to submit a completed community service log that is signed/approved by the advisor, student, parent, and an individual at the organization who will oversee the students work. Community service hours must be documented and verified by an individual at the community service organization before they are submitted to the school advisor for final approval. Students can log hours and get approved through School Links “Experience Tracking”
<b>Military Enlistment Seal:</b> Must provide evidence of enlistment in a branch of the U.S. Armed Forces.	<b>**Fine and Performing Arts Seal:</b> Students must earn 3.0 credit hours in the Fine and Performing Arts Department during grades 7-12. HHS courses, CCP, and Credit Flex are all applicable.
<b>Citizenship Seal:</b> Earn a proficient score (700+) on the American History and Government EOC. AP and CCP courses and scores can also apply.	<b>College-Ready Seal:</b> Earn remediation-free scores on the ACT or SAT.

*\*\*Denotes Local Seals. Students must earn at least one state defined seal.*

### **More information from ODE**

**EOC Testing update:** The end-of-course state tests required are the English language arts II (ELA II), algebra I, geometry, biology, American government and American history exams.

**Mathematics** Students must earn four mathematics units, which must include one unit of Algebra 2 or the equivalent of Algebra 2. Exceptions: Algebra 2 or Advanced Computer science are not required for students [following career-technical education pathways](#). However, students still need four units in mathematics. A student may choose to apply one unit of Advanced Computer Science to satisfy one unit of Algebra 2 or equivalent. Districts also may use credit in a computer science course approved by the Department to satisfy a student's mathematics credit. See ODE's [Computer Science Guidance Document](#) for more information. See [Ohio's High School Mathematics Pathways](#) webpage for a list of some courses that are considered equivalent to Algebra 2.

**Physical education** - School districts may adopt a policy that would exempt students who participate in interscholastic athletics—Hudson has a PE Waiver Option.

**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. A student can choose to apply one credit in advanced computer science to satisfy one unit of advanced science (excluding biology or life sciences). Here is a link to the [Computer Science Guidance Document](#).

**Social studies** Students must include ½ unit of American history, ½ unit of American government, and ½ unit in world history and civilizations (for students in the classes of 2021 and beyond) in the three required social studies units.

**Elective credits** must include one or any combination of world language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education and English language arts, mathematics, science or social studies courses not otherwise required. **Note:** While not a state requirement for graduation, many four-year colleges and universities require a minimum of two years of sequential world language study at the secondary level as a college admissions requirement. This is the case for many in-state and out-of-state colleges and universities.

**Other state requirements** - Ohio law requires students that entered 9th grade before July 1, 2022 to receive instruction in financial literacy as part of the high school graduation requirements. Beginning with students who begin 9<sup>th</sup> grade after July 1, 2022, students will be required to receive ½ credit of financial literacy to graduate. Students 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.

### **Required Courses**

- The Hudson City Schools Board of Education has imposed its own set of requirements—those are listed on page 6.

For the most current/updated information on Ohio Graduation Requirements, please refer to ODE's website: <http://education.ohio.gov/Topics/Ohio-s-Graduation-Requirements>

# STATE OF OHIO HONORS DIPLOMAS

## NEW HONORS DIPLOMA REQUIREMENTS (Class of 2026 and Beyond)

The Ohio Department of Education, in consultation with a group of stakeholders and the State Board of Education, has updated the requirements for honors diplomas beginning with the class of 2026. Students who entered high school on or after July 1, 2022 will be required to meet the new honors diploma requirements.

Students must meet **all but one** of the following criteria. Each of these criteria go beyond the standard requirements for a diploma for the classes of 2023 and beyond. Students must meet general graduation requirements and complete the requirements outlined below to qualify for honors diplomas. Students may replace one requirement of either 4, 5 or 6 with a “Student Strength Demonstration.”

## ACADEMIC HONORS DIPLOMA (CLASS OF 2026 AND BEYOND)

Requirements	State Minimum
1. Math	Fourth math must be > Algebra 2
2. Science	One additional unit Advanced Science
3. Social Studies	One additional unit Social Studies
4. World Languages	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
5. GPA	3.5 on a 4.0 scale (unweighted)
6. ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
7. Seal Requirement	Earn two additional diploma seals, not including Honors Diploma Seal
8. Experiential Learning	Field Experience & Portfolio, OhioMeansJobs Readiness Seal, or Work-Based Learning

\*Students can use OMJ Readiness Seal in 2 additional seals requirement if it is not used in Experiential Learning.

**Student Strength Demonstration Replacement:** Students can use the Student Strength Demonstration to replace one of either the **ACT/SAT, GPA or World Language** requirement for any Honors Diploma. The Student Strength Demonstration options are listed below. The same options exist for each of the six honors diplomas\* but, where relevant, should reflect coursework or experiences relevant to the theme of the Diploma. For example, a student earning the Academic Honors Diploma and using the College Credit Plus option to replace another requirement for the diploma should have College Credit Plus courses relevant to the Academic Honors diploma.

**OPTIONS:**

- [College Credit Plus](#): 12 total College Credit Plus credit hours
- [Advanced Placement](#): three courses with score of 3 or higher on AP tests
- [Career-Technical Assurance Guide](#) (CTAG): 12 total credits
- [Apprenticeship/Pre-Apprenticeship](#): Completion or Evidence of Acceptance if required to be older than 18
- [WorkKeys](#): Score of 6 or higher on all tests (\*void for Career-Tech Honors Diploma)
- [Armed Services Vocational Battery](#): Score of 50 or above on the ASVAB
- [Work-Based Learning](#): 250 total hours of work-based learning

**CAREER TECH HONORS DIPLOMA (CLASS OF 2026 & BEYOND)**

Requirements	State Minimum
1 Math	Fourth math must be > Algebra 2
2 Career-Tech Coursework	Four units of Career-Tech Courses
3 Career-Tech Proficiency	Earned a cumulative score of proficient or higher on the technical assessments aligned to their program
4 World Languages	Two units of one world language
5 GPA	3.5 on a 4.0 scale (unweighted)
6 ACT/SAT/Workkeys	ACT: Score of 27 or higher, SAT: Score of 1280 or higher  Workkeys: Earn a score of six or higher on all three sections of the WorkKeys assessment.
7 Industry-Recognized Seal or Technology Seal	Meet requirements to earn the Industry Recognized Credential Seal or Technology Seal
8 Experiential Learning	Field Experience & Portfolio, OhioMeansJobs Readiness Seal, or Work-Based Learning

## STEM HONORS DIPLOMA (CLASS OF 2026 & BEYOND)

Requirements	State Minimum
1 Math	Fourth math must be > Algebra 2
2 Science	One additional unit Advanced Science
3 Electives	Two units of additional STEM Courses as electives
4 World Languages	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
5 GPA	3.5 on a 4.0 scale (unweighted)
6 ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
7 Industry-Recognized Credential Seal or Fine Arts Seal	Meet requirements to earn the Industry-Recognized Credential Seal or Fine Arts Seal**
8 Experiential Learning	Field Experience & Portfolio, OhioMeansJobs Readiness Seal, or Work-Based Learning

## ARTS HONORS DIPLOMA (CLASS OF 2026 & BEYOND)

Requirements	State Minimum
1 Math	Fourth math must be > Algebra 2
2 Fine Arts	Four units
3 Electives	Two units of Fine Arts (may overlap with general four units)
4 World Languages	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
5 GPA	3.5 on a 4.0 scale (unweighted)
6 ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
7 Fine Arts Seal	Meet local district requirements to earn the Fine Arts Seal
8 Experiential Learning	Field Experience & Portfolio, OhioMeansJobs Readiness Seal, or Work-Based Learning

**SOCIAL SCIENCE AND CIVIC ENGAGEMENT HONORS DIPLOMA  
(CLASS OF 2026 & BEYOND)**

Requirements	State Minimum
1 Math	Fourth math must be > Algebra 2
2 Social Studies	Two additional units of Social Studies
3 World Languages	Three sequential units of one world language, or no less than 2 sequential units of two world languages studied
4 GPA	3.5 on a 4.0 scale (unweighted)
5 ACT/SAT	ACT: Score of 27 or higher, SAT: Score of 1280 or higher
6 Community Service Seal	Meet local district requirements to earn the Community Service Seal
7 Citizenship Seal	Meet the requirements to earn the Citizenship Seal
8 Experiential Learning	Field Experience & Portfolio, OhioMeansJobs Readiness Seal, or Work-Based Learning

## **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. PE Courses are not included in the determination of athletic and/or extracurricular eligibility.

## **COLLEGE TECH PREP 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 college tech prep program continue to attend Hudson High School for their academic courses.

Students are recommended to attend the college tech prep 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 if the college tech prep program is not in session.

Most of the college tech prep programs are two years in length and a student is expected to continue his/her enrollment in the same college tech prep 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 School Counseling Office. If there are additional questions, see your school counselor.

## **REPORT CARDS**

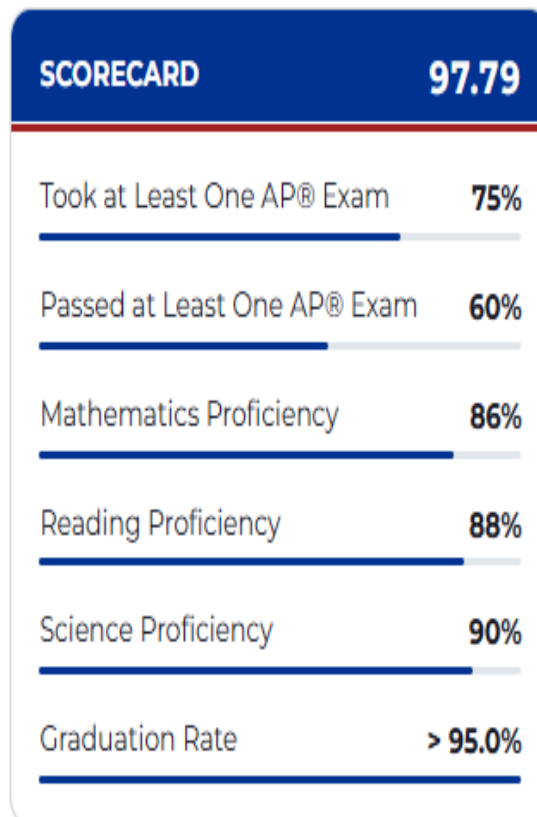
Hudson High School no longer prints/distributes report cards in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> quarters. Instead, students and parents can access, produce and print a grade card through Home Access Center by clicking on "Grades" and clicking the "print" button in the upper right-hand corner. Remember that quarter grades in isolation do not impact cumulative GPAs or credits. We will continue to print and distribute hard copy report 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 the HCS D Registrar in person or by email, [karase@hudson.k12.oh.us](mailto:karase@hudson.k12.oh.us). If parents have issues logging into Home Access Center (HAC), please contact the HHS receptionist at 330.653.1416 or email [lawrench@hudson.k12.oh.us](mailto:lawrench@hudson.k12.oh.us).

# Hudson High School 2025-2026 Rankings

Hudson High School is ranked #396 in the [National Rankings](#). Schools are ranked on their performance on state-required tests, graduation and how well they prepare students for college. Read more about [how we rank the Best High Schools](#).

## All Rankings

- 🏆 #396 in National Rankings
- 🏆 #11 in Ohio High Schools
- 🏆 #1 in Akron, OH Metro Area High Schools



## DAILY BELL SCHEDULE

<b>MONDAY &amp; FRIDAY</b>	
<b>Period</b>	<b>Time</b>
1	8:00 - 8:50
2	Announcements 8:55 - 9:50
3	9:55 - 10:45
4	10:50 - 11:20
5	11:25 - 11:40
6	11:45 - 12:15
7	12:20 - 12:35
8	12:40 - 1:10
9	1:15 - 2:05
10	2:10 - 3:00
Lunches: 4, 6 & 8	
<b>TUESDAY (EXPLORER PERIOD)</b>	
<b>Period</b>	<b>Time</b>
1	8:00 - 8:45
2	Announcements 8:50 - 9:40
3	9:45 - 10:30
Explorer Period	10:35 - 11:05
4	11:10 - 11:40
5	11:45 - 11:55
6	12:00 - 12:30
7	12:35 - 12:45
8	12:50 - 1:20
9	1:25 - 2:10
10	2:15 - 3:00

<b>WEDNESDAY BLOCK</b>		
<b>Period</b>	<b>Time</b>	<b>Details</b>
2	9:35* – 11:10	Announcements
4/5 or 5/6	11:15 – 1:25	L1: 11:15 – 11:45 L2: 12:05 – 12:35 L3: 12:55 – 1:25
9	1:30 – 3:00	
<i>*Late arrival day for students; staff in PLC meetings</i>		
<b>THURSDAY BLOCK</b>		
1	8:00 – 9:30	
3	9:35 – 11:10	Announcements
6/7 or 7/8	11:15 – 1:25	L1: 11:15 – 11:45 L2: 12:05 – 12:35 L3: 12:55 – 1:25
10	1:30 – 3:00	
<p><b>Students who arrive at the regular time</b> (8:00am) on Wednesday mornings can report to the Media Center or the Commons to study or socialize—both areas are supervised.</p> <p><b>Make-up testing</b> occurs each Wednesday morning (by teacher arrangement) in the hallway outside of room A-106!</p> <p><b>Wednesday Late-Start mornings</b> (8:00 – 9:30) <u>are not</u> opportunities for teacher assistance due to PLC (Professional Learning Communities) weekly meetings!</p> <p><b>Delayed Start Schedules</b> for inclement weather situations will be posted on the HHS webpage when implemented.</p>		

## **COLLEGE CREDIT PLUS (CCP)**

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. All CCP courses will receive AP weight in our GPA calculations if HHS offers a course in that subject area at the Advanced Placement level.

