Student Curriculum Guide
2011-2012
Hudson High School

HCSD Vision Statement
The Hudson school community will unite to empower our students to achieve uncharted levels of success.

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

2500 Hudson-Aurora Road
Hudson, OH 44236-2389
330.653.1416
www.hudson.edu
MESSAGE FROM THE PRINCIPAL

Dear Students and Parents,

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

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

We are most proud of the comprehensive programming we are able to offer to each individual student. Vast opportunities exist across the curriculum from required courses in the core academics to electives in all areas of interest. Students should select courses that: (1) fulfill graduation requirements, (2) best prepare them for their future, and (3) are areas of personal interest. Seniors: make sure that your senior year course selections reflect rigor—colleges are looking for that! If you have questions or concerns, please ask any staff member for assistance.

We are here to serve you! I encourage every student to get involved and take advantage of all facets of our school program. Enjoy your high school experience and best wishes for success at Hudson High School. For your convenience, this document can also be found on the school’s web page at www.hudson.edu.

Yours in education,
Brian D. Wilch, Principal
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The Hudson City Schools Board of Education is an equal opportunity employer and does not discriminate on the basis of sex, race, religion, age, disability, or national origin in employment; nor does it discriminate in the educational programs and activities that it operates.
GUIDANCE AND COUNSELING

PHILOSOPHY

The guidance 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 guidance program focuses on personal, social, educational and career development with the primary goal of meaningful and productive citizenship.

Counselor Assignments (by last name):

A-Cla Montecalvo
Cle-Hai Melling
Haj-Lom Kagafas
Lon-Pa Frahlich, Director of Guidance
Pe-So Chadima
Sp-Z Laudato

Guidance Secretaries:

Mrs. Lynne Smith
Mrs. Becky Wormer
Phone: 330.653.1420

Records Secretary:

Mrs. Lois Aubrecht
Phone: 330.653.1419

PLANNING

Students are encouraged to plan carefully a program of study that will assist them in reaching their educational goals. The college preparatory program, accelerated, advanced placement programs and the career 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 career plans. It is suggested that they:

1. Review all requirements for graduation.
2. Read the information given about each department.
3. Complete a Course/Credit/Worksheet paying particular attention to requirements and goals.
4. Know and understand the recommended college preparatory and accelerated-advanced curriculum.
**MINIMUM GRADUATION REQUIREMENTS**

**Class of 2012 & 2013:** Twenty-one credits (21) which must include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>½ Literature required senior year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>must include 1 credit of US History, ½ credit of US Government, and 1 credit of World History</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>1 credit of Biology plus one of: Physical Science, Chemistry (or Chemistry in the Community), Physics; plus 1 additional course</td>
</tr>
<tr>
<td>Physical Education</td>
<td>¼</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing/Applied Arts</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Additional Courses</td>
<td>5 ¼</td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Class of 2014 and beyond (The Ohio Core, SB 311):** Twenty-one credits (21) which must include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>½ Literature required senior year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Must include 1 credit in Algebra II</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>must include 1 U. S. History, ½ U. S. Government, and 1 of World History</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3 years of &quot;lab&quot; science: Including Physical Science, Biology and advanced study in one or more of the following: Chemistry, Physics or other physical science; advanced biology or other life science; physical geology or other earth or space science</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>PE 9 required, plus one more PE elective</td>
</tr>
<tr>
<td>Health*</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing/Applied Arts</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Additional Courses</td>
<td>5</td>
<td>Combination of 5 units of electives from: World language, Fine arts, Business &amp; Computer Science, Technology, and/or Career-Technical</td>
</tr>
<tr>
<td>Instruction in economics/financial literacy**</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>21</strong></td>
<td></td>
</tr>
</tbody>
</table>

*Recommended for freshman year

**HHS plans to present three options to integrate the economics/financial literacy requirement of the Ohio Core: Introduction to Business (Business & Computer Science Dept.), Transitions or Independent Living (FCS Dept.), Economics or a test-out option through US Government (Social Studies department).
### RECOMMENDED COURSES OF STUDY FOR THE COLLEGE BOUND

<table>
<thead>
<tr>
<th>Department</th>
<th>Core Curriculum Recommended by the Ohio Board of Regents for State Universities in Ohio</th>
<th>Enriched Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>9, 10, 11, 12</td>
<td>Honors English 9, Honors English 10, AP English 11 Language and Composition, and AP English: Literature</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra I, Geometry, Algebra II</td>
<td>Algebra (Middle School), Honors Geometry, Honors Algebra II, Honors Pre-Calculus, AP Calculus, or AP Statistics</td>
</tr>
<tr>
<td>Science</td>
<td>Biology plus one of: Physical Science, Chemistry, Physics, plus one additional course</td>
<td>Honors Biology, Honors Chemistry, Honors Physics, AP Chemistry, AP Biology or AP Physics</td>
</tr>
<tr>
<td>World Language</td>
<td>2 years of one language: French, German, Latin, Spanish, ASL, Mandarin Chinese</td>
<td>4 years of one language or combination of two of one language plus two years of a second language</td>
</tr>
<tr>
<td>Visual/Performing Arts</td>
<td>Art, Music, Photography, Graphics</td>
<td></td>
</tr>
</tbody>
</table>

### REQUIRED STUDENT LOAD/NEW DAILY BELL SCHEDULE

Each student must carry a minimum of **six classes per semester** and earn a minimum of 5 ½ credits per year. Students will need to carry more than minimum credits to meet college recommendations. **Seniors may carry 5 classes per semester.**

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

<table>
<thead>
<tr>
<th><strong>Period</strong></th>
<th><strong>Time</strong></th>
<th><strong>Comments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8:00 – 9:30</td>
<td></td>
</tr>
<tr>
<td>4/5 or 5/6</td>
<td>11:13 – 1:25</td>
<td>L1: 11:13 – 11:43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L2: 11:47 – 12:17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3: 12:21 – 12:51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L4: 12:55 – 1:25</td>
</tr>
<tr>
<td>6/7 or 7/8</td>
<td>11:13 – 1:25</td>
<td>L1: 11:13 – 11:43</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L2: 11:47 – 12:17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L3: 12:21 – 12:51</td>
</tr>
<tr>
<td></td>
<td></td>
<td>L4: 12:55 – 1:25</td>
</tr>
<tr>
<td>10</td>
<td>1:30 – 3:00</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Announcements</td>
</tr>
</tbody>
</table>

**Lunches: 4, 6 & 8**
HONORS DIPLOMA

High School Academic Diploma with Honors for Graduating Classes of 2011 and Beyond:

Students need to fulfill only 7 of the following 8 criteria:
1. **English**, four units
2. **Mathematics**, four units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
3. **Science**, four units, including physics and chemistry
4. **Social Studies**, four units
5. **Foreign Language**, three units, including at least 2 units in each language studied
6. **Fine Arts**, one unit
7. **Career-Technical**, Not counted toward requirements and may not be used to meet requirements
8. **Electives**, Not counted toward requirements
9. **Grade Point Average**, 3.5 on a 4.0 scale
10. **ACT/SAT Score** [excluding scores from the writing sections]* 27 ACT/1210 SAT
11. **Additional Assessment**, None

Career-Technical Diploma with Honors for Graduating Classes of 2011 and Beyond:

Students need to fulfill only 7 of the following 8 criteria
1. **English**, four units
2. **Mathematics**, four units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
3. **Science**, four units, including physics and chemistry
4. **Social Studies**, four units
5. **Foreign Language**, Not counted toward requirements
6. **Fine Arts**, Not counted toward requirements
7. **Career-Technical**, Now counted in Electives
8. **Electives**, four units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship or be part of an articulated career pathway which can lead to post secondary credit.
9. **Grade Point Average**, 3.5 on a 4.0 scale
10. **ACT/SAT Score** [excluding scores from the writing sections]* 27 ACT/1210 SAT
11. **Additional Assessment**, Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent
# Comparison of Diplomas with Honors Criteria

**Students need to fulfill all but one criterion for any of the following Diplomas with Honors**

<table>
<thead>
<tr>
<th>Subject</th>
<th>High School Academic Diploma with Honors Graduating Classes 2010 and Before</th>
<th>High School Academic Diploma with Honors Graduating Classes 2011 and Beyond</th>
<th>Career-Technical Diploma with Honors for Graduating Classes 2010 and Before</th>
<th>Career-Technical Diploma with Honors for Graduating Classes 2011 and Beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 units</td>
<td>4 units</td>
<td>4 units, which may include one unit of applied communication</td>
<td>4 units</td>
</tr>
<tr>
<td>Mathematics</td>
<td>3 units, including Algebra I, Geometry, Algebra II or a three-year sequence of courses that contain equivalent content</td>
<td>4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
<td>3 units, including Algebra and Geometry, or a sequence of courses that contain equivalent content</td>
<td>4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content</td>
</tr>
<tr>
<td>Science</td>
<td>3 units, which develop the concepts for physical, life, and earth and space sciences</td>
<td>4 units, including physics and chemistry</td>
<td>3 units, which develop the concepts for physical, life, and earth and space sciences</td>
<td>4 units, including physics and chemistry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3 units</td>
<td>4 units</td>
<td>3 units</td>
<td>4 units</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>3 units, including at least 2 units in each language studied</td>
<td>3 units, including at least 2 units in each language studied</td>
<td>2 units, or 2 units of business/technology, or one unit each</td>
<td>Not counted toward requirements</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>1 unit</td>
<td>1 unit</td>
<td>May be counted toward requirements under Electives</td>
<td>Not counted toward requirements</td>
</tr>
<tr>
<td>Career-Technical</td>
<td>Not counted toward requirements, and may not be used to meet requirements</td>
<td>Not counted toward requirements, and may not be used to meet requirements</td>
<td>3 units in the vocational or technical education curriculum</td>
<td>Now counted in Electives</td>
</tr>
<tr>
<td>Electives</td>
<td>Either 1 unit of business/technology and 2 units of above or 3 units of the above subject, not including career-technical</td>
<td>Not counted toward requirements</td>
<td>2 units of above categories, including fine arts</td>
<td>4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post secondary credit.</td>
</tr>
<tr>
<td>Grade Point Average</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
<td>3.5 on a 4.0 scale</td>
</tr>
<tr>
<td>ACT/SAT Score [excluding scores from the writing sections]*</td>
<td>27 ACT / 1210 SAT</td>
<td>27 ACT / 1210 SAT</td>
<td>27 ACT / 1210 SAT</td>
<td>27 ACT / 1210 SAT</td>
</tr>
<tr>
<td>Additional Assessment</td>
<td>Not applicable</td>
<td>Not applicable</td>
<td>Complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio vocational competency assessment or the equivalent</td>
<td>Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent</td>
</tr>
</tbody>
</table>

*Writing sections of either standardized test should not be included in the calculation of this score.*
**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.