### **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.

<b>15 Credit Hour Pathway</b>				
Kent Course Name & Number	Course Prerequisites	Location	High School Requirement	College Credits
ENG 11011 - College Writing I	Placement	Kent State University	English	3
MATH 11010 - Algebra for Calculus	Placement	Kent State University	Math	3
MUS 22121 - Understanding of Music -OR- THEA 11000 - The Art of Theater		Kent State University	Fine Art  Fine Art	3  3
PHY 11030 - Seven Ideas That Shook the Universe -OR- BSCI 10120 (STEM Major) - Biological Foundations		Kent State University	Science  Science	3  4
PSYC 11762 - General Psychology -OR- SOC 12050 - Introduction to Sociology -OR- HIST 12071 - History of the US: The Formative Period -OR- ECON 22060 - Microeconomics		Kent State University	Social Science  Social Science  US History  Economics	3
			Total: 15 max	
<b>30 Credit Hour Pathway – Continuation (includes 15 credit hour Pathway)</b>				
Kent Course Name & Number	Course Prerequisites	Location	High School Requirement	College Credits
ENG 22072 – Great Books Since 1700	ENG 11011	Kent State University	English	3
MATH 11012 (BUS Major) – Intuitive Calculus -OR- MATH 11022 (STEM Major) - Trigonometry	Placement	Kent State University	Mathematics	3  3
COMM 15000 Introduction to Human Communication		Kent State University	English Elective	3

GEOL 11040 (Non-science Major) – How the Earth Works -OR- CHEM 10060 (STEM Major) – General Chemistry I		Kent State University	Science	3
GEOL 11041 – How the Earth Works Lab -OR- CHEM 10062 – General Chemistry I Lab		Kent State University	Science Lab	1 1
PSYC 11762 – General Psychology -OR- SOC 12050 - Introduction to Sociology -OR- HIST 12071 - History of the US: The Formative Period -OR- POL 10100 – American Politics		Kent State University	Social Science Social Science US History US Government	3
				Total: 15 Max

## 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.

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

## 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 1/2 PE requirement). Starting 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 last day of the first quarter 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).

AP tests are scored on a 1 to 5 scale as follows:

- 5 – Extremely well qualified
- 4 – Well qualified
- 3 – Qualified
- 2 – Possibly qualified
- 1 – No recommendation

## 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 students, parents, and counselors to discuss credits, future plans and responsibilities. The timing of the meeting with the student, parents, and principal is **in the spring prior to the 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 the 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:

- 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)
  - o Letter-grades listed for all subjects
  - o 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 or administrative approval.** 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, 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:
  - Homework completed?
  - Labs/projects/papers completed?
  - Remediation attempted?
  - Test retakes taken (if applicable)?
  - Communication with the teacher about obtaining help?
3. Students are expected to attend class until official notification is received from the counselor on whether the change was approved. If permitted to drop the class, the textbook must be returned or a charge is 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.

### ASL Honor Society

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 \$20 to \$50).

\*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.)

## eSchoolPlus 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](http://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 ½ 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 convenience 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.

**Before completing an application, make an appointment with your school counselor.  
There may be a specific application required for your desired credit.**

## **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 final for the course or a State End of Course Exam. 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
- ✓ Graphics
- ✓ Digital Photo

\*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).

# ***TESTING***

## COLLEGE ENTRANCE TESTS

All college-bound students may take a college entrance exam, either SAT 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, and SAT. A typical testing program for college-bound students is as follows:

- **PreACT** All freshmen take the 8/9 PreACT test on the Test Day in October. The 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 February/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.

- **SAT** The SAT is another college entrance exam used by most colleges and universities to make admissions decisions. The SAT is created and administered by the College Board.

## **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 (~\$99.00/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.

# **GENERAL SERVICES**

## **WRITING LAB**

The Writing Lab, located in room C211, is open to all students throughout the school day. English teachers assist students with their writing by addressing their specific questions and concerns. Freshman and Sophomores need a pass from study hall to take advantage of this service. "Walk-ins" are welcomed. Students are encouraged to bring college and scholarship essays for additional help.

## **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. Freshman and Sophomore students desiring to use the lab should get a pass from their math teacher or study hall monitor.

## **MEDIA CENTER**

The media center 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 media center from 7:30 to 3:15 each day. The media center program provides classes for students in essential 21<sup>st</sup> 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 media center website: <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.

## **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**

- **Main office:**

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.

- **School Counseling Office:**

Located in the B Wing behind the Main Office, six school counselors, two secretaries and a part-time Social Worker occupy this area.

- **Records Office**

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).

- **Attendance Office:**

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.

## **ARC (ACADEMIC RESOURCE CENTER)**

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

## **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.

## **SIX DISTRICT CARE COMMITTEE**

Hudson City Schools participates in the Six District CARE program to provide early intervention and referral services for students experiencing problems with mood altering chemicals as well as prevention/education resources to compact school districts.

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.

Effective Strategies for Managing Anger-Conflict-Emotion (MACE) is a school based intervention model with a helping perspective for families dealing with inappropriate actions as a result of anger. It is a service provided by the Six District Educational Compact at no charge. This program is offered to students in grades 9, 10, 11, and 12 and their parents or legal guardians as a proactive step before a school policy violation, or as an alternative consequence of a school policy violation.

## **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 sixth graders.

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 eighth grade students, and three lessons to sixth grade students. Mentors are also responsible for the Freshman Orientation program.

## **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. Community service credit is not required to graduate.

## **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!***

**[Click here to access the website.](#)**

### **Traditional High School Classes for 2025**

Enrollment in many courses is limited and will be accepted on a first-received basis. Courses will be canceled if there is insufficient enrollment. Add \$10 for “out of district” students (in-district includes Hudson and Six District Educational Compact students)

#### **Honors Geometry**

**Prerequisite: Successful completion of Algebra 1 (recommended A in the course) & 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.

Dates: TBD  
 Cost: \$500.00  
 Credit: 1  
 Classes Meet: 8:00 A.M. - 12:00 PM Daily Mon - Fri - (no classes on June 19th and July 4th)

Location: Hudson High School

**Note: Must have a minimum of 15 students by May 1st to have the class and will have a maximum of 22 students.**

## **Online Health**

### **2025 Online Summer School Option:**

#### **Required Health Orientation:**

**TBD**

Students taking Health on-line option must attend the orientation or watch the recorded orientation.

- On-line sessions must be completed within the specified time frame. It can be completed earlier than the timelines.
- A fully licensed teacher will be monitoring students' progress during the on-line sessions.
- Please indicate if your child has an IEP/504 accommodations.
- A minimum of 15 students is required for the session, if there are not 15 registrations the summer school fee will be refunded and the session will be canceled.

Health ( ½ credit)

Description: This online course is designed to aid students' lifestyle choices and health management. It is designed to help students develop the ability needed to make good health decisions. Due to new graduation requirements for the class of 2020 and beyond, students will be required to attend a CPR course at Hudson High School as part of this class. A variety of dates and times for the CPR course will be offered during the session.

**Dates: TBD**

**Cost: \$170.00**

## **Physical Education**

The following course will require **students to attend in person everyday** summer school is in session. Description: Lifetime Fitness, Adventure Style: This class may include rock climbing/weight training, swimming, and canoeing (local off-site activities – costs included in tuition).

### **Physical Education - One session is being offered**

Dates: TBD

Cost: \$325.00

Credit: ¼ credit counts toward graduation requirement.

Classes Meet: 8:00am - 12:00pm

Location: Hudson High School

# 2026-2027 FEE SCHEDULE

## 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:

<b>2026-2027</b>		
Test Fee (Pre-ACT)	Freshman	\$19.50
Test Fee (PSAT)	Sophomores and Juniors	\$20.00
Senior Graduation Fee	Seniors	\$100.00
IPad Fee	All Students	\$20.00
Technology Fee	All Students	\$10.00
Parking Permit	Student Drivers All Lots	\$30.00
Activity Fees	Participating Students	\$20.00-\$30.00
Marching Band Activity Fee	Participating Students	\$100.00
Athletic Participation Fee	Participating Students	\$200.00
AP Testing Fee	Participating Students ( <b>All students taking an AP course must take the test</b> )	<b>2025-2026- \$99.00</b> 2027 <b>TBD</b> (Typically a small yearly increase of \$1.00).

**2026-2027 Individual Course Fees  
By Department**

<b>Department</b>	<b>Course</b>	<b>Fee</b>
<b>Art</b>	<b>Art 1</b>	<b>\$30.00</b>
	<b>Ceramics</b>	<b>\$40.00</b>
	<b>Adv Ceramics</b>	<b>\$50.00</b>
	<b>Creative Crafts</b>	<b>\$27.00</b>
	<b>Mixed Media w/Drawing and Design</b>	<b>\$35.00</b>
	<b>Adv. Drawing</b>	<b>\$60.00</b>
	<b>Creative Painting</b>	<b>\$40.00</b>
	<b>Adv. Painting</b>	<b>\$40.00</b>
	<b>Adv Art</b>	<b>\$70.00</b>
	<b>AP Studio Art</b>	<b>\$70.00</b>
	<b>Digital Photo 1</b>	<b>\$40.00</b>
	<b>Digital Photo 2</b>	<b>\$40.00</b>
	<b>Adv Digital Photo</b>	<b>\$40.00</b>
	<b>Cartooning</b>	<b>\$10.00</b>

<b>Department</b>	<b>Course</b>	<b>Fee</b>
<b>Technology</b>	<b>Graphic Arts 1</b>	<b>\$30.00</b>
	<b>Graphic Arts 2</b>	<b>\$30.00</b>
	<b>Adv Graphic</b>	<b>\$30.00</b>
	<b>Industrial Design 1</b>	<b>\$50.00</b>
	<b>Industrial Design 2</b>	<b>\$50.00</b>
	<b>Adv Woods Technology</b>	<b>\$50.00</b>
	<b>Engineering and Drawing 1</b>	<b>\$5.00</b>
	<b>Engineering and Drawing 2</b>	<b>\$5.00</b>

<b>Department</b>	<b>Course</b>	<b>Fee</b>
<b>Business and Computer Science &amp; FCS</b>	<b>Entrepreneurship</b>	<b>\$50.00</b>
	<b>Principles of Investing</b>	<b>\$20.00</b>
	<b>Business Literacy</b>	<b>\$20.00</b>
	<b>College and Career Readiness</b>	<b>\$10.00</b>
	<b>Culinary Fundamentals</b>	<b>\$40.00</b>
	<b>Food Science</b>	<b>\$40.00</b>

<b>Department</b>	<b>Course</b>	<b>Fee</b>
<b>English</b>	<b>H2BE</b>	<b>Activity fees assessed as needed</b>
	<b>New Dimensions</b>	<b>TBD (Last Year \$1500.00 includes trip)</b>
	<b>Service Learning</b>	<b>TBD (Last Year \$450 includes trips)</b>
	<b>Other English courses will have paperback books that will not exceed \$35.00</b>	

<b>Department</b>	<b>Course</b>	<b>Fee</b>
<b>Science</b>	<b>Honors Biology</b>	<b>\$40.00</b>
	<b>H2BE - lab fee</b>	<b>\$40.00</b>
	<b>AP Biology</b>	<b>\$40.00</b>
	<b>Ecology</b>	<b>\$15.00</b>
	<b>Forensic Science</b>	<b>\$30.00</b>
	<b>Marine Biology</b>	<b>\$40.00</b>
	<b>Chemistry</b>	<b>\$50.00</b>
	<b>Honors Chemistry</b>	<b>\$50.00</b>
	<b>AP Chemistry</b>	<b>\$50.00</b>
	<b>Survey of Organic</b>	<b>\$25.00</b>
	<b>Organic Reactions/Mechanisms</b>	<b>\$25.00</b>
	<b>Anatomy/Physiology</b>	<b>\$40.00</b>
	<b>Ecology</b>	<b>\$15.00</b>
	<b>AP Environmental Science</b>	<b>\$30.00</b>

<b>Department</b>	<b>Course</b>	<b>Fee</b>
<b>Social Studies</b>	<b>New Dimensions</b>	<b>TBD</b>
	<b>Service Learning</b>	<b>TBD</b>

Department	Course	Fee
World Language	ASL - levels 2, 3, 4	\$12
	AP Chinese	\$40
	French 3	Families responsible for purchasing a novel not to exceed \$15
	French 4	Families responsible for purchasing a novel not to exceed \$15
	Spanish 2	\$12
	Honors Spanish 4	\$24
	AP Spanish	Families responsible for purchasing materials not to exceed \$60
<p><b>Level 4 World Language students in their junior or senior year have the opportunity to test for the Ohio Seal of Biliteracy. The assessment fees range from approximately \$20 to \$50 depending on language.</b></p>		

**PaySchools Central** is linked directly to our school's student information system (SIS), enabling PSS to show real-time balances and invoices, and eliminating the need to call or visit your school in search of information. In addition to peace of mind, parents gain the added convenience of having all school-related payments in one place. Best of all, creating an account is simple and absolutely free. Simply click on the icon to visit the Pay Schools Central website.