**MINIMUM LOAD/DROPPING A COURSE**

Students in grade 12 must be scheduled for 5 classes daily. Students in grades 9, 10, & 11 must be scheduled for a minimum of 6 classes daily.

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.

**CAREER EDUCATION: SIX DISTRICT COMPACT**

The Six District Compact program is an extension of Hudson High School. Students who wish to enroll in a two-year program at the career center must submit their applications during February of their sophomore year. These applications will then be reviewed by the Guidance Department and the placement of students in the various programs will be determined. Students accepted into a career program continue to attend Hudson High School for their academic courses.

Students must attend the career program when it is in session even though Hudson High School is not. Hudson High School must be attended when it is in session even though career program is not in session.

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

**REPORT CARDS**

The school year consists of two semesters. Each semester is divided into two nine-week grading periods for reporting pupil progress to parents. Each quarter carries a 40% weight, with the exam adding 20% (40% + 40% + 20% = 100%).

**POST-SECONDARY ENROLLMENT OPTIONS PROGRAM (PSEOP)**

All students may elect to participate in this program. Two options are available: OPTION A permits eligible students to enroll in college courses for college credit only: parent assumes the cost. OPTION B permits eligible students to enroll in college courses for college AND high school credit: the district assumes the cost. A student
who selects the Post-secondary Enrollment Option B will have his/her college grade(s) placed on the high school transcript and calculated on the school's four-point scale. Any student interested in this program should contact his/her guidance counselor before March for application information. The deadline for enrollment in this program is March 30 each year.

**GRADING INFORMATION (new grading scale for 2010-11 and beyond)**

Grades are assigned by each teacher and are based on a student's 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 college prep (C.P.), honors (H.A.), and advanced placement (A.P.) courses.

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

Note: with the adoption of the this new grading scale for the 2010-11 school year, student transcripts for the next two years will contain both grading scales.

**PASS/FAIL OPTION (Satisfactory/Unsatisfactory)**

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". Please note that this is new to Hudson High School in 2010. "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 ½ PE requirement).

"Satisfactory or Unsatisfactory" credit will be included in the total credits being taken by the student, but will not be figured into the grade point average or class rank. Therefore, the "S/U" option does not figure into the GPA to determine a student’s eligibility; however it will count toward the 5-credit course requirement that also determines eligibility.

The student’s declaration for "S/U" must be made prior to the end of September for the first semester or year-long courses and the applications must be approved by the student’s counselor and Unit Principal. During the second semester, students have the first ten school days to select this option. Applications are available in the guidance 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. Approval for enrolling will be based on student ability, past performance, counselor and/or teacher recommendation, and 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 encouraged to take the AP exam in the spring. The test costs approximately $85. Based on the score of the exam, college credit may be earned. (Weighting: "A" = 5 points, "B" = 4 points, "C" = 3 points, "D" = 1 point, and "F" = 0 point).

EARLY GRADUATION

On very rare occasions, students will complete their graduation requirements in fewer than four years. If this occurs and a student wishes to graduate early, these procedures must be followed:
1. Meet with student, parents, and counselor to discuss credits, future plans and responsibilities. Meet with student, parents, and principal in the spring prior to requested date of early graduation. 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.

CREDIT FLEXIBILITY OPTION:

A part of Senate Bill 311 (also known as the Ohio Core). The law directed the State Board of Education to adopt a plan enabling student to earn units of high school credit based on demonstrating subject area competency instead of, or in combination with, completing hours of classroom instruction. 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 statements are ready for a credit flex course.
✓ 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.

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 may 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.

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

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

Steps for the application process
1. Discuss possible credit flex plan with your counselor and parents.
2. The application is available on our school website.
3. Download related course information from the Ohio Department of Education Content Standards. You will need these guidelines to help you complete this application.
4. Be prepared to attend a meeting to discuss your proposal or to re-submit it as necessary.
5. Once the application is approved, the course must be completed as indicated by the committee.
6. Accepted applications may be withdrawn anytime prior to the completion deadline without a penalty.

Timelines and Deadlines
Session 1- application deadline- OCTOBER 1
✓ Course must be completed by January 15 for grades to be posted at the end of semester 1.
✓ Athletes must provide evidence of a “passing” level at the end of the first and second quarters.
Session 2- application deadline- MARCH 1
✓ Course must be completed by May 15 for grades to be posted at the end of semester 2
✓ Athletes must provide evidence of a “passing” level at the end of the third and fourth quarters.
Session 3- application deadline- JUNE 1
✓ Course must be completed by August 15 for grades to be posted before the new school year.
Interested students should read and reflect on the following statements:

- I must maintain my enrollment in six classes grades 9 - 11 and five classes in 12th grade.
- I understand that weighted credit cannot be obtained through a flexible credit course.
- I understand that academic honesty rules apply just as they do in a traditional class setting.
- I must meet attendance requirements set forth by my plan.
- I am responsible for ensuring that I have met graduation requirements by established deadlines to participate in graduation.
- I recognize that the course may not match the academic standards for HHS and may not adequately prepare me for subsequent courses.
- I am responsible for maintaining my academic eligibility.
- I am responsible for maintaining my OHSAA athletic eligibility.
- If I am planning to participate in athletics in college, I have referred to NCAA requirements at www.eligibilitycenter.org.
- I am on an IEP or 504 and request support services.
- I will write my plan according to the learning outcomes derived by the State of Ohio Content Standards and present such plan to the HHS Credit Flex Committee in the following format:

<table>
<thead>
<tr>
<th>State of Ohio Content Standard</th>
<th>Explain how you will demonstrate proficiency in this standard.</th>
<th>Explain how this standard will be measured.</th>
</tr>
</thead>
</table>

**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 Guidance Department will not initiate a schedule change unless a compelling educational reason exists.

After the close of the school year no changes will occur unless:

1. there is a technical error in the scheduling process
2. it is clear that the student is academically misplaced
3. there is a scheduling conflict

**REPEATING A COURSE**

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

**COURSE WITHDRAWAL POLICY**

Course Drop Forms are available in the Guidance 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.
If a student drops a course before the end of the first nine weeks of the course, there is NO Penalty attached. It will be deleted from the academic record. Any course dropped after the first marking period will be considered failed for the year (unless extenuating circumstances prevail—i.e.: appropriate placement still in question.)

Students must have SIX classes scheduled each semester. If a student has fewer than six classes, there can be no dropped course. Additionally, no class can be added to the schedule for first semester. Students are expected to attend the class until completion of the drop process with their guidance counselor. If a drop is permitted, the class textbook and materials must be returned to the teacher to avoid a charge.

**HONOR/MERIT ROLL**

Students’ names will be posted in the Hudson Hub Times every quarter indicating Honor (3.500 or better) and Merit (3.000 to 3.4999). This is accomplished by transforming the letter grade of the course into quality points and totaling the points. (NOTE: \( \frac{1}{2} \) credit courses receive \( \frac{1}{2} \) of the quality points). After totaling the quality points, divide the number of academic credits into the total for the point average. "P" grades are not computed.

**GRADUATION PROGRAM DESIGNATIONS**

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

*Honors Distinction*
    - 1) Seniors with an earned cumulative grade point of 3.500 and higher at the seventh semester wear gold cords and are identified in the program.
    - 2) Seniors with an earned cumulative grade point of 3.500 and higher at the eighth semester wear gold cords but are not identified in the graduation program.

*Marian Albee Character Award*
    - Seniors who demonstrate outstanding character

*Merit Roll*
    - Seniors with an earned cumulative grade point between 3.000-3.499 at the seventh semester are identified in the program.

*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.

*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

**PROGRESS BOOK**

Students and parents are encouraged to access Progress Book online at [www.hudson.edu](http://www.hudson.edu) 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 passing all five sections of the Ohio Graduation Test.

Tentative SUMMER SCHOOL OPTIONS (GRADES 9 - 12)

http://www.hudson.edu/summer
http://www.hudson.edu/summer
OHIO GRADUATION TEST (OGT)

Senate Bill 1 requires all students graduating in 2007 and beyond to pass all five parts of the Ohio Graduation Test (OGT). High school curriculum has been aligned with the content standards upon which the test is based so students will be prepared for this test as sophomores. The five test areas are reading, writing, mathematics, science, and social studies.

Additional opportunities to take the test will be available for students who failed the test in the spring of their sophomore year. The additional opportunities will be in the summer after the sophomore year, October and March of the junior year, the summer after the junior year, October and March of the senior year. Students intending to take the test during the summer administration are required to take 10 hours of summer intervention course work in each area not passed before they can take the test during the summer administration in that particular content area. These courses are available for a fee through the Sixth District Compact.

Students who fail the test will receive a range of interventions or support during the school year that may range from additional time on content areas, test-taking skills, small group intervention sessions during study hall, and/or lab time.

The No Child Left Behind Law requires all special education students to be tested at least once either by the standard OGT test or by an OGT Alternative Assessment. The IEP team determines which assessment best fits the student’s need. The IEP also determines if the student continues to take the test if he/she failed it the first time and if the students will need the test for graduation.

For seniors who have not yet passed the OGT, there is an alternative way to graduate. The requirements are available on the Ohio Department of Education website at www.ode.state.oh.us

COLLEGE ENTRANCE TESTS

All college-bound students are required to take a college entrance exam, either SAT I or ACT. All registration materials are available in the Guidance Office including test dates and deadlines.