# 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.

## 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

FALL			
<u>Boys</u>		<u>Girls</u>	
Soccer	9-JV-VAR	Soccer	JV-VAR
Football	9-JV-VAR	Tennis	JV-VAR
Golf	JV-VAR	Field Hockey	JV-VAR
Cross Country	JV-VAR	Cross Country	JV-VAR
		Volleyball	9-JV-VAR
		Golf	JV-VAR

**WINTER****Boys**

Basketball	9-JV-VAR
Bowling	JV-VAR
Swimming/Diving	JV-VAR
Wrestling	JV-VAR
Ice Hockey	VAR

**Girls**

Basketball	JV-VAR
Bowling	JV-VAR
Swimming/Diving	JV-VAR
Gymnastics	VAR

**SPRING****Boys**

Baseball	9-JV-VAR
Track	JV-VAR
Lacrosse	JV-VAR
Tennis	JV-VAR
<i>Boys Volleyball</i>	<i>JV-VAR</i>
<i>Boys Rugby</i>	<i>(HCER/CLUB)</i>

**Girls**

Softball	JV-VAR
Track	JV-VAR
Lacrosse	JV-VAR
<i>Girls Rugby</i>	<i>(HCER/CLUB)</i>

**NCAA Eligibility Center (Formerly Clearinghouse)**

NCAA Division I and NCAA Division II requires completion of 16 NCAA-approved core high school courses.

**Be sure** to look at your high school's list of NCAA-approved core courses on the Eligibility Center's website to **make certain that courses being taken at Hudson High School have been approved as core courses.** The website is [www.eligibilitycenter.org](http://www.eligibilitycenter.org).

For more information regarding eligibility rules, please go to [www.NCAA.org](http://www.NCAA.org). Click on "Academics and Athletes," then "Eligibility and Recruiting." Or visit the Eligibility Center Web site at [www.eligibilitycenter.org](http://www.eligibilitycenter.org). Please call the NCAA Eligibility Center if you have questions: Toll-free number: 877/262-1492.

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.

In order to submit a transcript to NCAA, please fill out the NCAA Transcript Release Form (located in the HHS Records office. Once received, your transcript will be sent to the NCAA, as well as, at the end of the year when final transcripts are published.

# SECTION II

## COURSE DESCRIPTIONS

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](http://www.hudson.k12.oh.us)). For more information on any Six-District program, visit [www.sixdistrict.com](http://www.sixdistrict.com) or see the Compact Career Catalog 2026-27. 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 your school counselor 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 2026-27, only minor changes were made to the Curriculum Guide. Families need to pay attention to changes in required testing and graduation requirements from the Ohio Department of Education.

# Art Department

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Art 1 Ceramics Advanced Ceramics Mixed Media w/Drawing & Design Creative Crafts Creative Painting Advanced Painting Digital Photo 1 Digital Photo 2 Cartooning	Art 1 Ceramics Advanced Ceramics Mixed Media w/Drawing & Design Creative Crafts Advanced Drawing Creative Painting Advanced Painting Digital Photo 1 Digital Photo 2 Advanced Digital Photo Cartooning	Art 1 Ceramics Advanced Ceramics Mixed Media w/Drawing & Design Creative Crafts Advanced Drawing Creative Painting Advanced Painting Digital Photo 1 Digital Photo 2 Advanced Digital Photo Cartooning	Art 1 Ceramics Advanced Ceramics Mixed Media w/ Drawing & Design Creative Crafts Advanced Drawing Creative Painting Advanced Painting Digital Photo 1 Digital Photo 2 Advanced Digital Photo Advanced Art AP Studio Art Cartooning
.5 Credit of Fine Arts is <b>required for graduation!</b>			
<b>Note:</b> There are also classes listed in the Technology Department that will also meet the HHS Fine Art Requirement.			

## Art 1

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

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.

Course fee: See fee schedule

## CERAMICS

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

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: See fee schedule

## **ADVANCED CERAMICS**

(Semester, .5 credit, Grades 9-12)

Prerequisite: Ceramics

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: See fee schedule

## **CREATIVE CRAFTS**

(Semester, .5 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)

Course fee: See fee schedule

## **MIXED MEDIA W/ DRAWING & DESIGN**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

Mixed Media with Drawing and Design is an elective subject available to all students. They 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).

Course fee: See fee schedule

## **ADVANCED DRAWING**

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

Prerequisite: Mixed Media w/Drawing and Design

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, printmaking 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-lives and landscapes are among the many subjects that may be explored. (Approximately \$15 - \$30 in additional supplies may be needed depending on student projects).

Course fee: See fee schedule

## **CREATIVE PAINTING**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

Creative Painting is an elective subject available to all students. Students will work with watercolor, acrylic, oil and mixed media while exploring techniques such as layering, bleeding, texturing, glazing and more. Students will learn how various colors are made and how color affects 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).

Course fee: See fee schedule

## **ADVANCED PAINTING**

(1 semester, .5 credit, Grades 9-12)

Prerequisite: Creative Painting

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-lives 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).

Course fee: See fee schedule

## **ADVANCED ART**

(Full year, 1 credit, Grade 12)

Prerequisite: Mixed Media, Creative Painting, and Advanced Drawing

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 the 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. (Approximately \$10 - \$30 in additional supplies may be needed depending on student projects).

Course fee: See fee schedule

## **AP STUDIO ART**

(Full year, 1 AP credit, Grade 12)

Prerequisite: Mixed Media, Creative Painting, and Advanced Drawing

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 prerequisite. 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.

SECTION I: Quality - 5 works

SECTION II: Concentration - 15 works; some may be details and investigations

Course fee: See fee schedule

AP test fee: See fee schedule

## **DIGITAL PHOTO 1**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

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.

Any digital camera including a cell phone camera is acceptable. Students will have the opportunity to sign-out DSLR cameras.

Course fee: See fee schedule

## **DIGITAL PHOTO 2**

(Semester, .5 credit, Grades 9 - 12)

Prerequisite: Digital Photo 1

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.

Any digital camera including a cell phone camera is acceptable. Students will have the opportunity to sign-out DSLR cameras.

Lab Fee: See fee schedule

## **ADVANCED DIGITAL PHOTO**

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

Prerequisite: Photo 2 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.

Any digital camera including a cell phone camera is acceptable. Students will have the opportunity to sign-out DSLR cameras.

Course fee: See fee schedule

## **CARTOONING**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

The course introduces the basic fundamentals of drawing and creating caricatures and cartoon characters. Students will discover drawing materials, elements of design, basic forms, simple cartoon forms/characters, naturalistic drawing and cartooning, imaginary creature drawing, caricaturing people and animals, the "gag" cartoon, the basics of superheroes and villains, and sequential art. Students will study character development, thematic elements, visual effects, and political and social cartoons in historical and contemporary times. Different media including pencil/paper techniques and digital drawing on iPads, graphics tablets and on the computers will be covered

Course fee: See fee schedule

# Business and Computer Sciences Department

BUSINESS EDUCATION			
9 <sup>th</sup> Grade:	10 <sup>th</sup> Grade:	11 <sup>th</sup> Grade:	12 <sup>th</sup> Grade:
Financial Literacy Business Literacy	Financial Literacy Business Literacy AP Business with Personal Finance Principles of Investing	Financial Literacy Business Literacy Entrepreneurship AP Business with Personal Finance Principles of Investing	Financial Literacy Business Literacy Entrepreneurship AP Business with Personal Finance Principles of Investing

COMPUTER SCIENCE <i>.5 credit required for graduation</i>			
9 <sup>th</sup> Grade:	10 <sup>th</sup> Grade:	11 <sup>th</sup> Grade:	12 <sup>th</sup> Grade:
Financial Literacy Computer Science	Financial Literacy Computer Science AP Computer Science Principles AP Computer Science A AP Cybersecurity	Financial Literacy Computer Science AP Computer Science Principles AP Computer Science A AP Cybersecurity	Financial Literacy Computer Science AP Computer Science Principles AP Computer Science A AP Cybersecurity

## **AP BUSINESS WITH PERSONAL FINANCE - New Course 26-27**

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

AP Business with Personal Finance is an introductory, college-level business finance course. Students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business application, case studies, and project-based learning. In addition, students learn and apply the National Standards for Personal Finance Education.

AP Fee: See fee schedule

## **PRINCIPLES OF INVESTING**

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

Strongly Recommended Prerequisite: Financial Literacy, Business Literacy

The intent of the course is to help demystify the investing process, and provide practical experience in establishing and monitoring a portfolio. The course will help students understand terminology associated with financial planning, explore asset classes, understand long-term and short-term growth strategies, develop a framework for making investment decisions, conduct research on publicly traded organizations, and develop skills that will help with their own personal financial planning. Established learning techniques are utilized to engage students in real-world simulations via trading, building analytical skills associated with the current state of the stock market, collaboration in group projects, networking with guest speakers, and interpretation of financial concepts that shape investment strategies. Throughout this course, students create portfolios for simulated clients and discuss internship opportunities at investment firms and career options in finance.

Course fee: See fee schedule

## **BUSINESS LITERACY**

(Semester, .5 credit, Grades 9-12)

Meets the .5 credit computer requirement

Strongly Recommended Prerequisite: Financial Literacy

Business Literacy is a course designed to equip students with a strong foundation of financial literacy, marketing, sales, and social media content creation that will add value to any career field. The course focuses on a wide array of topics related to finance and business including how to build products like sweatshirts, pillows, candles, and charcuterie boards to sell at local markets, how to market and advertise our handmade goods, how to develop an email campaign, media plan, and an infographic for social media marketing, paying taxes in business, pricing, and customer service. Established learning techniques are utilized to engage students in real-world simulations, building analytical skills associated with authentic case studies, and collaboration in group projects. Students will learn communication and critical thinking skills, along with decision-making techniques, and media building skills in high demand for internships and careers.

Course fee: See fee schedule

## **ENTREPRENEURSHIP**

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

Strongly Recommended Prerequisite: Financial Literacy, Business Literacy

Entrepreneurship is designed to help students understand the entrepreneurial process, from conception to the birth of a new venture. Attributes of successful entrepreneurs will be explored, and concepts related to marketing, finance, management, business risk, and operations will be studied in depth to provide students with foundational principles needed to establish viable business models. Students will develop a business plan, network with professionals, and have the ability to utilize resources in the school's Makerspace to develop marketing materials, and prototypes of products. Students with strong business plans will have the opportunity to participate in various entrepreneurial competitions in conjunction with the Business Club and Entrepreneurs Club.

Course fee: See fee schedule

## **FINANCIAL LITERACY**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

This course meets the ½ credit computer requirement and the State of Ohio Financial Literacy requirement.

Financial Literacy is a foundational course that equips high school students with skills in personal finance. Students will learn strategies to earn and save money, through budgeting and wise consumer practices. Students will also manage bank accounts, investments, and credit, while assessing risks and addressing problems like identity theft and debt.

## **COMPUTER SCIENCE**

(Semester, .5 credit, Grades 9-12)

Prerequisite: Algebra I

This course meets the ½ credit computer graduation requirement and qualifies for ½ credit Mathematics graduation requirement (if taken after Algebra 2)

Computer Science is an introductory computer science course that empowers students to create authentic artifacts and engage with computer science in a way that is creative and fun, while also providing opportunities for collaboration and problem solving. Students will delve into a wide range of computing topics, like Web Development with HTML, Animations and Games with JavaScript, and AI and Machine Learning. This course is a recommended prerequisite for AP Computer Science Principles.

## **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 1 credit Mathematics graduation requirement (if taken after Algebra 2)

This course will follow the approved College board curriculum for the AP Computer Science Principles course. 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 accentuates the concepts and computational thinking practices central to the discipline of computer science. This course promotes deep learning of computational content, developing analysis and collaboration skills while encouraging students to think creatively. Students will consider the vital impact advances in computing have on people and society. Students will investigate The 7 Big Ideas, which include a significant portion of computer programming. This course provides a pathway for becoming a well-educated and informed citizen who understands how computer science impacts people and society. This course is a recommended prerequisite for AP Computer Science A. Students enrolled in this class are required to take the AP Exam in May.

AP Fee: See fee schedule

## **AP COMPUTER SCIENCE A**

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

Prerequisite: Computer Science, AP Computer Science Principles, OR Algebra II

This course meets the ½ credit computer graduation requirement and qualifies for 1 credit Mathematics graduation requirement (if taken after Algebra 2)

AP Computer Science is a great course for students interested in majoring in Math, Engineering or Computer Science. This year-long 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. This class will follow the approved College Board curriculum for the AP Computer Science A course and is designed to be the equivalent of a first-semester college course in Computer Science. Students may waive the Computer Science prerequisite with department approval. Students enrolled in this class are required to take the AP Exam in May.