Hudson High School is a national test center for the PSAT, SAT I and SAT II (Achievement). A typical testing program for college-bound students is as follows:

- **EXPLORE** All freshman take the EXPLORE test on Test Day in October. The EXPLORE is a pre-cursor to the ACT test, has a 25-point scale in four areas with a composite score, and provides students timely information on strengths/weaknesses.

- **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 should take the ACT in April or June of their junior year and, if necessary, in the fall of their senior year—it has a 36-point scale in four areas with a final composite score. The ACT is given at many area schools. The ACT is required for students interested in the Ohio Merit Scholarship.
- **SAT Reasoning Test**  Students should take the SAT Reasoning Test in May or June of his/her junior year and, if necessary, in the fall of their senior year. The SAT has three areas: Verbal, Math and Writing—each section has a 800 point scale, with a total of 2400.

- **SAT Subject Tests**  Students should take the SAT Subject Tests in June of his/her junior year. Students should take this test if they are anticipating applying early decision to highly selective colleges and universities. Students themselves must be aware of the test requirements for individual colleges and testing dates. If they have any questions, they should contact their counselor.

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**STANDARDIZED TESTS (WORLD LANGUAGE DEPARTMENT)**

<table>
<thead>
<tr>
<th>Name of Test</th>
<th>Level Involved</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>AATG</td>
<td>German II, III, IV</td>
<td>January</td>
</tr>
<tr>
<td>AATF</td>
<td>French I, II, III, IV</td>
<td>1st or 2nd week in March</td>
</tr>
<tr>
<td>National Latin Test</td>
<td>Latin I, II, III, A.P.</td>
<td>1st or 2nd week in March</td>
</tr>
</tbody>
</table>

World Language students also participate occasionally in competitions or in testing programs available at local universities or statewide conferences. **The nominal test fee ($5 in the past) will be passed on to the student.**

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**SPECIAL SERVICES FOR COLLEGE ENTRANCE**

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

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**ADVANCED PLACEMENT**

These tests are offered each May for students taking AP classes and wishing to earn college credit. The expectation is that the students taking an AP class will take the AP exam. The cost of AP Exams ($85 - $90/test) are passed onto students; collection typically takes place at the start of the second semester.

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**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, and homework assignments are consistently done on time and complete.
WRITING PORTFOLIO

Ninth grade teachers distribute the student writing assessments from K-8. A new high school portfolio is generated with three writings added each year agreed upon by the grade level team. Grades 9-12 writing samples are stored and contents given to seniors at the end of their senior year.

GENERAL SERVICES

WRITING CLINIC

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

MATH LAB

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

LIBRARY/MEDIA CENTER (State Recognized "Library of Distinction" in 2009)

The library is located on the second floor directly above the office and guidance areas with its entrance across from the courtyard. Students have access to the library from 7:30 to 3:15 each day.

The library program provides classes for students in essential 21st century skills of inquiry, ethical behavior, technology, information literacy and media literacy as well as reading for enjoyment. Classes are designed and scheduled with teachers to support their units of study.

Students have access to the online catalog, INFOhio databases and purchased databases 24/7 through the library website: http://www.hudson.edu/sites/hhsmedia. Passwords to databases are given to all students. Students may use iPods and MP3 players, work on computers, watch news and educational television/video programs, create iMovies, podcasts, PowerPoints, and other multimedia products, work in groups to study or develop projects, or simply to read while in the library.

Materials may be checked out for 2 weeks and renewed for another 2 weeks. Fines are 5 cents per day for overdue materials.
INTERVENTION SPECIAL SERVICES

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

PSYCHOLOGICAL SERVICES

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

HUDSON HIGH BOOK STORE

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

HEALTHCARE AND MEDICAL CONCERNS

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

Medication is distributed in the schools according to the medication administration policy. A self-administration of medication policy is also in place, and the students choosing to take their own medication during school hours are expected to follow this policy. Any questions regarding medications taken at school are to be directed to the nurse. Parents who have a student with health problems or concerns are encouraged to contact the school nurse. The nurse can then work with the school personnel and help meet the needs of the student. All health concerns are handled confidentially.

Each fall, parents complete an Emergency Medical Authorization Form as well as an Emergency Information Card. This supplies the medical assistant, nurses and key school personnel with phone numbers of local people to contact in case a student becomes ill at school. Parents are the first to be contacted in all situations. The alternate numbers are used only after attempts to reach parents have failed.
**MEDICATIONS**

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

1. Send the medication to the Clinic in a properly labeled bottle. The label should include: Student’s name, physician’s name (if a prescription med), name of drug, dosage to be given, and frequency and method of drug administration.

2. Send the medication with a completed “PERMISSION FORM FOR MEDICATION TO BE ADMINISTERED BY SCHOOL PERSONNEL” or “PERMISSION FORM FOR STUDENT TO CARRY AND ADMINISTER MEDICATION.” These forms can be obtained in the Main Office or online.

**OFFICES AT HUDSON HIGH SCHOOL**

<table>
<thead>
<tr>
<th>Office</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Office</td>
<td>Located at the entrance off of Hudson-Aurora Road, the principal and three unit principals have their offices in this area along with three secretaries. Also houses the school Clinic.</td>
</tr>
<tr>
<td>Guidance Office</td>
<td>Located in the B Wing behind the Main Office, six guidance counselors, (one doubles as our student assistance coordinator) and two secretaries occupy this area.</td>
</tr>
<tr>
<td>Records Office</td>
<td>Located in the B Wing next to the guidance office and across from the courtyard. The record's office handles all grading transcripts, grade cards, etc., district-wide registration and work permits.</td>
</tr>
<tr>
<td>Attendance Office</td>
<td>Located on the east side of the building near the canopy overhang. Students check in and out of this office with all attendance-related issues. Staffed by one-secretary and staff members.</td>
</tr>
<tr>
<td>Athletics' Office</td>
<td>Located in the west side of the building, the athletic director and one secretary occupy this office.</td>
</tr>
</tbody>
</table>

**VITALY INTERESTED PEOPLE (VIP), THE ADULT TUTOR PROGRAM**

The VIP (Vitally Interested People) program provides a volunteer adult tutor service for Hudson High School students. Students who are in need of academic assistance may request an adult volunteer tutor. It is a privilege to receive a tutor. We all want to see students learn, so it is important that everyone (student, parent, teacher and volunteer) cooperates and communicates the student’s progress or lack of progress with one another.

The adult volunteer tutor application forms are available in the Guidance Office. A request for adult volunteer tutoring services (needs to be requested by a HHS staff member) can be completed only when a tutor is available.

**ARC (ACADEMIC RESOURCE CENTER)**

The Academic Resource Center is available to all students any period of the day, any day of the week in room A106 for academic assistance or a quiet place to study.
NHS PEER TUTORING

Peer Tutoring is one of our NHS Hudson Chapter projects. Peer Tutoring is available every day of the week, every period of the day in the ARC room A106. They may also be available in AST, After School Tutoring, or the Homework Connection at the Hudson Public Library, Mondays & Wednesdays, 3:00-5:00 PM and 7:00-8:00 PM.

AFTER SCHOOL TUTORING

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

HUDSON CARE

Hudson C.A.R.E. (Chemical Abuse Reduced by Education) is a cooperative volunteer effort of the Hudson Parent Partnership/CARE and Hudson City Schools. In the 2004-2005 school year, Hudson City School Administration asked the Hudson Parent Partnership to take over the stewardship of C.A.R.E., an organization that was started in 1981. C.A.R.E. was a registered as a 501c(4) not-for-profit organization. In 2005, the Parent Partnership and Hudson C.A.R.E were consolidated and registered with the State of Ohio as a 501c(4) not-for-profit organization.

HUDSON HIGH SCHOOL STUDENT ASSISTANCE PROGRAM

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

Saturday Family Workshop is a family-based program offered through the Six District Educational Compact to middle and high school students and their parents or legal guardians as an alternative consequence of an alcohol/other drug school policy violation or a juvenile justice referral.

Student Support Groups are offered to students needing support for their recovery from chemical dependency. Additional drug education support groups are offered as needed.

H.U.D.D.L.E.

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

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

COMMUNITY SERVICE

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

Students must complete a Service Log and submit it to the School Counseling Office. Service hours must be verified (signature) by the adult in charge of the organization. The one-quarter credit will appear on the student's transcript with a "P/Pass" for a grade. No more than one-quarter credit can be earned in a school year regardless of the number of hours submitted.
This Fee Schedule, or any part thereof, is subject to change upon the approval of the Board of Education. In addition, students are required to pay the following fees:

- **Test Fee (EXPLORE, PSAT)** ..................... $12.00 (Freshmen, Sophomores, Juniors)
- **Student Handbook/Planner** ..................... $4.00 (All students)
- **Technology Fee** .................................... $15.00 (All Students)
- **Senior Graduation Fee** ......................... $35.00 (Seniors only)
- **Parking Lot Permit** ................................. TBA (All lots)
- **Activity Fee (one or more activities)** ........... TBA (Extracurricular activities only)
- **Marching Band Activity Fee** .................... TBA (Separate from the Activity Fee)
- **Athletic Participation Fee** ........................ TBA