AP Fees: See fee schedule

## **AP CYBERSECURITY - New Course 26-27**

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

Prerequisite: Computer Science 1 or AP Computer Science Principles or recommendation

This course meets the ½ credit computer graduation requirement

AP Cybersecurity is an introduction to the field of cybersecurity that aligns closely with an introductory college cybersecurity course. Students learn about common threats and vulnerabilities, as well as study the ways that individuals and organizations manage and mitigate risk. Students explore specific vulnerabilities, attacks, mitigations, and detection measures across a variety of domains including physical spaces, computer networks, devices, and data and applications. Throughout the course, students consider the impact of cybersecurity on individuals, organizations, governments and societies. Through passage of the AP test for this course, students will receive both college credit and an AP Cybersecurity employer-endorsed credential. Students enrolled in this class are required to take the AP Exam in May.

AP Fees: See fee schedule

# English Department

## English Course Web

4 full credits are required for graduation

### FRESHMEN REQUIREMENT OPTIONS

*(One required)*

ENGLISH 9	HONORS ENGLISH 9
H <sub>2</sub> BE: HONORS BIOLOGY & HONORS ENGLISH	

### SOPHOMORE REQUIREMENT OPTIONS

*(One required)*

ENGLISH 10	HONORS ENGLISH 10
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### JUNIOR REQUIREMENT OPTIONS

*(One required)*

ENGLISH 11	HONORS ENGLISH 11
AP LANGUAGE & COMPOSITION	AP LITERATURE & COMPOSITION

### SENIOR REQUIREMENT OPTIONS

*(One required; may pair semester course with electives)*

*ENGLISH 12	AP LITERATURE & COMPOSITION
AP LANGUAGE & COMPOSITION	SERVICE LEARNING
NEW DIMENSIONS	

### ELECTIVES FOR GRADE 9

*Students may take electives in addition to required course.*

*THEATER	*INTRODUCTION TO JOURNALISTIC WRITING A
*ADVANCED THEATER	*INTRODUCTION TO JOURNALISTIC WRITING B

### ELECTIVES FOR GRADES 10-12

*These electives offered for grades 10-12 may be rotated and not offered every year. Students may take additional and/or multiple electives.*

*SPEECH	*INTRODUCTION TO JOURNALISTIC WRITING A
*THE SHORT STORY	*INTRODUCTION TO JOURNALISTIC WRITING B
*SCIENCE-FICTION	JOURNALISM 2 NEWSPAPER PRODUCTION
*THE HORROR GENRE	JOURNALISM 3 NEWSPAPER PRODUCTION
*SENIOR LITERATURE	YEARBOOK PRODUCTION
*THEATER	*ADVANCED THEATER
*DRAMA AS LITERATURE	

*\*denotes semester course*

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
<b>English 9</b> <b>Honors English 9</b> <b>H<sup>2</sup>BE: Honors Biology &amp; Honors English</b> Intro to Journalistic Writing-A Intro to Journalistic Writing-B Theater Advanced Theater	<b>English 10</b> <b>Honors English 10</b> Intro to Journalistic Writing-A Intro to Journalistic Writing-B Journalism 2-- Newspaper Production Science Fiction Speech Senior Literature The Horror Genre The Short Story Drama as Literature Theater Advanced Theater Yearbook Production	<b>English 11</b> <b>Honors English 11</b> <b>AP Language &amp; Composition</b> <b>AP Literature &amp; Composition</b> Intro to Journalistic Writing-A Intro to Journalistic Writing-B Journalism 2-- Newspaper Production Journalism 3-- Newspaper Production Science Fiction Speech Senior Literature The Horror Genre The Short Story Drama as Literature Theater Advanced Theater Yearbook Production	<b>English 12</b> <b>AP Language &amp; Composition</b> <b>AP Literature &amp; Composition</b> <b>Service Learning</b> <b>New Dimensions</b> Drama as Literature Intro to Journalistic Writing-A Intro to Journalistic Writing-B Journalism 2-- Newspaper Production Journalism 3-- Newspaper Production Science Fiction Senior Literature Speech The Horror Genre The Short Story Theater Advanced Theater Yearbook Production

Four credits of English required for graduation. \*One **BOLDED** course is required per year.

Senior Requirements and Options: Seniors not in an AP English, New Dimensions, or Service Learning **MUST** take English 12 plus one elective to meet required credits, coursework, and standards.

## **ENGLISH 9**

(Full year, 1 credit, Grade 9)

This ninth grade English course is intended to build skills in reading, speaking, and writing while 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*.

## **HONORS ENGLISH 9**

(Full year, 1 credit, Grade 9)

Prerequisite: Successful completion of **English 8** (*recommended A in the course*) and teacher recommendation.

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. Major works have included *To Kill a Mockingbird*, *Romeo and Juliet*, *Fahrenheit 451*, *Of Mice and Men*.

## **H<sup>2</sup>BE: HONORS BIOLOGY and HONORS ENGLISH**

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

Prerequisite: Successful completion of **English 8** (*recommended A in the course*), 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 fee: See fee schedule

## **ENGLISH 10**

(Full year, 1 credit, Grade 10)

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 essays, 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.

## **HONORS ENGLISH 10**

(Full year, 1 credit, Grade 10)

Prerequisite: Successful completion of **Honors English 9 or H<sup>2</sup>BE** (*recommended B or higher in the course*) and teacher recommendation.

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*; *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.

## **ENGLISH 11**

(Full year, 1 credit, Grade 11)

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 works *The Crucible*, *Death of a Salesman*, *Into the Wild*, *The Great Gatsby*, *Little Fires Everywhere*, 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.

## **HONORS ENGLISH 11**

(Full year, 1 Credit, Grade 11)

Prerequisite: Successful completion of **Honors English 10** (*recommended B or higher in the course*) or English 10 (*recommended A- or higher in the course*) and teacher recommendation.

Exploring American works and writers, this advanced course consists of an in-depth study of literature and composition, including formal research papers and projects. The class involves a survey of American literature, both fiction and non-fiction, from its earliest beginnings to contemporary works. Major works have included *The Great Gatsby*; *The Scarlet Letter*; *The Crucible*; *One Flew Over the Cuckoo's Nest*; *The Adventures of Huckleberry Finn*; *The Catcher in the Rye*; *Into the Wild*; choice contemporary work, and assorted poems, short stories, and films. **Summer reading and writing are required.** Movement to a regular English 11 class MAY NOT occur until the end of the first quarter.

## **AP ENGLISH: LANGUAGE & COMPOSITION**

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

Prerequisite: Successful completion of **Honors English 10 or Honors English 11** (*recommended B or higher in the course*) or **AP Literature & Composition** (*recommended B or higher*) and teacher recommendation.

AP Language and Composition is a full-year, one credit hour course that is available to juniors or seniors 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. **Summer reading and writing are required.** Students enrolled in this class are required to take the AP exam in May.

Course fee: See fee schedule

AP Fee: See fee schedule

## **AP ENGLISH: LITERATURE & COMPOSITION**

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

Prerequisite: Successful completion of **Honors English 10** or **Honors English 11**

(*recommended B or higher in the course*) or **AP Language & Composition** (*recommended B or higher*) and teacher recommendation.

AP Literature and Composition is available to both juniors and seniors who particularly enjoy reading fiction and poetry, who want to hone their critical analysis and thinking skills, and who enjoy writing. Through close reading of selected contemporary and classic texts, students deepen their understanding of four broad concepts: 1) how authors think, 2) how texts function, 3) how texts reflect and participate within their historical contexts, and 4) how high-level readers interact with challenging texts, which includes: reader behaviors, reader choices, and meaning-making. These concepts require precise, detailed reading and analysis of every aspect of texts, from the broadest themes to literary techniques to syntax and diction, to punctuation choices.

The readings include a wide variety of poems and short stories and may include *Hamlet*, *Wuthering Heights*, *The Awakening*, and *Beloved*. 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.

Course fee: See fee schedule

AP Fee: See fee schedule

## **NEW DIMENSIONS**

(Full year, 2 Honors Credits: 1 English, 1 Social Studies, Grade 12)

Prerequisite: Application, teacher recommendation, and 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 Social Studies and an 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.

Course fee: See fee schedule

## **SERVICE LEARNING**

(Full Year, 3 credits: 1 Honors English, 1 Honors Social Studies, 1 Honors Service Learning. Grade 12)

Prerequisite: Application, teacher recommendation, and interview.

Service Learning is a unique course that combines the disciplines of social studies and English while volunteering their service to the community twice a week. Three days a week, Service Learning offers students the opportunities to put what they see while volunteering in the community into an academic framework.

The Honors Social Studies component of Service Learning focuses largely on current affairs. General areas of study include global issues, national issues, and local issues (Ohio and Hudson-based). Additionally, the course will include units on consumer finance, the criminal justice system, and interpersonal relationships. 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 Honors English component of Service Learning works to build on students' understanding of issues that impact vulnerable communities by diving into literature and nonfiction that enhance their understanding of what community means, the challenges and benefits of being an integral member of a community, and how a community comes together to support each other. Students will read approximately six self-selected books in groups to explore these ideas. Additionally they will engage in thoughtful discussion that is bolstered by individual research, action research, and personal experience. Throughout the year students will complete research writing, argumentative writing, and personal reflections as well as hone their small and large group discussion skills. Semester I begins with and is anchored by the college application essay. Semester II offers a chance to revisit that skill with personal essays that connect to scholarship opportunities in the local community.

The other two days a week, students are engaged in meaningful human-centered service at a community agency through two separate semester-long internships. It is through these internship opportunities at food banks, classrooms, nonprofit agencies, nursing homes, public service institutions, etc. 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: See fee schedule

## **ENGLISH 12**

(Semester, .5 credit, Grade 12)

“A classic is a book that has never finished saying what it has to say” (Italo Calvino). This semester course introduces students to iconic British classics including Beowulf, Canterbury Tales, and Macbeth while honing reading, analysis, oral communication, and writing skills for college and career success. Writing assignments will include college and scholarship essays, self-reflections, and literary analyses. In addition to the classics, course reading includes a choice contemporary novel. English 12 meets the English requirement for seniors taking semester courses.

## **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.

## **INTRODUCTION TO JOURNALISTIC WRITING-A**

(Semester, .5 credit, Grades 9-12)

Prerequisite: C or higher in previous English course

Students will explore and produce the following genres of writing: caption writing, copywriting, feature writing, sports writing, entertainment writing, editorial writing and broadcast writing. Select articles will be considered for publication in *The Explorer* newspaper. Students are required to solicit advertising to support the paper. Students who successfully complete Introduction to Journalistic Writing A and/or Introduction to Journalistic Writing B will be eligible to take Journalism II, Journalism III and Yearbook.

## **INTRODUCTION TO JOURNALISTIC WRITING-B**

(Semester, .5 credit, Grades 9-12)

Prerequisite: C or higher in previous English course

This course will build on Introduction to Journalistic Writing A. Students will learn journalism history, law and ethics, as well as how to write for the media. Students will also explore marketing, photography, pagination, interview/investigative skills and careers in the media. Select articles will be considered for publication in *The Explorer* newspaper. Students are required to solicit advertising to support the paper. Students who successfully complete Introduction to Journalistic Writing A and/or Introduction to Journalistic Writing B will be eligible to take Journalism II and Journalism III.

## **JOURNALISM 2 NEWSPAPER PRODUCTION**

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

Prerequisite: Journalism 1 Newspaper Production or Introduction to Journalistic Writing-A or B 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 11-12)

Prerequisite: Journalism 1 Newspaper Production or Introduction to Journalistic Writing-A or B Students learn advanced editing and page design skills, serve as editors, and brainstorm ideas to write and publish five-six issues of *The Explorer* 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**

(Semester, .5 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.

## **SENIOR LITERATURE**

(Semester, .5 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.

## **SPEECH**

(Semester, .5 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.

## **YEARBOOK PRODUCTION**

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

Prerequisite: Successful completion of English courses (*recommended A-Bs in previous courses*), application, teacher recommendation, and interview. There is a limit of 20 students. Course work includes actual yearbook *Log* production, along with selling advertisements to local businesses. Emphasis will be on creative thinking while working on design, photo editing and copywriting.

Special note: this course may not meet NCAA requirements for English requirements.

## **THE SHORT STORY**

(Semester, .5 credit, Grades 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 submit to outside publishers and/or contests.

## **THE HORROR GENRE**

(Semester, .5 credit, Grades 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.

## **THEATER**

(Semester, .5 credit, Grades 9-12)

Recreate favorite moments from sitcoms, develop video shorts of your own, and learn the basics of acting along the way. Course work will include acting games and exercises, vocal work, character development, and focus on performance. Discover the history of theater and performance, from its origins in Ancient Greece to modern productions like Hamilton.

## **ADVANCED THEATER**

(Semester, .5 credit, Grades 9-12)

Prerequisite: Theater

Stanislavski's System and Practical Aesthetic are different acting techniques taught. Discover and experiment with their variant approaches to develop a repertoire of audition material or use them to better understand actors' performances. Course work will also introduce theatrical design (set, costume, sound, etc.) and focus on performance and production.

## **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 a 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 Media Center in C211): 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 and scholarship applications!

# Family and Consumer Science Department

Family and Consumer Science (FCS) courses expose and educate 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.