## 2011-12 Fee Schedule

<table>
<thead>
<tr>
<th>DEPT</th>
<th>COURSE</th>
<th>SEMESTER/YEAR</th>
<th>REQUIRED FEE</th>
<th>ADDITIONAL REQUIRED SUPPLIES</th>
<th>APPROX COST</th>
<th>USED OK</th>
<th>AP TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART</td>
<td>Art I</td>
<td>Sem</td>
<td>$ 22.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art II</td>
<td>Year</td>
<td>$ 10.00</td>
<td>Art supplies</td>
<td>$ 30.00</td>
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<tr>
<td></td>
<td>Art III</td>
<td>Year</td>
<td>$ 10.00</td>
<td>Art supplies</td>
<td>$20 - $40</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art IV</td>
<td>Year</td>
<td>$ 10.00</td>
<td>Art supplies</td>
<td>$20 - $40</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Intro to Digital Photo</td>
<td>Sem</td>
<td>$ 40.00</td>
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<tr>
<td></td>
<td>Advanced Digital Photo</td>
<td>Sem</td>
<td>$ 40.00</td>
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<td></td>
<td>Ceramics</td>
<td>Sem</td>
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<td></td>
<td>AP Studio Art</td>
<td>Year</td>
<td>$ 15.00</td>
<td>Art supplies</td>
<td>$30-$100</td>
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<td>$ 87.00</td>
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<tr>
<td>Accounting Principles</td>
<td>Sem</td>
<td>Workbook</td>
<td>$ 24.00</td>
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<tr>
<td></td>
<td>Spanish 2</td>
<td>Year</td>
<td></td>
<td>Workbook</td>
<td>$ 15.25</td>
<td></td>
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<td></td>
<td>Spanish 3</td>
<td>Year</td>
<td></td>
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<tr>
<td></td>
<td>Spanish AP</td>
<td>Year</td>
<td></td>
<td>AP Spanish Prep</td>
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<td>$ 87.00</td>
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<tr>
<td></td>
<td>American Sign Language 1</td>
<td>Year</td>
<td></td>
<td>Dictionary</td>
<td>$ 6.15</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>American Sign Language 2</td>
<td>Year</td>
<td></td>
<td>Signing Naturally</td>
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<tr>
<td></td>
<td>Mandarin Chinese 1</td>
<td>Year</td>
<td></td>
<td>Workbook</td>
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<td>Mandarin Chinese 2</td>
<td>Year</td>
<td></td>
<td>Workbook</td>
<td>$ 24.00</td>
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### Hudson High School Personnel: Who is in Charge of...?

<table>
<thead>
<tr>
<th>Department</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance Office</td>
<td>Mrs. Dizenzo</td>
</tr>
<tr>
<td>Bookstore</td>
<td>Mrs. Furmanek</td>
</tr>
<tr>
<td>Commons Area</td>
<td>Mrs. Poston, Mrs. Griffiths, Mrs. Brown</td>
</tr>
<tr>
<td>Academic Records, Work Permits, District Registration</td>
<td>Mrs. Aubrecht</td>
</tr>
<tr>
<td>Parking Lot - Student Parking</td>
<td>Mr. Thorn</td>
</tr>
<tr>
<td>Parking Permits</td>
<td>Mr. Thorn</td>
</tr>
<tr>
<td>Library</td>
<td>Mrs. Cybulski</td>
</tr>
<tr>
<td>Clinic</td>
<td>Mrs. Bilinovich</td>
</tr>
<tr>
<td>Head Custodian</td>
<td>Mr. Salamon</td>
</tr>
<tr>
<td>Work Permits</td>
<td>Mrs. Aubrecht</td>
</tr>
</tbody>
</table>

### Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>Person(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Challenge*</td>
<td>Mr. Bach, Mrs. Sfiligoj</td>
</tr>
<tr>
<td>Band/Band Dancer*</td>
<td>TBA</td>
</tr>
<tr>
<td>Chess Club*</td>
<td>TBA</td>
</tr>
<tr>
<td>Choir, Swing Chorus</td>
<td>Mrs. Foulkes</td>
</tr>
<tr>
<td>Speech &amp; Debate*</td>
<td>Mrs. Carr, Mrs. Elsner</td>
</tr>
<tr>
<td>Drama/Thespians*</td>
<td>Mrs. Foulkes</td>
</tr>
<tr>
<td>Environmental Club (GCAT)*</td>
<td>Mrs. Kohner</td>
</tr>
<tr>
<td>Jazz Ensemble*</td>
<td>Mr. Iriarte, TBA</td>
</tr>
<tr>
<td>Key Club*</td>
<td>Mr. Swarts</td>
</tr>
<tr>
<td>Model UN*</td>
<td>Mrs. Rudesal, Mrs. Kunze</td>
</tr>
<tr>
<td>National Honor Society</td>
<td>Mrs. Kagafas</td>
</tr>
<tr>
<td>Newspaper (The Explorer)</td>
<td>Mrs. Stiffler</td>
</tr>
<tr>
<td>Orchestra</td>
<td>Mr. Iriarte</td>
</tr>
<tr>
<td>Student Government*</td>
<td>Mrs. Cybulski, Mrs. Neff, Mrs. Spaulding, Mrs. Romanic</td>
</tr>
<tr>
<td>Student Leadership</td>
<td>Mr. Spohn, Mr. Schuch</td>
</tr>
<tr>
<td>Yearbook (Log)</td>
<td>Mrs. Toth</td>
</tr>
</tbody>
</table>

*Requires payment of Activity Fee

### Clubs and Groups

**Clubs and Groups**

(Degree of Involvement/Activity may vary year to year)

<table>
<thead>
<tr>
<th>Club</th>
<th>Person</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Sign Language Club</td>
<td>Mrs. Montesano</td>
</tr>
<tr>
<td>Asian Awareness Club</td>
<td>Mrs. Sheldon</td>
</tr>
<tr>
<td>Business Club</td>
<td>Ms. Banks-Burke</td>
</tr>
<tr>
<td>Community First Advisory Board</td>
<td>Mrs. Chadima</td>
</tr>
<tr>
<td>Computer Science Club</td>
<td>Mrs. Moga</td>
</tr>
<tr>
<td>Connect Back-Anti Bullying</td>
<td>Mrs. Chadima</td>
</tr>
<tr>
<td>FCCLA (Family, Career and Community Leaders of Am.)</td>
<td>Mrs. Hirsch</td>
</tr>
<tr>
<td>Fellowship Christian Athletes</td>
<td>Mr. Doty</td>
</tr>
<tr>
<td>French Club</td>
<td>Mrs. Schiele</td>
</tr>
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</table>
### Clubs and Groups

(continued)

<table>
<thead>
<tr>
<th>Club</th>
<th>Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>German Club</td>
<td>Mrs. Kunze</td>
</tr>
<tr>
<td>Heatwave Dancers</td>
<td>Ms. Conway</td>
</tr>
<tr>
<td>HUDDLE</td>
<td>Mrs. Chadima</td>
</tr>
<tr>
<td>International Club</td>
<td>Mrs. Garvey</td>
</tr>
<tr>
<td>Junior Leadership Hudson</td>
<td>Mr. Milcetic, Mrs. Neff, Mrs. Cybulski</td>
</tr>
<tr>
<td>Knitting Club</td>
<td>Mrs. Paul</td>
</tr>
<tr>
<td>Latin Club</td>
<td>Mrs. Romanic</td>
</tr>
<tr>
<td>Math Club (Mu Alpha Theta)</td>
<td>Mr. Spohn</td>
</tr>
<tr>
<td>Mock Trial</td>
<td>TBA</td>
</tr>
<tr>
<td>National Art Honor Society</td>
<td>Mrs. Moore</td>
</tr>
<tr>
<td>Philosophy Club</td>
<td>Mr. Kosmin</td>
</tr>
<tr>
<td>Project Support</td>
<td>Ms. Blanc</td>
</tr>
<tr>
<td>Random Acts of Kindness</td>
<td>Mr. Kosmin</td>
</tr>
<tr>
<td>HUDDLE</td>
<td>Mrs. Chadima</td>
</tr>
<tr>
<td>Science Club, Science Olympiad</td>
<td>Mrs. Wooley</td>
</tr>
<tr>
<td>Science Fair</td>
<td>Mrs. Sheldon</td>
</tr>
<tr>
<td>Senior Class Advisor</td>
<td>Mrs. Kagafas</td>
</tr>
<tr>
<td>Spanish Club</td>
<td>TBA</td>
</tr>
<tr>
<td>Student Ambassador RESPECT</td>
<td>Mrs. Chadima</td>
</tr>
<tr>
<td>Student Volunteer Program</td>
<td>Mrs. Kagafas</td>
</tr>
<tr>
<td>Weight Room</td>
<td>Mr. Ebersole</td>
</tr>
<tr>
<td>Writer's Club</td>
<td>Mrs. Snyder</td>
</tr>
</tbody>
</table>

### ATHLETICS

(requires payment of Activity Fee)

<table>
<thead>
<tr>
<th>Sport</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Athletics</td>
<td>Mr. Ebersole</td>
</tr>
<tr>
<td>Baseball</td>
<td>Mr. Schilling</td>
</tr>
<tr>
<td>Basketball, Boys</td>
<td>Mr. Brink</td>
</tr>
<tr>
<td>Basketball, Girls</td>
<td>Mr. Lawler</td>
</tr>
<tr>
<td>Bowling, Boys and Girls</td>
<td>Mr. Bethem</td>
</tr>
<tr>
<td>Cheerleaders, Varsity</td>
<td>Mrs. Haines</td>
</tr>
<tr>
<td>Cross Country, Boys</td>
<td>Mr. O'Donnell</td>
</tr>
<tr>
<td>Cross Country, Girls</td>
<td>Mr. Hoffmeier</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>Mrs. Haney</td>
</tr>
<tr>
<td>Football</td>
<td>Mr. Narducci</td>
</tr>
<tr>
<td>Golf, Boys</td>
<td>Mr. Camp Jr.</td>
</tr>
<tr>
<td>Golf, Girls</td>
<td>Mr. Snelling</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Ms. Chepke</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>Mr. Bartley</td>
</tr>
<tr>
<td>Lacrosse, Boys</td>
<td>Mr. Blue</td>
</tr>
<tr>
<td>Lacrosse, Girls</td>
<td>Mrs. Fisher</td>
</tr>
<tr>
<td>Soccer, Boys</td>
<td>Mr. Shoults</td>
</tr>
<tr>
<td>Soccer, Girls</td>
<td>Mr. Kalorides</td>
</tr>
<tr>
<td>Softball (Fast Pitch)</td>
<td>Mr. Brown</td>
</tr>
<tr>
<td>Swimming, Boys &amp; Girls</td>
<td>Mr. Davis</td>
</tr>
<tr>
<td>Tennis, Boys</td>
<td>Mr. Morgan</td>
</tr>
</tbody>
</table>
ATHLETICS

ELIGIBILITY—THE OHIO HIGH SCHOOL ATHLETIC ASSOCIATION

The Explorers are members of the O.H.S.A.A. and of the Northeast Ohio Conference. We offer a wide range of sports (26) and teams (56) at various levels. We have 13 sports for boys and 14 sports for girls. Check the list 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.