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Culinary Fundamentals Food Science Child Development Interior Design, Furnishings, & Management	Culinary Fundamentals Food Science Global Foods Child Development Interior Design, Furnishings, & Management	Culinary Fundamentals Food Science Global Foods Child Development Interior Design, Furnishings, & Management FCS Student Assistant	Culinary Fundamentals Food Science Global Foods Child Development Interior Design, Furnishings, & Management FCS Student Assistant

## **CULINARY FUNDAMENTALS**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

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: See fee schedule

## **FOOD SCIENCE**

(Semester, .5 credit, Grades 9-12)

Prerequisite: none

In this course, students will apply basic culinary practices and understand how flavor, texture and appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods and assess how to control high-risk food safety situations. Food safety and sanitation techniques will align to industry-recognized certifications.

Class Fee: See fee schedule

## **CHILD DEVELOPMENT**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

In this course, students will study the principles of child growth, development and behavior. An emphasis will be placed 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.

Class Fee: See fee schedule

## **FAMILY & CONSUMER SCIENCE ASSISTANT**

(Semester, .25 credit, Grades 11-12)

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: S/U

## **GLOBAL FOODS**

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

Prerequisite: Culinary Fundamentals or Food Science

In this course, students will compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choices and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes.

Class Fee: See fee schedule

## **INTERIOR DESIGN, FURNISHINGS, & MANAGEMENT**

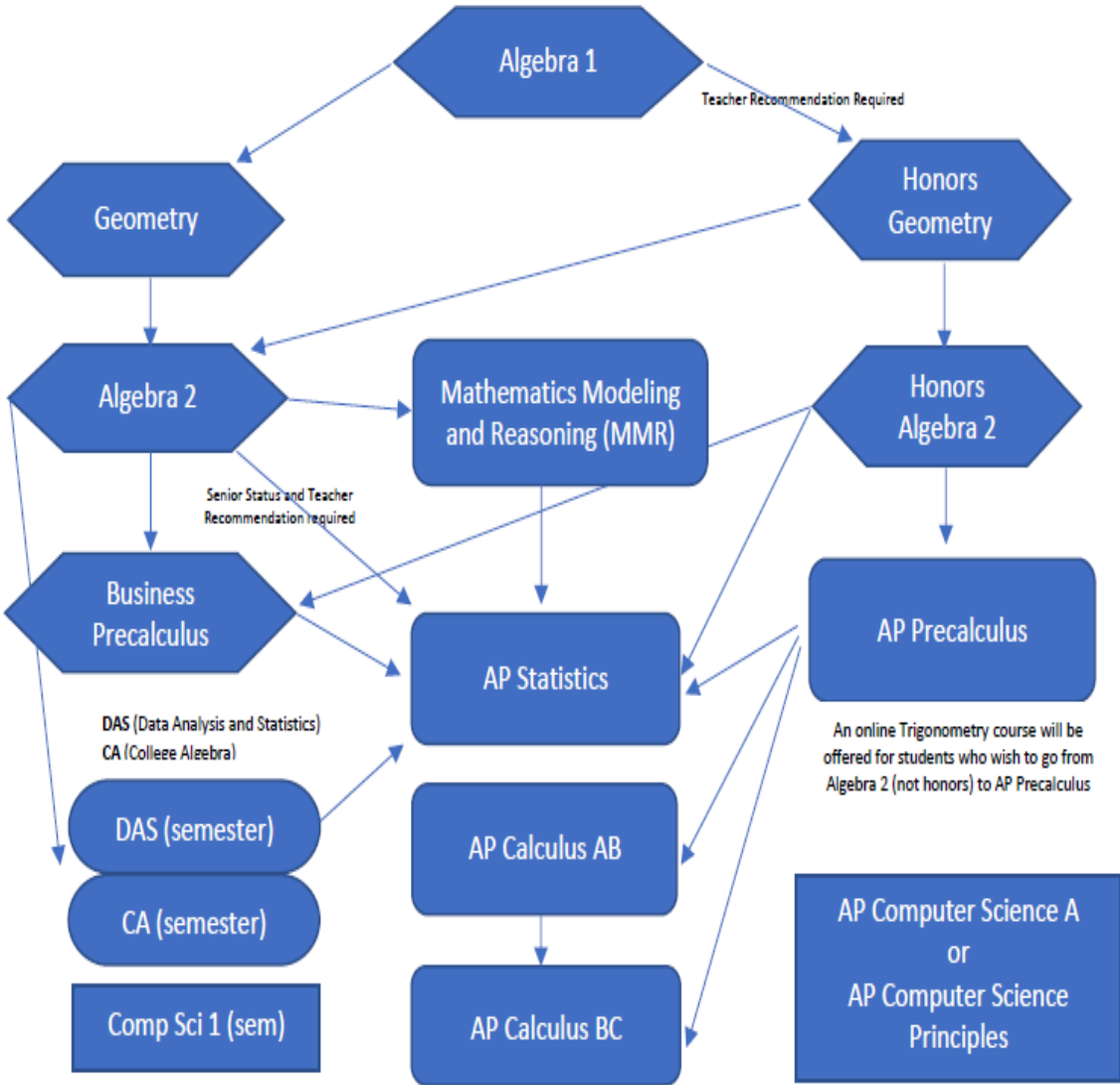
(Semester, .5 credit, Grades 9-12)

Prerequisite: None

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 and psychological responses. Additional topics will include the selection and organization of furnishings, floors and wall coverings in living spaces, kitchens and baths.

# MATHEMATICS DEPT

## Flowchart and Course Sequencing



Typical Course Sequencing in Mathematics					
	STEM A	STEM B	College Prep	Post-Secondary College/Trade	High School Minimum
9 <sup>th</sup>	Honors Algebra 2	Honors Geometry	Geometry	Algebra 1	Algebra 1
10 <sup>th</sup>	AP Precalculus (AP Statistics) (AP Comp Sci) <small>Principles or A</small>	Honors Algebra 2	Algebra 2	Geometry	Geometry
11 <sup>th</sup>	AP Calculus <small>AB or BC</small> (AP Statistics) (AP Comp Sci) <small>A or Principles</small>	AP Precalculus (AP Statistics) (AP Comp Sci) <small>Principles or A</small>	Business Precalculus MMR	Algebra 2	Algebra 2
12 <sup>th</sup>	AP Statistics AP Comp Sci <small>A or Principles</small> (AP Calculus BC)	AP Calculus AB AP Statistics (AP Comp Sci) <small>Principles or A</small>	AP Statistics AP Calculus AB	Business Precalculus MMR CA & DAS	CA & DAS MMR

Key: MMR (Mathematics Modeling and Reasoning), DAS (Data Analysis and Statistics), CA (College Algebra)

Notes: In each cell the first course listed is the recommended course. Courses in (parentheses) should be considered to take in addition to the recommended course. Multiple courses in a cell without parentheses are equally recommended but listed in order given the column.

An online Trigonometry course will be offered for students who wish to go from Algebra 2 (not honors) to AP Precalculus

## Graduation Requirements:

Ohio law requires all students to earn four credits of mathematics (one of which must be Algebra 2 or its equivalent). Most students will satisfy this requirement by earning credit in Algebra 1, Geometry, Algebra 2, and then one more credit after Algebra 2.

Ohio law now allows alternative pathways in mathematics. Students can now meet the Algebra 2 requirement using these pathways. Also, Algebra 2 is not a requirement for students in the Career-Technical Pathway (four credits of math are still required). Students should consult with their guidance counselor if interested in pursuing these alternatives.

## STEM College Prep Recommendations:

Students who excel and/or are interested in majoring in Science, Technology, Engineering and Math fields should complete mathematics through precalculus in high school. It is also recommended to take as many of the following as possible: AP Precalculus, AP Calculus (AB and/or BC), AP Statistics, and AP Computer Science (A and/or Principles) 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.

## College Prep Recommendations:

Students planning on attending college should take math all four years in high school and complete at least one credit beyond Algebra 2. Students who plan to attend competitive universities should also complete a course in precalculus and at least one AP course in math.

## 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.

### **Advancing to the Next Course in Honors and AP Courses:**

A grade of an A or B is highly recommended to move forward in Honors or AP courses. Students earning a D or F in a prerequisite course may not enroll in Honors or AP courses.

### **Earning Mathematics Credit with Computer Science:**

Students may earn up to one math credit by completing the following Computer Science courses: Computer Science 1, AP Computer Science Principles, or AP Computer Science A.

### **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 need. Please contact your teacher for assistance in this area.

### **Assistance in Mathematics**

The Math Lab (A113) is open most of the school day. It is also open before school on most days. Please check the schedule outside of room A113 for the daily schedule. The lab is staffed with a math teacher who is prepared to provide homework assistance in Algebra 1 through Precalculus. After school tutoring is available on Thursdays from 3:00 to 4:30 PM, in room A110. Teachers are available during Explorer Period on Tuesdays to assist students with math.

## **MATHEMATICS COURSES**

### **ALGEBRA 1**

(Full year, 1 credit)

Prerequisite: **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.

### **GEOMETRY**

(Full year, 1 credit)

Prerequisite: Successful completion of **Algebra 1**

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.

## **GEOMETRIC DESIGN**

(Full year, 2 credits: 1 Geometry credit and 1 Fine Art credit)

Prerequisite: Successful completion of **Algebra 1** 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. Note: This course can also be taken as an Honors Geometry credit.

Course fee: See fee schedule

## **HONORS GEOMETRY**

(Full year, 1 honors credit)

Prerequisite: Successful completion of **Algebra 1** and **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: Successful completions of **Algebra 1** and **Geometry**

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 ALGEBRA 2 (w/Trig)**

(Full year, 1 honors credit)

Prerequisite: Successful completion of **Honors Geometry** (*recommended: A or B in the course*) or **Geometry** 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.

## **MATHEMATICS MODELING AND REASONING**

(Full year, 1 credit)

Prerequisite: **Algebra 2**

This college/career-prep course is designed to promote reasoning, problem solving and modeling with mathematics. Through thematic units focused on the mathematical practices, students will experience mathematics in a way that reinforces and extends content in Number and Quantity, Algebra, Functions, Statistics and Probability and Geometry.

## **TRIGONOMETRY (offered online only)**

(Online, ½ credit)

Prerequisite: **Algebra 2**

This is a comprehensive trigonometry course. It will cover right triangle trig, trig functions, the unit circle, inverse trig functions, non-right triangle trig (law of sines and cosines), sinusoidal models and graphs, trig equations, and trig identities. The course is intended to bridge students from regular Algebra 2 to AP Precalculus. Students may take the course for ½ credit using a Credit Flex application available through the Guidance office.

## **BUSINESS PRECALCULUS**

(Full Year, 1 credit)

Prerequisite: **Algebra 2**

This course covers traditional precalculus concepts using practical applications in business, finance, and economics. Students will explore topics that will prepare them for future business studies, particularly Business Calculus. Emphasis will be placed on interpreting data and solving real-world problems, such as profit maximization, cost analysis, and investment calculations. Topics include: functions, linear and quadratic models, exponential growth and decay, logarithmic functions, financial mathematics, systems of equations and inequalities, matrices, sets, probability, permutations, combinations, and logic

## **AP PRECALCULUS**

(Full year, 1 AP credit)

Prerequisite: **Honors Algebra 2** (recommended: A or B in the course) or regular **Algebra 2** and **Trigonometry**

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

AP Fee: See fee schedule

## **COLLEGE ALGEBRA**

(Semester, ½ credit)

Prerequisite: **Algebra 2** (seniors preferred)

This course is designed to reinforce mathematics skills through Algebra 2. Students will also explore topics that are typical in entry college math courses (such as College Algebra or Precalculus). A goal of the course is to help students be fully prepared for a first course in mathematics at the college level.

## **DATA ANALYSIS & STATISTICS (DAS)**

(Semester, ½ credit)

Prerequisite: **Algebra 2** (seniors preferred)

This course will investigate topics in Data Analysis, Statistics, Probability, and Experimental Design. A goal of the course is to help students be fully prepared for a first course in statistics at the college level.

## **AP STATISTICS**

(Full year, 1 AP credit)

Prerequisite: **Honors Algebra 2** or **Business/AP Precalculus** or **MMR** (with teacher recommendation) or **Algebra 2** (with teacher recommendation) or **DAS** (with teacher recommendation)

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.

AP Fee: See fee schedule

## **AP CALCULUS AB**

(Full year, 1 AP credit)

Prerequisite: **AP 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.

AP Fee: See fee schedule

## **AP CALCULUS BC**

(Full year, 1 AP credit)

Prerequisite: Successful completion of **AP 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.

AP Fee: See fee schedule

***Course for Career Tech 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.

# Music Department

9th Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
Band	Band	Band	Band
Wind Ensemble (honors)	Wind Ensemble (honors)	Wind Ensemble (honors)	Wind Ensemble (honors)
Band Danceline	Band Danceline	Band Danceline	Band Danceline
Orchestra	Orchestra	Orchestra	Orchestra
Choir (Women's/Men's)	Choir (Women's/Men's)	Choir (Women's/Men's)	Choir (Women's/Men's)
Music Technology 1	Bella Voce	Bella Voce	Bella Voce
Music Technology 2	Chamber Choir	Chamber Choir	Chamber Choir
Music Theory 1	Music Technology 1	Music Technology 1	Music Technology 1
Bach to Rock	Music Technology 2	Music Technology 2	Music Technology 2
	Music Theory 1	Music Theory 1	Music Theory 1
	Bach to Rock	AP Music Theory	AP Music Theory
		Bach to Rock	Bach to Rock

## INSTRUMENTAL MUSIC

### **BAND**

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

Prerequisite: Attendance at summer rehearsals and band camp in July/August.

The band course at Hudson High School has an integrated curriculum consisting of both marching and concert bands, and is open to all brass, woodwind, and percussion students in grades 9-12. **As a prerequisite of this course, all band students must attend summer rehearsals and band camp in July and August.** Band is a performance-based class; rehearsals and performances outside of the school day are an integral part of the course. All scheduled rehearsals and performances are mandatory for all students. As such, all board-approved student attendance policies are in effect (see student handbook).

During the start of the year, band members make up the Hudson High School \*Swing\* Marching Band. The HHS \*Swing\* Marching Band requires attendance at summer practices, band camp, Wednesday evening rehearsals, and all performances throughout the year. This includes—but is not limited to—regular and postseason football games, band shows, parades, concerts, community outreach performances, and the City of Hudson Memorial Day Parade.

The remainder of the academic year consists of instrumental music study and performances as part of the Wind Ensemble (honors credit course) or Blue or White Symphonic Bands. Toward the end of football season, students are placed in these ability-based ensembles based on audition. Chair placement in a concert band is required of all students. Each band is grouped by similar abilities so students can learn and progress at a pace that will help them succeed. This is not an exclusionary procedure, but one of determining the most appropriate starting place. As skills improve, students have the ability to take advantage of the concert band challenge system. In addition to concerts throughout the year, each concert band will participate in the Large Group Adjudicated Event sponsored by the Ohio Music Education Association (OMEA).

Attendance at all rehearsals and performances is taken for a grade, and is therefore a requirement of the course.

## **WIND ENSEMBLE (HONORS CREDIT)**

(Full year, 1 honors credit, grades 9-12)

Prerequisite: Successful audition in spring of the previous academic year; attendance at summer rehearsals and band camp in July/August.

The Hudson High School Wind Ensemble is the premier ensemble in the Hudson Band Program, performing advanced high school and collegiate-level music from both the standard wind repertoire and new works. Students rehearse daily to review, maintain, and refine techniques for performance, discuss historical perspectives, and learn about relevant cultural and societal connections. Students audition in the spring semester in order to be placed for the following school year. As the flagship group in the program, Wind Ensemble members hold special performances outside of 10th period for community outreach and program recruitment. They also serve as role models to the rest of the program. In addition to concerts throughout the year, each concert band will participate in the Large Group Adjudicated Event sponsored by the Ohio Music Education Association (OMEA).

**As a prerequisite of this course, students must attend all summer rehearsals and band camp in July and August.** Band is a performance-based class; rehearsals and performances outside of the school day are an integral part of the course. All scheduled rehearsals and performances are mandatory for all students. As such, all board-approved student attendance policies are in effect (see student handbook).

Attendance at all rehearsals and performances is taken for a grade, and is therefore a requirement of the course.

## **BAND DANCELIN**

(10 weeks, .25 credit, Grades 9-12)

Prerequisite: Successful audition in spring of the previous academic year; attendance at summer rehearsals and band camp in July/August.

Students in the Hudson Dancelin are members of the Hudson High School Band program and have elevated the style and performance level of the Hudson High School \*Swing\* Marching Band for decades. **As a prerequisite of this course, all dancers must attend summer rehearsals and band camp in July and August.** Band is a performance-based class; rehearsals and performances outside of the school day are an integral part of the course. All scheduled rehearsals and performances are mandatory for all students. As such, all board-approved student attendance policies are in effect (see student handbook). Students audition in the spring semester in order to be placed for the following summer and school year.

## **ORCHESTRA**

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

Students will receive Honors Credit for Chamber Orchestra

The high school orchestra is a class accepting 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 rehearse outside the school day and require advanced technical proficiency as well as mature musical thought.

## **CHORAL MUSIC**

**Note:** For more information about the Choir Program at HHS, please visit [www.hudsonhighchoirs.com](http://www.hudsonhighchoirs.com).

## **CHOIR (MEN'S AND WOMENS)**

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

Prerequisite: None.

The HHS Women's Choir is an ensemble made exclusively out of the soprano and alto voices at Hudson High School in grades 9-12. This choir is meant for young voices 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.

Uniform fee to be collected in class by HHSMA

Students in the HHS Women's Choir are expected to participate in 5-6 graded concerts every year. Students are also encouraged to participate in OMEA Solo & Ensemble, an event designed to help develop individual and ensemble performing skills.

The HHS Men's Choir is an ensemble made exclusively out of the tenors and basses 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 course of the year.

Uniform fee to be collected in class by HHSMA

Students in the HHS Men's Choir are expected to participate in 5-6 graded concerts every year. Students are also encouraged to participate in OMEA Solo & Ensemble, an event designed to help develop individual and ensemble performing skills.

Students who sign up for this class will have lunch built into the class, therefore it will not be reflected on the students schedule, but each student **will have lunch**.

## **BELLA VOCE**

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

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

Uniform fee to be collected in class by HHSMA

Bella Voce is an auditioned SSAA ensemble made exclusively out of the soprano and altos voices in grades 10-12 at Hudson High School. Auditions are held after the third concert of the year; normally around the last week of February or the first week in March. All students in choir are put through a vocal assessment, at which time students who are interested in auditioning for Bella Voce will be assessed. Students interested in Bella Voce will be assessed on the following:

- 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 Bella Voce should expect to be pushed to their full choral potential. Bella Voce can expect to perform Class A & AA OMEA pieces throughout the course of the school year. Many of these

pieces will be in a foreign language. Students can expect to sing in English, Latin, Italian, German, Russian, and Haitian, just to name a few. Solfege is a key tool to help students learn how to sight-read music in this group, and every group at HHS.

Students in Bella Voce are expected to participate in four (4) graded concerts every year. Students should also expect to have multiple concerts outside of the regularly scheduled concerts. These concerts include, but are not limited to: OMEA contest, combined concerts with other schools, etc. Students are also encouraged to participate in OMEA Solo & Ensemble, an event designed to help develop individual and ensemble performing skills.

## **CHAMBER CHOIR**

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

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

Uniform fee to be collected in class by HHSMA

The HHS Chamber Choir is the flagship choral ensemble 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 A and Class B 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

Students in the HHS Chamber Choir are expected to participate in 5-6 graded concerts every year. Students in the Chamber Choir should also expect to have multiple concerts outside of the 4 regularly scheduled concerts. These concerts include but are not limited to OMEA contest & Chamber Choir Concert Series w/ BBHHS. Chamber Choir also goes on a trip every 2 years. This trip will alternate between a domestic destination and a foreign one. Students are also encouraged to participate in OMEA Solo & Ensemble, an event designed to help develop individual and ensemble performing skills.

## **MUSIC TECHNOLOGY 1**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

In this course, the student will learn the fundamentals of MIDI and the use of the PC and MIDI controllers to create music. GarageBand will be used to create projects. Basic microphone techniques for live recording as well as tracking and sequencing will be included in projects. 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. This course meets the 1/2-credit computer literacy requirement.

## **MUSIC THEORY 1**

(Full Year, 1 credit, grades 9-12)

Prerequisite: None

The student will be immersed in the fundamentals of music including how harmony, melody and rhythm are used to compose. Master composers' works of the past through the present will be studied and analyzed as examples for students to gain perspective on implementing theory into practice throughout history.

## **AP MUSIC THEORY**

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

Prerequisite: None

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. The AP test is a requirement of the course and there is a fee.

AP Fee: See fee schedule

# PHYS. ED. & HEALTH DEPARTMENT

## 9<sup>th</sup> Grade:

Foundations of Physical Education and Health  
Personalized Strength Training  
Current Trends of Strength Training

## 10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> Grade (Pick 1):

Competitive Team Sports  
Personalized Strength Training  
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 9<sup>th</sup> 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.

Course fee: See fee schedule

## **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.

Course fee: See fee schedule

## **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.

Course fee: See fee schedule

## **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.

Course fee: See fee schedule

## **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.

Course fee: See fee schedule

## **Physical Education Waiver**

Students who have participated in interscholastic athletics, marching band, show choir, or cheerleading for at least two (2) full seasons as defined in the student handbook, while enrolled in grades nine (9) through twelve (12), and as documented by the Athletic Director, unit principal, and/or guidance counselor, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements.

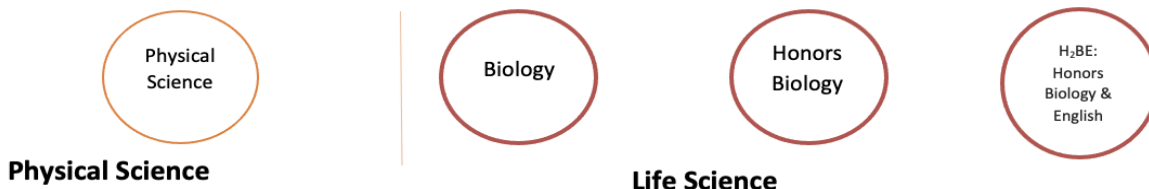
Credit may be earned by:

- A. completing coursework;
- B. testing out of or demonstrating mastery of course content; or
- C. pursuing one or more educational options in accordance with the District's Credit Flexibility Program.

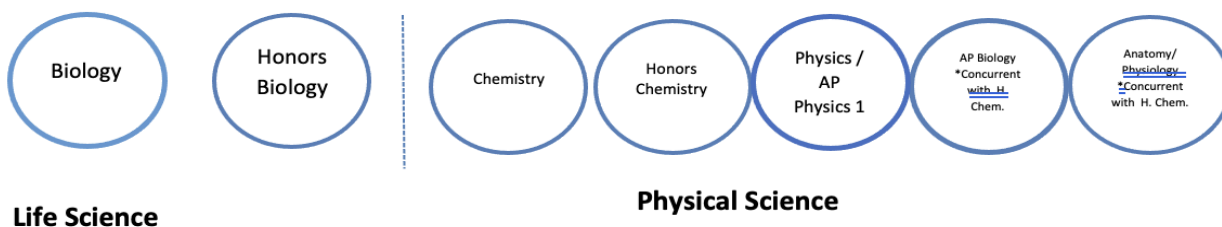
# Science Department

## Science Course Web

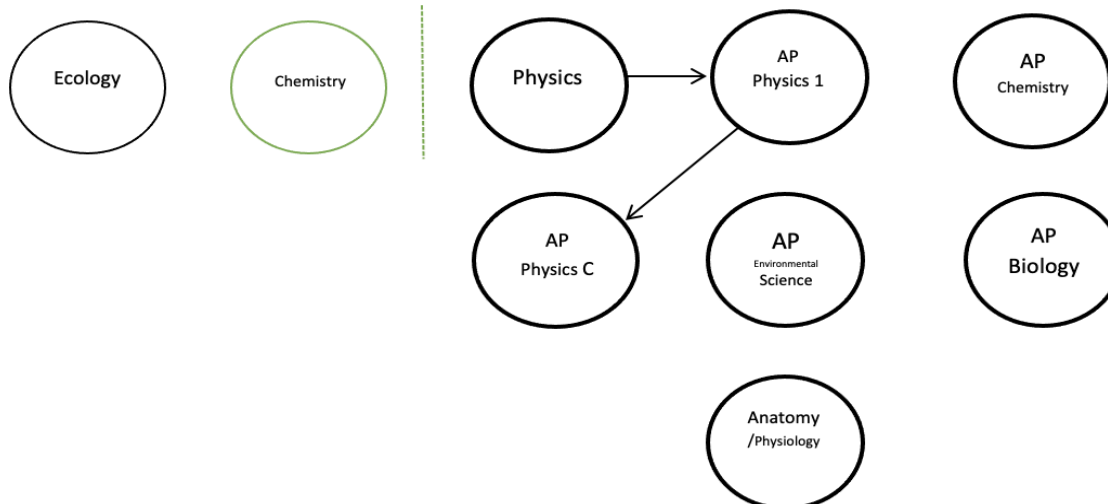
### FRESHMEN OPTIONS



### SOPHOMORE OPTIONS



### JUNIOR /SENIOR OPTIONS



**Electives:** These courses cannot be taken until the State requirements have been met. They may be taken concurrently with an advanced science.



<b>9<sup>th</sup> Grade:</b>	<b>10<sup>th</sup> Grade:</b>	<b>11<sup>th</sup> Grade:</b>	<b>12<sup>th</sup> Grade:</b>
Physical Science Biology Honors Biology H <sub>2</sub> BE: Honors Biology & English +	Biology Honors Biology Chemistry Honors Chemistry Physics AP Biology* AP Physics 1* Anatomy/Physiology*	Chemistry Honors Chemistry AP Biology AP Chemistry Ecology AP Environmental Science Physics AP Physics 1 Anatomy/Physiology <b>Electives:</b> Survey of Organic Organic – Reactions /Mechanisms Forensic Science Marine Biology	Chemistry Honors Chemistry AP Biology AP Chemistry Ecology AP Environmental Science Physics AP Physics 1 AP Physics C Anatomy/Physiology <b>Electives:</b> Survey of Organic <u>Organic</u> – Reactions /Mechanisms Forensic Science Marine Biology
* Must be taken concurrently with Honors chemistry			
+ Teacher Recommendation			
++ See Science Course Web for specific paths for fulfilling State Graduation requirements			

**Three years of science are required for graduation** from Hudson, two of which must include one life science (Biology, Honors Biology or H<sub>2</sub>BE) credit and one physical science (Physical Science, Chemistry, or Honors Chemistry) 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.