5. In order for an incoming ninth grader to be eligible for the first grading period, he or she must have received a passing grade in 75% of those subjects, which met five days a week or the equivalent during the fourth grading period of eighth grade. Additional information is available from the Athletic Director's office.

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 count as ½ credit) 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**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td>Soccer</td>
<td>Soccer</td>
</tr>
<tr>
<td>9-JV-VAR</td>
<td>Reserve-JV-VAR</td>
</tr>
<tr>
<td>Football</td>
<td>Tennis</td>
</tr>
<tr>
<td>9-JV-VAR</td>
<td>JV-VAR</td>
</tr>
<tr>
<td>Golf</td>
<td>Field Hockey</td>
</tr>
<tr>
<td>JV-VAR</td>
<td>Reserve-JV-VAR</td>
</tr>
<tr>
<td>Cross Country</td>
<td>Cross Country</td>
</tr>
<tr>
<td>JV-VAR</td>
<td>JV-VAR</td>
</tr>
<tr>
<td></td>
<td>Volleyball</td>
</tr>
<tr>
<td></td>
<td>9-JV-VAR</td>
</tr>
<tr>
<td></td>
<td>Golf</td>
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<tr>
<td></td>
<td>JV-VAR</td>
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**WINTER**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
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<tbody>
<tr>
<td>Basketball</td>
<td>Basketball</td>
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<tr>
<td>9-JV-VAR</td>
<td>9-JV-VAR</td>
</tr>
<tr>
<td>Bowling</td>
<td>Bowling</td>
</tr>
<tr>
<td>JV-VAR</td>
<td>JV-VAR</td>
</tr>
<tr>
<td>Swimming/</td>
<td>Swimming/</td>
</tr>
<tr>
<td>Diving</td>
<td>Diving</td>
</tr>
<tr>
<td>JV-VAR</td>
<td>JV-VAR</td>
</tr>
<tr>
<td>Wrestling</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>9-JV-VAR</td>
<td>VAR</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>VAR-JV</td>
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</tbody>
</table>

**SPRING**

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseball</td>
<td>Softball</td>
</tr>
<tr>
<td>9-JV-VAR</td>
<td>Reserve-JV-VAR</td>
</tr>
<tr>
<td>Track</td>
<td>Track</td>
</tr>
<tr>
<td>JV-VAR</td>
<td>JV-VAR</td>
</tr>
<tr>
<td>Lacrosse</td>
<td>Lacrosse</td>
</tr>
<tr>
<td>JV-VAR</td>
<td>Reserve-JV-VAR</td>
</tr>
<tr>
<td>Tennis</td>
<td>JV-VAR</td>
</tr>
</tbody>
</table>

**STUDY TABLE**

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

- The study tables will be made available to all students of Hudson High School.
- Study tables will be held before school for a minimum of three school days per week.
- Students are expected to bring all of the necessary materials and supplies with them to each study table.
- A student-athlete who does not participate in the required number of study tables or is dismissed from a study table for disciplinary reason or lack of effort will immediately become ineligible for a minimum period of one week. The suspension begins on the following Sunday and runs for seven days (through Saturday).
- An adult employee (teacher/coach) of the school district will supervise the study table.
½ Credit of Fine Arts is required for graduation!
(Graphics I, II and III also meet the requirement)

9th Grade:
Art I
Ceramics

10th Grade:
Art I
Art II
Ceramics

11th Grade:
Art and Yearbook Production
Art I
Art II
Art III
Ceramics
Digital Photography I
Digital Photography II

12th Grade:
Art and Yearbook Production
Art I
Art II
Art III
Art IV
AP Studio Art
Ceramics
Digital Photography I
Digital Photography II

ART AND YEARBOOK PRODUCTION
(Full year, 1 credit, Grades 11-12)

In order to qualify for this class, students must be recommended by an English teacher and Mrs. Toth. There is a limit of 20 students. Course work includes actual Log production. Emphasis will be on selling ad space, creative thinking while working on design, photo editing and copywriting.

Lab Fee: $35.00

CERAMICS
(1 semester, ½ credit, Grades 9-12)

Prerequisite: “C” average or better in Art I.

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

Lab Fee: $35.00

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

Prerequisite: “C+” average or better in Art I.

The Art II course is an elective open to students who have successfully completed Art I and who have been recommended by the Art I teacher for continuation in the art program. This class meets every day for one year. For successful completion of the requirements, students receive one full credit.

Art II class will give students an opportunity to continue to practice foundational ideas introduced in Art I with a wider variety of art media and techniques. Some areas covered are drawing, painting, ceramics, Internet research, and design.

Art students are required to pay a fee of $10.00 and also purchase some basic art materials (sketchbook,
brushes, pencils, rubber cement, matt board) at our school book store.

Lab Fee: $10.00 plus supplies (approximately $40.00 total)

ART III

(Full year, 1 credit, Grades 11, 12)
Prerequisite: “C+” average or better in Art II.

Art III is an elective course open to students who have successfully completed Art I and Art II and who have been recommended by the Art II teacher for continuation in the art program. The class meets every day for one year. Students receive one full credit for successful completion of the requirements. A “B-” average from Art II also is necessary for students to be eligible for this class.

The Art III class will give students an opportunity to experiment with a wide variety of art media and techniques with emphasis on creative thinking and personal expression. Some areas covered are drawing, painting, ceramics, mix media, art journaling, and use of technology. Internet assignments and art criticism will provide a stimulus for aesthetic growth.

Art students are required to pay a fee of $10.00 and also purchase some basic art materials at the school supply store.

Lab Fee: $10.00 plus supplies (approx. $30-$50 total)

ART IV

(Full year, 1 credit, Grade 12)
Prerequisite: “B-” average or better in Art III.

Art IV is intended for the motivated advanced art student who desires an individual approach to his/her studies as well as direction in compiling a senior portfolio (a successful body of work). First semester includes work in a variety of media with projects that emphasize problem solving from a personal standpoint. During this semester, students compile or complete a portfolio, if needed, for admission to an art college or university.

During second semester, students who have successfully completed Art IV coursework may work independently. Since most of the work is independently designed, students need to be self-directed learners. They will be responsible for developing a 9-week plan at the beginning of each grading period.

Lab Fee: $10.00 plus supplies (approx. $30-$50 total)

AP STUDIO ART

(Full year, 1 AP credit, Grade 12)
Prerequisite: “B-” average or better in Art III.

The Advanced Placement Program in Studio Art: Drawing is a performance-based visual exam designed for self-motivated students who excel in risk-taking and independent thought. Successful completion of Art III is a pre-requisite. Each student will develop and submit a portfolio that serves as a direct demonstration of achievement. The term "drawing" is used very broadly; all sorts of art that involves directly making marks on a surface can fit into this portfolio. This includes not only work in traditional drawing media -- such as pencils, ink, and pastels -- but also many kinds of painting, printmaking, and other forms of expression. Student 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 | Five actual drawings; maximum size is 18" x 24"
| SECTION II: Concentration | 12 images; some may be details
| SECTION III: Breadth | 12 images of 12 different works; one image of each is submitted

The AP test fee is $87.00.
Lab Fee: $15.00
DIGITAL PHOTOGRAPHY I

(1 semester, ½ credit, Grades 11 & 12)
Prerequisite: None

This course is designed to introduce students how to create photographs using digital cameras. Essential to this process is the digital work flow- creating, editing, outputting and presenting digital images. Through a variety of shooting assignments students will learn basic camera handling and functions of their digital camera; best practices for digital files, use of histograms, file formats, organization and storage of digital images. Inherent in the digital process is the use of Adobe Photoshop. The class will explore many of the photographic tools available in Adobe Photoshop that are used to adjust color, contrast, brightness and saturation in photographs.

DSLR* strongly recommended, although appoint-and-shoot digital camera that produces a raw file will also work.
*DSLR (Digital Single Lens Reflex)
Very good on-line reference:
*DSLR buying guide:
http://www.dpreview.com/learn/?/Guides/dslr_buying_guide_01.htm

Lab and Material Fee: $40.00.

DIGITAL PHOTOGRAPHY II

(1 semester, ½ credit, Grades 11 & 12)
Prerequisite: Grade of “B” average or better in Intro to Digital Photography or teacher approval based on special circumstances.

Building upon the basic tenets of the Digital Photography I course, Advanced Digital Photography course will offer more complex, thematic assignments for students. Assignments such as night time, flash photography, and studio (partial list) will challenge both creativity and technical mastery of their cameras and ideas. This course is also designed to expose students to other photo processing software options such as plug-ins, actions, and short-cuts.

DSLR (Digital Single Lens Reflex) is Required. See on-line references from Digital Photo I for additional information.

Lab and Material Fee: $40.00.
### BUSINESS EDUCATION

<table>
<thead>
<tr>
<th>9th Grade:</th>
<th>10th Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Essentials</td>
<td>Business Essentials</td>
</tr>
<tr>
<td>Advanced Innovative</td>
<td>Advanced Innovative</td>
</tr>
<tr>
<td>Applications</td>
<td>Applications</td>
</tr>
<tr>
<td>Entrepreneurship</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>Accounting Principles</td>
<td>Accounting Principles</td>
</tr>
<tr>
<td>Corporate Accounting</td>
<td>Corporate Accounting</td>
</tr>
<tr>
<td>Advanced Corporate</td>
<td>Advanced Corporate</td>
</tr>
<tr>
<td>Accounting</td>
<td>Accounting</td>
</tr>
<tr>
<td>Managerial &amp; Cost</td>
<td>Managerial &amp; Cost</td>
</tr>
<tr>
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<td>Accounting</td>
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<table>
<thead>
<tr>
<th>11th Grade:</th>
<th>12th Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Essentials</td>
<td>Business Essentials</td>
</tr>
<tr>
<td>Advanced Innovative</td>
<td>Advanced Innovative</td>
</tr>
<tr>
<td>Applications</td>
<td>Applications</td>
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<tr>
<td>Entrepreneurship</td>
<td>Entrepreneurship</td>
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<tr>
<td>Accounting Principles</td>
<td>Accounting Principles</td>
</tr>
<tr>
<td>Corporate Accounting</td>
<td>Corporate Accounting</td>
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<tr>
<td>Advanced Corporate</td>
<td>Advanced Corporate</td>
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### COMPUTER SCIENCE

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### ACCOUNTING PRINCIPLES

(1 semester, ½ credit, Grades 10-12)
Prerequisite: None

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

Workbook required. Simulation included.

### CORPORATE ACCOUNTING

(1 semester, ½ credit, Grades 10-12)
Prerequisite: Accounting Principles

Want to springboard your career? Advanced Accounting emphasizes accounting procedures as well as techniques for solving business problems and making financial decisions. You will continue to learn the interworkings of corporate forms of businesses, the formation and dissolving of partnerships, and how international and Internet sales are recorded. Students perform operations involving accounting for uncollectibles, plant assets and inventory, depreciation, accruals and end-of-fiscal-period work. Accounting software is utilized throughout the semester including two automated simulations to complete the course.

Workbook required. Simulations
**ADVANCED CORPORATE ACCOUNTING**
(1 semester, ½ credit - Grades 11-12)
Prerequisite: Corporate Accounting

The future belongs to the students who are equipped to succeed—to the students who possess the "cutting edge" marketable skills of Advanced Corporate Accounting. This course continues to teach real-world accounting skills needed to transition into the business world. The course expands on topics introduced in the first two semesters while integrating commercial technology into every chapter and offers a unique focus on financial literacy and emphasis on character building. In addition, students will put their advanced accounting knowledge to work by analyzing financial statements of Fortune 500 companies, strengthening both oral and written communication skills, and expanding their knowledge of accounting careers through guest speaker presentations, career highlights, and professional seminars around the community.

Workbook required. Simulations

**MANAGERIAL & COST ACCOUNTING**
(1 semester, ½ credit - Grades 11-12)
Prerequisite: Advanced Corporate Accounting

According to the Hudson High School Guidance Department, more than 50 percent of Hudson's graduates major in business in college. Business majors are required to take several accounting courses in college. In Managerial & Cost Accounting, HHS students continue to build the confidence needed to compete as business majors on college campuses. Managerial accounting teaches the use of organizational information in order to provide managers with the basis to make informed business decisions that will allow them to be better equipped in their management and control functions. The Cost Accounting aspect of this course establishes budget and actual cost of operations, processes, departments or products and the analysis of variances, profitability or social use of funds.

Workbook required. Simulations. "Intern for a Day"

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

This course meets the State of Ohio Financial Literacy requirement.

Since business is the most popular major among Hudson graduates, Business Essentials provides students with the introductory foundation they need in order to be successful. With emphasis on economics, personal finance, the stock market and entrepreneurship, Business Essentials also teaches students how to manipulate and integrate Microsoft Office Suite applications for more effective oral presentations that are interwoven throughout the course. By engaging the students in real-world simulations, teaching them analytical skills associated with authentic case studies, collaborating on group projects, networking techniques with guest speakers, and interpreting selected readings, students learn communication and critical thinking skills, teamwork, and decision-making techniques. In addition, social media etiquette and business ethics are examined. This course meets the State of Ohio Financial Literacy requirement.

**ENTREPRENEURSHIP**
(1 semester, ½ credit – Grades 10-12 or Teacher Recommendation)
Prerequisite: Office Suite Strongly Recommended

Think you'd like to be your own boss one day? In addition to the course content, students will participate in the Scholarship of Entrepreneurial Engagement (SEE). The purpose of this program is to help high school students develop an understanding of economic, financial, entrepreneurial and business literacy associated with a global economy in order to prepare them for the challenges and opportunities of the 21st Century. Emphasis will be placed on developing an entrepreneurial spirit through the teaching and development of extensive business plans. In addition, local entrepreneurs will facilitate by sharing different aspects of entrepreneurship. Students will engage in networking opportunities and mentor guidance. Additionally, students will learn how to "pitch" their business plans before "staged venture capitalists". Team-developed plans that are
entered into local and regional competition have the
topportunity to win cash scholarship awards and

trophies.

**INTEGRATED COMPUTER APPLICATIONS**

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

Students will master the skills necessary to run an
operating system efficiently while developing a
working knowledge of word processing, spreadsheet,
and presentation software. The design of the course
will emphasize integrating these programs for
maximum efficiency. In addition, students will learn
current techniques for maintaining and safeguarding
a computer system utilizing diagnostic techniques to
troubleshoot hardware and software problems. This
course meets the ½ credit computer requirement.

**MULTIMEDIA TECHNOLOGY**

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

This course is designed to teach students how to
prepare multimedia websites using a combination of
HTML and web design software. Web pages will
incorporate design principles, text, sound, graphics,
animation, photo editing and video editing. Students
will utilize various hardware accessories including
digital cameras, digital camcorders, scanners,
DVD/CD burners, and label makers in their
multimedia designs. Current copyright laws will be
researched, discussed and practiced throughout the
course. The Internet will be used as a resource
throughout the semester. This course meets the ½
credit computer requirement.

**ADVANCED INNOVATIVE APPLICATIONS**

1 semester, ½ credit (meets computer requirement)
9-12 grades
Recommended: Integrated Computer Applications

This newly designed course is a must for students
interested in majoring in Business, Computer Science
or Engineering in college. In this cutting-edge course,
students will explore and create innovative
applications for handheld devices. In addition,

students will delve into the spreadsheet and database
world by experiencing the use of functions, relational
operators, financial functions, database queries and
much more. Critical and logical thinking skills will be
utilized throughout this class to further students’
ability to support their college curriculum.

**COMPUTER SCIENCE I**

(I semester, ½ credit, Grades 9-12)
Prerequisite: Algebra I

*Computer Science I* is a beginning programming
course with an emphasis on problem solving, control
structures and logical design. Students will program
using the Visual Basic language on Windows-based
computers. Computer and programming terminology
along with industry programming practices will be
emphasized. This course is a recommended
prerequisite for AP Computer Science. This course
meets the ½ credit computer requirement.

**WEB DESIGN AND PROGRAMMING**

(I semester, ½ credit, Grades 10-12)
Prerequisite: Computer Science I, Multimedia
Technology or Integrated Computer Applications

*Web Design and Programming* is a course for students
interested in designing and creating dynamic
interactive web applications. Students will
efficiently structure and organize the content of
websites making them functional and visually
appealing. Students will learn Client-side processing
studying such topics as CSS, forms and form
processing, JavaScript and XHTML. Server-side
processing will cover programming in PHP, and
database processing. Students will be able to design,
create and maintain off-site web pages.

This course meets the ½ credit computer
requirement.

**AP COMPUTER SCIENCE**

(Full year, 1 AP credit,
Grades 10-12)
Prerequisite: Computer Science I and Algebra II
*AP Computer Science* is a high level object-oriented programming course taught on Windows-based computers. The course stresses problem solving using Java, the AP approved programming language. Students are prepared to take the A level Advanced Placement Computer Science Exam. This is a great course for math, engineering and computer majors. Students may waive *Computer Science I* with department approval.

This course meets the ½ credit computer requirement. Students enrolled in this class are required to take the AP Exam in May.

**Fees:** The fee for this required exam is $87
9th Grade:
English 9
Honors English 9
Active Literacy
ESL (English as a Second Language)
Reading Skills

10th Grade:
English 10
Honors English 10
Journalism I Newspaper
Broadcast Journalism I
ESL (English as a Second Language)
Drama As Literature
Science Fiction
Contemporary Works
Speech
Reading Skills

11th Grade:
English 11
AP English 11: Language & Composition
Journalism I Newspaper Production
Journalism II Newspaper Production
Broadcast Journalism I
Broadcast Journalism II
Science Fiction
Contemporary Works
Drama As Literature
Speech
ESL (English as a Second Language)
Reading Skills

12th Grade:
Classics to Contemporary Literature
AP English 12: Literature & Composition
Journalism I, II or III
Newspaper Production
Broadcast Journalism I
Broadcast Journalism II
Science Fiction
Contemporary Works
Drama As Literature
Senior Literature
Speech
Service Learning
New Dimensions
ESL (English Second Language)
Reading Skills

ENGLISH DEPARTMENT

ENGLISH 9
(Full year, 1 credit)

This ninth grade English course is intended to serve as a transition to the senior high school curriculum, emphasizing language and literature strategies necessary for successful experiences not only in English courses but also in all instructional areas. Because the demands of written language performance increase at the high school level, this course places greater emphasis on written work. Initially focusing on the basic strategies of composition as a process, the course moves into the study of short stories, novels, dramas, poetry, and speech. Vocabulary development, library orientation, and spelling activities are integral parts of this program. Major works have included To Kill a Mockingbird, Romeo and Juliet, Fahrenheit 451, Of Mice and Men.

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

HONORS ENGLISH 9
(Full year, 1 credit)

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

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

Fee: Student will purchase paperbacks not to exceed $45.00.

ENGLISH 10
(Full year, 1 credit)

The tenth grade English course involves the study of selected world literature. 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 an intensive research paper unit. Major works include Julius Caesar or Much Ado About Nothing, All Quiet on the Western Front and a choice-novel unit.
Students also study units of short story, poetry, and non-fiction.

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

**HONORS ENGLISH 10**

(Full year, 1 credit)
Prerequisite: A consistent "B+" average in English 9/Honors 9 and a recommendation from the English 9 team are strongly recommended.

Focusing chiefly on writers from countries other than America, this advanced course consists of an in-depth study of literature and composition form, including formal research. While writing and reading are emphasized, the course is designed to include speaking and study skills. Major works have included *All Quiet on the Western Front; A Separate Peace; The Endurance, Enrique's Journey and/or Mountains Beyond Mountains; Julius Caesar; and/or A Tale of Two Cities; Cry, the Beloved Country, and assorted poems, short stories and films.