**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.

## **PHYSICAL SCIENCE**

(Full year, 1 credit, Grade 9)

This course is designed to provide all students a laboratory experience in basic physics and chemistry 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.

Laboratory apron and safety goggles are provided.

## **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.

## **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.

Course fee: See fee schedule

Laboratory apron, safety goggles are provided..

## **H<sub>2</sub>BE: 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.

Course fee: See fee schedule

Students are also responsible for activity fees associated with field trips, not to exceed \$350/year.

## **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.

Lab Fees: See fee schedule

Students are required to pay the standard AP exam fee and purchase AP Barron's Test Prep Book

## **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.

Course fee: See fee schedule

## **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.

Course fee: See fee schedule

Students are also responsible for activity fees associated with field trips, ~ \$160/year.

## **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: See fee schedule

Laboratory apron, safety goggles, nitrile gloves and a laminated periodic table are provided.

## **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 16 AP laboratories. Honors Chemistry is recommended for enrollment in AP Chemistry.

Course fee: See fee schedule

Laboratory apron, safety goggles, nitrile gloves and quad-ruled lab composition book are provided.

## **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: See fee schedule

Laboratory apron, safety goggles, nitrile gloves and quad-ruled lab composition book are provided.

## **SURVEY OF ORGANIC**

***ELECTIVE:*** (Semester, .5 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: See fee schedule

Laboratory apron, safety goggles, nitrile gloves and quad-ruled lab composition book are provided.

## **ORGANIC – REACTIONS/MECHANISMS**

***ELECTIVE:*** (Semester, .5 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 gasses and solutions, descriptions of acidity and basicity, chemical equilibria, and the chemistry of oxidation and reduction processes.

Lab Fees: See fee schedule

Laboratory apron, safety goggles, nitrile gloves and quad-ruled lab composition book are provided.

## **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 illnesses 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 Fees: See fee schedule

## **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. Students will become familiar with the plants, animals and environmental history of Northeast Ohio. 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.

Students are expected to pay for one field trip (approximately \$10.00).

## **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. This course does require summer work that will be completed before the school year begins.

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: See fee schedule

Students are required to pay the standard AP exam fee.

## **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.

## **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 kinematics, Newtonian mechanics, dynamics, work, energy and power, circular motion and gravitation, torque and rotational motion, including rotational dynamics and angular momentum, simple harmonic motion, and fluids. 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.

Students are required to pay the standard AP exam fee.

## **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 College Board 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.

Students are required to pay the standard AP exam fees for the mechanics and electromagnetism tests.

# SOCIAL STUDIES DEPARTMENT

9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
US History Honors US History AP US History	US History Honors US History AP US History World History Honors World History AP European History Eastern Civilizations Ancient Western Civilizations Military History	US History Honors US History AP US History World History Honors World History AP European History Eastern Civilizations Ancient Western Civilizations Military History Government AP Economics AP Government AP Psychology Criminology Sociology Common Humanity	US History Honors US History AP US History World History Honors World History AP European History Eastern Civilizations Ancient Western Civilizations Military History Government AP Economics AP Government AP Psychology Criminology Sociology Common Humanity Service Learning New Dimensions
3 credits of Social Studies is required for graduation. 4 credits for an Honors Diploma 1 credit of US History, 1 credit of World History, and .5 credit of Government are required.			

## **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.

## **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.

## **WORLD HISTORY**

(Full year, 1 credit, Grade 10)

Students enrolled concentrate on the period of global history from the 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.

## **UNITED STATES MILITARY HISTORY**

(1 semester, .5 credit, Grades 10-12)

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: 10-12)

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 as 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.

## **EASTERN CIVILIZATION**

(1 semester, .5 credit, Grades 10-12)

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.

## **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: Historical context, Research, Suicide, Culture, Values and Norms, Social Development/Aging, Deviance and Social Stratification. Peer to peer service work will be done with our students with Special Needs on Fridays.

## **CRIMINOLOGY**

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

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.

## **U.S. GOVERNMENT**

(1 semester, 1 credit, Grades 11-12)

This is a one semester American 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 our current government and trends within the field of political science.

## **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 ~\$25.00 AP Exam:fee see schedule

## **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 ~\$25.00. AP Exam:fee see schedule

## **AP PSYCHOLOGY**

[Full year; 1 credit; Grades 11-12]

AP course in Psychology will introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. The aim is to provide a learning experience equivalent to that obtained in most college introductory psychology courses. 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 or advanced standing in Psychology.

AP Exam:fee see schedule

## **AP U.S. GOVERNMENT**

(Full year, 1 AP credit, Grades 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:fee see schedule

## **AP ECONOMICS** (MICRO and 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, AP Exam:fee see schedule

## **COMMON HUMANITY**

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

Common Humanity focuses on the topics of race, social class, and gender. The first two quarters cover race and social class. Students are divided into cohorts and swap teachers at the end of Quarter 1. Quarter 3 is team-taught on the topic of gender. Quarter 4 is devoted to application on those three topics. Guest speakers, a series of debates, and video / movie analysis will frame the analysis and application of the unit topics. This course challenges students to lean in and confront our most pressing social issues, while being mindful of what connects us and our diverse perspectives. With a careful and balanced examination of race, gender, and social class, students will leave the course with an understanding that, while incredibly complex, what unites us is our shared desire for a meaningful life.

Unit 1: Race: This unit will introduce students to modern issues surrounding race. Students will examine their own perspectives, as they engage their peers on complex subjects like racial profiling, political correctness, and cancel culture, etc. Students will be encouraged to make connections, forge bonds and align ourselves to America's ideals.

Unit 2: Social Class: Students will examine the American class system, the promise of social mobility, the opportunities and obstacles on the path to realizing the American Dream. Historical and global comparisons will inform the dialogue on issues of poverty, inequality, freedom, and our obligations to our families, our community, and society. What defines us? What drives us? How do we define success?

Unit 3: Gender: This unit will focus on key concepts like gender socialization, gender roles throughout history, gender and sexual identity, etc. Students will consider their own experiences and perspectives, and will examine how our uniquely individual paths can converge and our common experiences can connect us.

Unit 4: Application. Through guest speakers, movies, and whole-class debates, students will see the previous three units come to life. The course will culminate with discussion around what unites us, amid all of the perceived division.

## **SERVICE LEARNING**

(Full Year, 3 credits; 1 English; 1 Social Studies; 1 Community Service. Grade 12)

Prerequisite: Application, teacher recommendation and 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 contemporary issues. 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, consumer finance, and interpersonal relationships. 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, and discussions. 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 hands-on experience of what the academic component has been focusing on through in-depth research projects and real world experience. Agency experiences include federal Head Start, K-8 public schools, special needs children and adults, retirement communities, hospice, food pantries, and homeless shelters among others. Finally, in this class, students have the rare opportunity to develop collegial relationships with diverse professionals that further enhance their personal and educational development.

See Fee Schedule

## **NEW DIMENSIONS**

(Full year, 2 HHS Credits; 1 English, 1 Social Studies, Grade 12)

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 their 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.

Paperback books, not to exceed \$30

**The student is responsible for the cost of the NYCtrip (travel, hotel, meals).**

# Technology Department

<b>Note:</b> Unless denoted with an *, the classes listed below meet the HHS Fine Art requirement			
<b>9<sup>th</sup> Grade</b>	<b>10<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>	<b>12<sup>th</sup> Grade</b>
Graphic Arts 1 Graphic Arts 2 Industrial Design 1 Industrial Design 2 *Engineering Drawing 1 *Engineering Drawing 2 Digital Video Prod. 1 Advanced Digital Video Production	Graphic Arts 1 Graphic Arts 2 Advanced Graphics Industrial Design 1 Industrial Design 2 *Advanced Woods Technology *Engineering Drawing 1 *Engineering Drawing 2 Digital Video Prod.1 Advanced Digital Video Production	Graphic Arts 1 Graphic Arts 2 Advanced Graphics Industrial Design 1 Industrial Design 2 *Advanced Woods Technology *Engineering Drawing 1 *Engineering Drawing 2 Digital Video Prod.1 Advanced Digital Video Production	Graphic Arts 1 Graphic Arts 2 Advanced Graphics Industrial Design 1 Industrial Design 2 *Advanced Woods Technology *Engineering Drawing 1 *Engineering Drawing 2 Digital Video Prod.1 Advanced Digital Video Production

## **GRAPHICS ARTS I**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

Meets HHS fine art requirement

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. Students will apply their knowledge of digital imaging and design principles by creating and editing various designs using Photoshop and Illustrator. Students will also learn how to screen print and create commercials using Premiere. The class is primarily a “hands-on” project-based course. The final project for the class will be creating your own backlit design.

Lab Fee: See fee schedule

## **GRAPHIC ARTS 2**

(Semester, .5 credit, Grades 9-12)

Prerequisite: Graphic Arts 1

Meets HHS fine art requirement

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. There will be a stronger focus on illustration using Adobe Illustrator. The students will complete advanced projects in the following areas: Computer design using Photoshop and Illustrator, screen-printing, digital video, and motion graphics using After Effects. Students will also be given a choice as to which areas they would like to concentrate their studies. The class is primarily a “hands-on” project-based course.

Lab Fee: See fee schedule

## **ADVANCED GRAPHICS**

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

Prerequisite: Graphic Arts 2

Meets HHS fine art requirement

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. These projects will sometimes be individual projects and sometimes they will be assigned to the whole class. Example projects include: Programs for the Drama Club; Various posters, brochures, logos, etc. for the district, and other designs for different organizations such as the PTO. The course will also allow time for individual projects for the students. These projects are developed around each individual student allowing students to concentrate in a particular area or areas.

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

Lab Fee: See fee schedule

## **INDUSTRIAL DESIGN 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 grades and skill levels are welcome.

Lab Fee See fee schedule

## **INDUSTRIAL DESIGN 2**

(Semester, .5 credit)

Meets Fine Art Requirement

Prerequisite: Received a grade of B or higher in Industrial Design 1

In this course, students will create visual art with more magnitude by using their previously learned skills in Industrial Design 1, compiled with the new techniques, software, and machines used in Industrial Design 2. Students will learn to use a 3D modeling program to design and then create free form projects on the lathe. These creations will be incorporated into a woods based project. Other advanced pieces will also be created such as lithophanes, intarsia, and sculpting.

Lab Fee See fee schedule

## **ADVANCED WOODS TECHNOLOGY**

(1 semester, .5 credit, Grades 10-12)

Prerequisite: Must receive an "A" or "B" in Industrial Design 1 and 2, or by instructor's permission.

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.

Lab Fee See fee schedule

## **ENGINEERING DRAWING 1**

(Semester course .5 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: See fee schedule

## **ENGINEERING DRAWING 2**

(Semester, .5 credit, Grades 9- 12)

Prerequisite: 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: See fee schedule

## **DIGITAL VIDEO PRODUCTION**

(Semester, .5 credit, Grades 9-12)

Prerequisite: None

Meets HHS fine art requirement

Are you interested in writing and creating short videos or movies, or learning how to use video and audio equipment, or learning how to use professional editing software? Then Video Production may be the course for you. This is an introductory level class where 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 will include music videos, instructional school videos, documentaries, commercials, how-to videos, and more.

## **ADVANCED DIGITAL VIDEO PRODUCTION**

(Semester, .5 credit, Grades 9-12)

Prerequisite: Digital Video Production I

Meets HHS fine art requirement

This class builds on the knowledge and skills gained in Video Production I. The class will be run in cooperation with the local TV station (HCTV), which is located in the high school. Students will assist HCTV on real productions and video shoots. Students will be instructed on how to use professional equipment such as video switchers, audio boards, professional cameras, lighting, etc. Students may be required to go “offsite” to film in various locations around the city. Transportation will be provided by HCTV. The students will also produce their own shows. One example is the Herman Show, which stars our superintendent, Phil Herman. The entire show is student produced where the students are responsible for everything from planning, organizing, shooting, and the post production for the show. The students will also have time to work on their own projects.

Note: Students may take this course more than once and continue to build their video production skills.

# WORLD LANGUAGE DEPARTMENT

The world language classroom has become the model paradigm of the 21<sup>st</sup> 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 five world languages: American Sign Language, French, German, Mandarin Chinese, and Spanish. The study of French, German, 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 the 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.

Course Fee: See Fee Schedule

## **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.

Course Fee: See Fee Schedule

## **AMERICAN SIGN LANGUAGE 4**

(Full year, 1 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.

Course Fee: See Fee Schedule

## **FRENCH 1**

(Full year, 1 credit) *Typically taught at HMS - only offered at HHS if enrollment justifies it.*

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.