Summer reading and writing are required. Movement to a regular English 10 class MAY NOT occur until the end of the first quarter.

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

**ENGLISH 11**

(Full year, 1 credit)

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

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

**AP ENGLISH 11: Language & Composition**

(Full year, 1 AP credit)
Prerequisite: A consistent "B" average in English classes and a recommendation from the students' English teacher is also advised.

AP Language and Composition is a full-year, one credit hour course that is available to juniors who are interested in advanced studies in English and the art of writing. It will "emphasize expository, analytical and argumentative writing that forms the basis of academic and professional communication, as well as personal and reflective writing that fosters the development of writing within any context [...]. The end goal is to enable students to read complex texts with understanding and to write prose of sufficient richness and complexity in order to communicate effectively with mature readers. Students are encouraged to place their emphasis on content, purpose, and audience [and...] will be assisted and encouraged to use mechanics, grammar, and vocabulary in a sophisticated manner, thus reflecting the link between the use of these conventions and their own writing style. Through this they will become aware of how stylistic effects are achieved by a writer's linguistic choices."

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

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

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

Fees: AP Exam, $87; Student will purchase paperbacks not to exceed $75.00
AP ENGLISH 12: Literature & Composition
(Full year, 1 AP credit)
Prerequisite: A consistent “B+” average in English 11 and a recommendation from the English 11 team are strongly recommended.

The AP English course is designed to engage students in the careful reading and critical analysis of imaginative literature while providing the opportunity to earn college credit. Through the close reading of selected contemporary and classic texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Bi-weekly essays and multi-media projects will increase the students’ ability to explain clearly, cogently, even elegantly, their unique insights. Accelerated 10 and AP 11 are preferred but not required. 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 12 class MAY NOT occur until the end of the first quarter. Students enrolled in this class are required to take the AP in May.

Fees: AP Exam, $87; Student will purchase paperbacks not to exceed $75.00

CLASSICS TO CONTEMPORARY LITERATURE
(1 semester, ½ credit, Grade 12)

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

Fee: Students purchase paperbacks not to exceed $30

SENIOR REQUIREMENTS AND OPTIONS
Several semesters long courses are offered as options for 12th graders to enable them to pair the British literature experience with a variety of speaking, writing, and literary coursework. Seniors must take Classics to Contemporary Literature and may select from several credit options to complete the English requirement. In Classics to Contemporary literature courses, the research strand involves a research paper or project. To enhance/enrich their English study, juniors and seniors may also select from these options an additional course above the one credit yearly English requirement.

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

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

Sophomores and juniors successfully completing Journalism I would be eligible to take Newspaper Journalism II and/or Broadcast Journalism the following year.

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

Junior and seniors learn editing and page design skills, serve as editors, and brainstorm ideas to write and publish 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 productions periods.
JOURNALISM III NEWSPAPER PRODUCTION

(Full year, 1 credit, Grade 12)
Prerequisite: Newspaper Production

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

BROADCAST JOURNALISM I

(Full year, 1 credit, Grades 10-12)
Prerequisite: Evaluation of student application. Interview.

This full year English elective is designed for students who are interested in advanced journalism training for broadcast media. Successful completion of coursework in basic Journalism is strongly recommended before taking this hands-on production class. Units in history, law and ethics of news reporting are followed by intensive units in in-depth reporting, script writing and television production techniques. A weekly 2-hour lab in the HCTV studio provides training and studio work in all aspects of television production, including camera operation, video editing and production, floor direction, lighting, field work and control room practices. Student work in this television production class is aired regularly on the Hudson Cable Television Network. The class also delivers the daily morning announcements. Time outside of class may be required to help complete projects.

Fee: Workbook cost, not to exceed $25

BROADCAST JOURNALISM II

(Full year, 1 credit, Grades 11-12)
Prerequisite: Broadcast Journalism I

This full-year English elective is designed for students who are interested in furthering their training for broadcast media. Successful completion of Broadcast Journalism I is necessary for the understanding of technical equipment and hands-on production skills, including all components of television production. Using the HCTV studio and its equipment, students will focus on special interest stories relevant to today and work individually and in groups to produce their own television segments, documentaries, short films, advertisements, and other media. Student may help deliver the daily morning announcements. Time outside of class may be required to help complete projects.

Fee: Materials not to exceed $25.00

SCIENCE FICTION

(1 semester, ½ credit, Grades 10-12)

What if the government manufactured people on assembly lines like automobiles? What if the humans of the future split into two different races? What if the military genetically engineered genius children to fight an alien race? Science fiction is the speculative genre that explores limitless possibilities and is often based on current events. Major works include The Time Machine and Brave New World, and a choice novel unit. Writing consists of literary analysis, a short story, and various writing responses. So if you really want to understand the ending of Stanley Kubrick's 2001: A Space Odyssey, science fiction is the class for you.

Fee: Students purchase paperbacks not to exceed $25

DRAMA AS LITERATURE

(1 semester, ½ credit, Grades 10-12)

This course is designed to enhance student understanding of drama as both literature and as a performance art. Students study the history, structure, and technical aspects of drama as an art form. Readings focus on comedy and tragedy and will include selections from the broad range of dramatic literature—from ancient Greece to modern productions, including musicals and cinema. Students are expected to attend and critique one production outside of class. Major works have included Oedipus, Hamlet, Who's Afraid of Virginia Woolf?, and student-selected works. Movie analysis will include adaptations of major works and student-selected
works. Student is required to attend one out-of-class performance

**Fee:** Student purchase paperbacks not to exceed $35.

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## SENIOR LITERATURE

*(1 semester, ½ credit, Grade 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? 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 specifically by the individual student or class. Genres could include, but are not limited to, contemporary literature, graphic novels, science fiction, memoir, or fantasy. The course will teach students how to choose books they will enjoy and be challenged by, how to collaborate with their peers, how to discuss literature, and how to connect and share the books they’ve enjoyed through written and verbal responses. Senior Literature will also help students master the reading skills expected by colleges and universities. Join us, and be prepared to rekindle your love of reading.

**Fee:** Students purchase paperbacks not to exceed $35

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## SPEECH

*(1 semester, ½ credit, Grades 11-12)*

This course provides an opportunity for students to enhance their writing and speaking skills through a variety of activities. Students learn to research, organize and write speeches using logic, reasoning and effective language. Activities are designed to enhance skills in delivery through performances of informative and persuasive speeches, formal and informal debates, group discussion, parliamentary procedure, and the oral interpretation of speeches and dramatic literature.

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## CONTEMPORARY WORKS

*(Single period, 1 semester, ½ credit, Grades 10-12)*

Contemporary Works is a junior/senior semester elective focusing on twentieth century works that deal with issues of social justice. We will examine the social, historical, and political context in which these stories take place, in order to gain a full understanding of the writers’ struggle to understand their identity in the face of adversity. This course is not necessarily about racism, sexism, or classism, but we will address these issues in order to learn more about ourselves individually and collectively as members of a democratic society.

Students will study the above issues through the context of art, video, essays, and memoirs. Main texts for class may include, but are not limited to *A Long Way Gone*, Ismael Beah, *The Color of Water*, James McBride, and Jeffrey Canada’s graphic novel *Fist, Stick, Knife, Gun.*

**Fee:** Student will purchase paperbacks not to exceed $25.00

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## SERVICE LEARNING

*(3 consecutive periods per day for full year, 3 credits; 1 English; 1 Social Studies; 1 for 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 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, the human condition, the philosophical basis of American government, and participatory citizenship. The course additionally focuses on the contemporary issues of discussions, and debates. The other two days a week students are engaged in meaningful human-centered service at a community agency. It is through this agency that students receive a "hands-on" experience of what the academic component has been focusing on through in-depth research projects and real world experience. Finally, in this class, students have the rare opportunity to develop collegial relationships with diverse professionals that further enhance their personal and educational development.

**Fee:** Students purchase paperbacks not to exceed $15
NEW DIMENSIONS

(2 consecutive periods per day for full year, 2 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 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, 30-40 page research paper over a period of four months on a controversial issues of his/her choice. Students conduct both primary and secondary research.

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

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

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

ACTIVE LITERACY

(1 semester, ½ credit, Grade 9)

This course is required for students in ninth grade and any other new students to the high school whose Ohio Achievement Reading Test and/or teacher recommendation indicates that they would benefit from additional reading strategies, focusing on increasing comprehension in all subject areas.

ESL-ENGLISH AS A SECOND LANGUAGE

(Full year, 0 credit, Grades 9-12)

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

READING SKILLS

(3-5 periods per week for full year, ½-1 credit, Grades 9-12)

This is a course that teaches the English language system in a very systematic and cumulative manner. Sounds and word structure are taught within context of a controlled text.

Concepts are taught utilizing a multi-sensory approach (VAKT-visual/auditory/kinesthetic/tactile). Students learn strategies for decoding and spelling, syllable division principles, syllable types, as well as increasing their oral expressive language and comprehension. Constant review and repetition are important parts of the course.

Assistance in English

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

### 9th Grade:
- Transitions
- Healthy Living

### 10th Grade:
- Transitions
- Healthy Living
- Independent Living
- Child Development
- Creative Foods
- Interior Design
- FCS Student Assistant

### 11th Grade:
- Transitions
- Healthy Living
- Independent Living
- Child Development
- Creative Foods
- Interior Design
- FCS Student Assistant

### 12th Grade:
- Transitions
- Healthy Living
- Independent Living
- Child Development
- Creative Foods
- Interior Design
- FCS Student Assistant

### HEALTHY LIVING

(Formerly known as the other half of Life Skills)
(1 semester, ½ credit, Grades 9-12)
Prerequisite: None

Healthy Living will help students discover ways to deal with the everyday tasks of life. These tasks would include, but not be limited to: units in consumerism, entrepreneurial skills, understanding disabilities, housing choices, nutrition, healthy living choices, sustainability and service learning.
Lab Fee: $20.00

### CREATIVE FOODS

(Formerly known as Gourmet Foods)
(1 semester, ½ credit, Grades 10-12)
Prerequisite: None

Creative Foods is all about food preparation techniques with a strong emphasis on healthy eating. The course, through hands on experience, focuses on the preparation, service and safe food handling practices involved in preparing appetizers, soups, salads, breads, main dishes, sides, and desserts. Application of learned techniques will be demonstrated with the students presenting regional foods and nutrient dense food presentations. Students will gain experience and knowledge through teacher demonstrations and food labs.
Lab Fee: $30.00

Lab Fee: $10.00
**INTERIOR DESIGN**
(1 semester, ½ credit, Grades 10-12)
Prerequisite: None

Interior Design is a class for students who wish to explore the many aspects of housing and home design. The concepts and use of floor plans, design components and techniques, furniture style and selection, as well as lifestyle and personal preference considerations for home design will be emphasized. A final design project applying the design techniques taught in class will be presented. Practical hands-on applications will be an integral aspect of class.