## **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.

## **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 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 FRENCH 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 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 to the national ACTFL (American Council on the Teaching of Foreign Language) standards.

AP Exam: See Fee Schedule

## **GERMAN 1**

(Full year, 1 credit) *Typically taught at HMS - only offered at HHS if enrollment justifies it.*

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: See Fee Schedule

## **MANDARIN CHINESE 1**

(Full year, 1 credit) *Typically taught at HMS- only offered at HHS if enrollment justifies it.*

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.

## **HONORS 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. 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 CHINESE LANGUAGE AND CULTURE**

(Full year, 1 credit)

Prerequisite: must have completed level 4 Honors & maintained at least a “B-” average.

This course aims specifically at preparing the student for the national Advanced Placement Chinese 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-low and possibly intermediate-mid level of proficiency according to the national ACTFL (American Council on the Teaching of Foreign Language) standards.

Course Fee and AP Exam: See Fee Schedule

## **SPANISH 1**

(Full year, 1 credit)

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.

Course Fee: See Fee Schedule

## **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.

## **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.

Course Fee: See Fee Schedule

## **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: See Fee Schedule



## Six District Educational Compact

Cuyahoga Falls • Hudson • Kent • Stow-Munroe Falls • Tallmadge • Woodridge


### CAREER-TECHNICAL EDUCATIONAL PROGRAMS 2026-2027

The Six District Educational Compact offers 30 Career-Technical Education (CTE) programs to students at Cuyahoga Falls, Hudson, Kent, Stow-Munroe Falls, Tallmadge and Woodridge school districts. CTE provides students with relevant and rigorous coursework and high-quality, hands-on experiences, allowing students to explore careers and gain the skills necessary to find success in both post-secondary and career pathways.

CTE students engage in challenging academic and technical content and are immediately able to apply what they have learned in the classroom labs or in work-based learning.

Students spend the morning or afternoon in their CTE program and spend the other half-day at their home school. CTE students participate in athletics, band and other activities at their home school. Free bus transportation is provided.

[Please Click here for Course Descriptions.](#)

<b>IT'S EASY TO APPLY</b>	<b>IMPORTANT DATES</b>
<p><b>PHASE 1</b> ATTEND the CAREER PROGRAM SHOWCASE to learn more about the 30 Career-Technical Education (CTE) programs available to you.</p> <hr/> <p><b>PHASE 2</b> PARTICIPATE in a scheduled VISITATION of up to three CTE programs. You will meet the instructor and have time for a Q &amp; A session with the instructor and students.</p> <hr/> <p><b>PHASE 3</b> APPLY online - <a href="http://www.sixdistrict.com">www.sixdistrict.com</a> The application goes live <b>February 5, 2026</b></p>	<p><b>JANUARY 21, 2026</b></p> <ul style="list-style-type: none"> <li>• Career Program Showcase @ KSU</li> </ul> <p><b>JANUARY/FEBRUARY</b></p> <ul style="list-style-type: none"> <li>• Visitation of up to three CTE programs</li> <li>• Submit your application online</li> </ul> <p><b>EARLY MARCH</b></p> <ul style="list-style-type: none"> <li>• Notification of placement</li> </ul> <p><b>APRIL-MAY</b></p> <ul style="list-style-type: none"> <li>• Meet the Student, Parent, and Teacher Receptions</li> </ul>
<p>On the following pages you will find CTE program descriptions and courses / credits.</p>	<p style="text-align: center;"><b>EXPLORE MORE!</b></p> <p style="text-align: center;">Visit <a href="http://www.sixdistrict.com" style="color: white;">www.sixdistrict.com</a> to view the Career Catalog and more detailed information for each program!</p> <div style="text-align: right;">  </div>

- **STEM (Science, Technology, Engineering and Mathematics)** programs are part of a statewide collaborative venture to help Ohio stay competitive in today's global economy.
- **CP** = College Prep
- All programs are two years in length, unless otherwise noted. Most students attend in their 11<sup>th</sup> & 12<sup>th</sup> grade years. Even though some incoming 10th graders do apply, placement preference will be given to rising 11th graders.



# SixDistrict Educational Compact

## 2026-2027 Overview

### What is Career-Tech / CTE?

Career-Technical Education (CTE) provides students with relevant, engaging, hands-on programming that includes college-prep academics (English, math & science), technical skill development and career exploration.

Upon completing a CTE program, students are prepared to:

- Be career and college ready at the same time!
- Enter the workforce with training aligned to industry standards.
- Enter college to further study a career pathway.

CTE Programs include opportunities for:

- Work-based learning experiences / Internships
- Job shadowing
- Connections with area industry and higher ed partners
- College credits
- Mentorship that provides guidance on career exploration
- Membership in career-based organizations

### What is the Compact?

The Six District Educational Compact is a network of six local school districts that offer 30 CTE programs to YOU!

**Cuyahoga Falls**  
**Kent Roosevelt**  
**Tallmadge**

**Hudson**  
**Stow-Munroe Falls**  
**Woodridge**

- Most programs are two years, and students typically participate in 11<sup>th</sup> & 12<sup>th</sup> grade. Priority is given to placement in 11<sup>th</sup> grade, but rising 10<sup>th</sup> graders may still apply.
- Students spend a half day at their home school completing their college prep academics and the other half day at their program school completing their CTE program.
- Students continue to participate in their home school athletics, clubs, activities, and graduation.
- Transportation is provided.

**Aeronautics  
Careers Academy -  
Stow-Munroe Falls**



**Let's Connect**  
  
**@sixdistrictCTE**

**Automotive  
Technologies -  
Hudson**



**Cosmetology -  
Cuyahoga Falls &  
Kent**

Authentic Learning • Internships • College Credit • Connections • Industry Partners • Real-World Skills

[Please Click the Picture or here for a link to the Catalog](#)

# Career Catalog 2026-2027

**Six District Educational Compact**

*Exploring Careers. Discovering Futures!*

[Six District Website](#)



**Exploring Careers. Discovering Futures...Find a Program Just for You.**

We provide career-technical education programs, services and resources for about 25,000 students.

# The Explorer Graduation Plan: Academics

Name: \_\_\_\_\_

Student ID: \_\_\_\_\_

Date: \_\_\_\_\_

Graduation requirements	8 <sup>th</sup> Grade	9 <sup>th</sup> Grade	10 <sup>th</sup> Grade	11 <sup>th</sup> Grade	12 <sup>th</sup> Grade
English (4)					
Math (4)					
Science (3)					
Social Studies (3)					
World Language					
Visual/Performing Arts (1)					
Computer Science (1/2)					
Health (1/2)					
Physical Education (1/4 + 1/4)					
Electives					
Financial Literacy Met?					
<b>Total Credits (21 for graduation)</b>					

Completion of 9<sup>th</sup> grade= 5 credits; completion of 10<sup>th</sup> grade= 10.5; completion of 11<sup>th</sup> grade= 16 credits.

Graduation Competency scores (684 required): **Algebra** \_\_\_ test date \_\_\_\_\_ **ELA2** \_\_\_ test date \_\_\_\_\_

Graduation Seals: 1. \_\_\_\_\_ (state seal) 2. \_\_\_\_\_

**Programs, experiences and activities to support my academic and career goals:**

# The Explorer Graduation Plan: Competency & Readiness

Student Name: \_\_\_\_\_ ID # \_\_\_\_\_ Date: \_\_\_\_\_

A-Ck Plant Cl-G Montecalvo H-K Van Dyke L-O Carmichael P-Sl Chadima Sm-Z Laudato

**AIR ASSESSMENTS: Must earn Competent Score in BOTH end-of-course exams (684)  
or if AASCD assessments: Math 489/ELA 485**

Algebra 1: \_\_\_\_\_ AND English 10: \_\_\_\_\_

**Ohio Graduation Seals: Must earn TWO seals, one MUST be state defined**

1. State Seal: \_\_\_\_\_ 2. State or Local Seal: \_\_\_\_\_

## **STATE DEFINED SEALS (must earn at least one State seal)**

### **CITIZENSHIP SEAL**

- \_\_\_ Earned 700+ /"3" or higher EOC on U.S. History \_\_\_ and Govt \_\_\_\_, OR
- \_\_\_ Earned 457+ on AASCD Social Studies Assessment
- \_\_\_ Earned at least a 2 on appropriate Advanced Placement course test, OR
- \_\_\_ Earned a final course grade of "B" or higher in appropriate CCP classes, OR
- \_\_\_ After taking EOC exams, earn a final grade of "B" or higher in US History and Govt
- \_\_\_ Transfer students (homeschool, out of state, or Ohio Non- public school) who earn a "B" or higher in US History and American Govt while enrolled in the prior district

### **SCIENCE SEAL**

- \_\_\_ Earned 700+ /"3" or higher EOC on Biology \_\_\_\_, OR
- \_\_\_ Earned 430+ on AASCD Science Assessment
- \_\_\_ Earned at least a 2 on appropriate Advanced Placement course test, OR
- \_\_\_ Earned a final course grade of "B" or higher in appropriate CCP class, OR
- \_\_\_ After taking EOC exam, earn a final grade of "B" or higher in 3rd advanced science course
- \_\_\_ Transfer students (homeschool, out of state, or Ohio Non- public school) who earn a "B" or higher in Biology while enrolled in the prior district

### **TECHNOLOGY SEAL**

- \_\_\_ Earned at least a 2 on appropriate Advanced Placement course test, OR
- \_\_\_ Earned a final course grade of "B" or higher in appropriate CCP class, OR
- \_\_\_ District approved courses. Must complete 1.00 credits total. Circle courses completed: *Computer Sci I (.5), AP Comp Sci A (1), AP Comp Sci Principles (1), Financial Literacy/Personal Finance with Computer App/Int Apps (.5), Business Literacy (.5), Accounting (.5), Industrial Design I, II (.5), Digital Video Production, Adv (.5), Engineering Drawing I, II (.5), Geometric Design (1), Graphics I, II, Adv (.5), Music Technology I, II/Music Creation (.5), Digital Photo I, II, Adv (.5), Yearbook (1), Adult Living Skills '26-27 (1), Resource Advanced Photo (.5) and/or Resource Advanced Computer Literacy (.5), Some 6 District Courses*

### **HONORS DIPLOMA SEAL - Earn one of five Honors Diplomas.**

- \_\_\_ [Academic Honors Diploma](#) \_\_\_ [Career Tech Honors Diploma](#) \_\_\_ [STEM Honors Diploma](#)
- \_\_\_ [Arts Honors Diploma](#) \_\_\_ [Social Science and Civic Engagement Honors Diploma](#)

- COLLEGE-READY SEAL-** Earn remediation-free scores on the ACT or SAT.  
 \_\_\_ ACT English 18, Reading 22, Math 22    \_\_\_ SAT Reading & Writing 480, Math 530
  - STATE SEAL OF BILITERACY-** Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English. Must be verified by a World Language Teacher.
  - MILITARY ENLISTMENT SEAL-** Provide evidence that a student has enlisted in a branch of the U.S. Armed Forces; or Participate in an approved JROTC program.
  - OHIO MEANS JOBS READINESS SEAL-** Complete documentation and obtain required signatures.  
<http://education.ohio.gov/Topics/New-Skills-for-Youth/SuccessBound/OhioMeansJobs-Readiness-Seal>
  - INDUSTRY RECOGNIZED CREDENTIAL SEAL (CTE)**  
 Earn an approved industry-recognized credential that is aligned to a job considered in demand in this state and its regions. 12 points are required. [CTE credential:](#)
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**LOCALLY DEFINED SEALS**

- COMMUNITY SERVICE SEAL (locally defined)**  
 A student may earn this seal by completing a minimum of 40 hours of community service. Students must log hours and get approved by an individual at a community service organization who oversees the student's work through SchoolLinks under "Experience Tracking"
- FINE AND PERFORMING ARTS SEAL (locally defined)**  
 A student may earn a Fine/Performing Arts Seal by earning at least three (3) credits in the fine/performing arts department: visual arts, dance, drama/theater, music, or media arts. Includes transcribed courses earned in 7th and 8th grade, HHS courses, CCP, and Credit Flex. List courses here:  
 \_\_\_\_\_  
 \_\_\_\_\_
- STUDENT ENGAGEMENT SEAL (locally defined)** Students must participate in at least four extracurricular activities during grades 9-12. Students must have at least an 80% participation/attendance rate in the activity. Eligible activities include participation in an athletic program, recognized school club, or student government that does not earn academic credit. Activities outside of HHS including dance, equestrian, community theater, etc. can qualify with approval from an administrator. Participation must be verified by the program advisor or coach. Students must enter activities and get approved through SchoolLinks "Experience Tracking."  
 Activity 1 \_\_\_\_\_ Grade Level (9-12) \_\_\_\_\_ Academic Year \_\_\_\_\_  
 Activity 2 \_\_\_\_\_ Grade Level (9-12) \_\_\_\_\_ Academic Year \_\_\_\_\_  
 Activity 3 \_\_\_\_\_ Grade Level (9-12) \_\_\_\_\_ Academic Year \_\_\_\_\_  
 Activity 4 \_\_\_\_\_ Grade Level (9-12) \_\_\_\_\_ Academic Year \_\_\_\_\_