Project Fee: $5.00

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**CHILD DEVELOPMENT**
(Formerly known as Parenting and Child Development)
(1 semester ½ credit, Grades 10-12)
Prerequisite: None

This class will help develop knowledge and skills in child development from conception through the teen years. Students will study physical, emotional, social and mental development of children of all ages. Included will be how parents and instructors guide, relate to, and influence children.

Fee: None

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**INDEPENDENT LIVING**
(Formerly known as Living on Your Own)
(1 semester, ½ credit, Grades 10-12)
Prerequisite: None

This is a class that every adult wishes they would have taken! Learn the personal finance and consumer skills necessary to successfully survive on your own. Apply curriculum to your real life experiences of comparison banking, establishing and maintaining credit, choosing insurance, housing and major purchases. Students will also have the opportunity to work cooperatively in the foods lab to prepare basic foods.

Lab Fee: $10.00

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**FAMILY & CONSUMER SCIENCE ASST.**
(1 semester, ¼ credit, Grades 10-12)
Prerequisite: FCS student past or present and Independent Study approval

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

Graded: Pass/Fail Only
MATHEMATICS

Note: Students must complete through Algebra II b or Honors Algebra II before taking Electives Courses.

Honors courses are recommended for students who have demonstrated strong performance or have high ability and/or interest in mathematics. Students should expect the courses to be rigorous and challenging.

- Intro to Algebra II (1 semester)
- Algebra II a (1 semester)
- Algebra II b (1 semester)
- Algebra II c (1 semester)
- Pre-Calculus (1 semester)
- Data Analysis and Statistics (1 semester)
- College Algebra (1 semester)
- Honors Algebra II
- Honors Pre-Calculus and Advanced Mathematics
- AP Statistics
- AP Calculus AB
- AP Calculus BC

Only with teacher recommendation
Typical Course Sequencing in Mathematics
Note: STEM is Science, Technology, Engineering, and Mathematics

<table>
<thead>
<tr>
<th></th>
<th>STEM A</th>
<th>STEM B</th>
<th>College Prep A</th>
<th>College Prep B</th>
<th>High School Minimum</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th</td>
<td>Honors Algebra II</td>
<td>Geometry</td>
<td>Geometry</td>
<td>Algebra</td>
<td>Algebra</td>
</tr>
<tr>
<td>10th</td>
<td>Honors Pre-Calculus</td>
<td>Honors Algebra II</td>
<td>Algebra II a and Algebra II b</td>
<td>Geometry</td>
<td>Geometry</td>
</tr>
<tr>
<td>11th</td>
<td>AP Courses and/or Electives</td>
<td>Honors Pre-Calculus and/or AP Statistics</td>
<td>Algebra II c And Pre-Calculus</td>
<td>Algebra II a and Algebra II b</td>
<td>Intro to Algebra II and Algebra II a</td>
</tr>
<tr>
<td>12th</td>
<td>AP Courses and/or Electives</td>
<td>AP Courses and/or Electives</td>
<td>AP Courses and/or Electives</td>
<td>Algebra II c and Pre-Calculus or Electives</td>
<td>Algebra II b and Electives</td>
</tr>
</tbody>
</table>

Graduation Requirements:
Currently, three credits of mathematics are necessary for graduation. Beginning with the class of 2014, students must earn four credits of high school mathematics AND complete through Algebra II b or Honors Algebra II.

Calculators:
A graphing calculator is required for all courses. The TI-84 plus is the calculator used by teachers in class. Options are available for those who need financial assistance in obtaining a graphing calculator. Students are encouraged to see a Guidance Counselor to discuss these options.

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

Assistance in Mathematics
- Math Lab (next to the math office in room A113): The Math Lab is open every period of the day. Math teachers are available to provide assistance and resources for students.
- Academic Resource Center (room A106) ARC is staffed with volunteers. Check the ARC room for available times.
**ALGEBRA I**

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

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

**Fees:** None

**Note:** Beginning with the class of 2014, students must complete this course along with Algebra II b to meet the Ohio minimum graduation requirement for course content (along with 4 math credits).

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**ALGEBRA II a**

(One semester, ½ credit)
Prerequisite: Geometry and either Algebra I or Middle School Integrated Math II

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.

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**INTRO TO ALGEBRA II**

(One semester, ½ credit)
Prerequisite: Algebra I, Geometry and Teacher recommendation

This course will bridge the gap between algebra, geometry, and algebra II topics. Students will work on the skills and procedures of mathematics along with proper approaches to mathematical thinking and reasoning.

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**GEOMETRY**

(Full year, 1 credit)
Prerequisite: Successful completion of Algebra I or Middle School Integrated Math II

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.

**Fees:** None

**Note:** Beginning with the class of 2014, students must complete this course along with Algebra II b to meet the Ohio minimum graduation requirement for course content (along with 4 math credits).

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**ALGEBRA II b**

(One semester, ½ credit)
Prerequisite: Algebra II a

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.

**Fees:** None

**Note:** Beginning with the class of 2014, students must complete this course to meet the Ohio minimum graduation requirement for course content (along with 4 math credits).

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**ALGEBRA II c**

(Starts in 2011 - 2012) (One semester, ½ credit)
Prerequisite: Algebra II b

This course will cover Algebra II content beyond state and national standards. Upon completion of Algebra II a, b, and c, students have covered all topics contained in Honors Algebra II. 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.
PRE-CALCULUS
(One semester, ½ credit)
Prerequisite: Algebra II c or Honors Algebra II

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

COLLEGE ALGEBRA
(One semester, ½ credit)
Prerequisite: Algebra II b

This college prep course is intended for those who wish to refine and advance their knowledge of algebra and/or prepare to take a pre-calculus course. The course will model the content and intensity of a university College Algebra course.

HONORS ALGEBRA II
(Full year, 1 credit)
Prerequisite: Successful (B or better) completion of Geometry and middle school Integrated Math II (or Algebra I)

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

HONORS PRE-CALCULUS AND ADVANCED MATHEMATICS (PAM)
(Full year, 1 credit)
Prerequisite: Successful completion of Honors Algebra II or Algebra II c

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

BUSINESS AND SOCIAL SCIENCE MATHEMATICS
(One semester, ½ credit)
Prerequisite: Completion or current year enrollment in Algebra II b

This college prep course will investigate concepts of (1) Business Efficiency and Optimization involving Manufacturing, Transportation and Scheduling; (2) Growth and Decay Patterns involving Biology, Finances, Populations, and the Census; (3) Resource Management involving Saving, Borrowing, Decision Analysis, Conservation, and the Economics of Renewable and Non-Renewable Resources.

CONTEMPORARY MATHEMATICS
(One semester, ½ credit)
Prerequisite: Completion or current year enrollment in Algebra II b

This college prep course will investigate topics selected from the following: Digital Systems in Society, Information Science, Coding and Cryptography, Fair Division, Apportionment, Game Theory, Social Choice, Power, Voting, and Decision Analysis.

DATA ANALYSIS AND STATISTICS
(One semester, ½ credit)
Prerequisite: completion or current year enrollment in Algebra II b

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

**AP STATISTICS**

(Full year, 1 credit)
Prerequisite: Successful completion of Alg. II

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

Fees: AP exam fee

**AP CALCULUS AB**

(Full year, 1 credit)
Prerequisite: Successful completion of Pre-Calculus

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

Fees: AP exam fee

**AP CALCULUS BC**

(Full year, 1 credit)
Prerequisite: Successful completion of Pre-Calculus

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

Fees: AP exam fee

**Courses for Vocational Students only:**

**MATH FOR AUTOMOTIVE TECHNOLOGIES**

(Offered every other year)
(Full year, 1 credit)
Prerequisite: Enrollment in Career Education Auto Technologies

The course will survey HS level mathematics in a workshop format. Applications to the automotive field and other vocations will be investigated. Students will prepare for the OGT, SAT, ACT, and other vocational entrance exams.
MUSIC DEPARTMENT

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<tr>
<th>9th Grade:</th>
<th>10th Grade:</th>
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<tbody>
<tr>
<td>High School Band</td>
<td>High School Band</td>
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<tr>
<td>Hudson Band Dancers</td>
<td>Hudson Band Dancers</td>
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<tr>
<td>Orchestra</td>
<td>Orchestra</td>
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<tr>
<td>Choir</td>
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<td>Choir</td>
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<td>Music Theory</td>
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<td>Musical Theatre</td>
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<td>Advanced Musical Theatre</td>
<td>Advanced Musical Theatre</td>
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<tr>
<td>Bach To Rock</td>
<td>Bach To Rock</td>
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Wind Ensemble, Concert Band, and Blue and White Symphonic Bands begin in November immediately after the conclusion of the football activities. The practices will be the same as marching season, but without the Wednesday night rehearsals. In an attempt to meet the various needs of the students, placement into any of these ensembles is determined by a playing audition that is scheduled at the end of marching season. This is not an exclusionary procedure, but one of determining the most appropriate starting place. As skills improve, the student has available to them the challenge system, which enables changes in both seating position and actual ensemble. Activities of these ensembles include the following: 3 Concerts (December, March, May), solo and ensemble contest, and commencement exercise activities. Attendance at all rehearsals performances is a requirement of the course.

### INSTRUMENTAL MUSIC

#### HIGH SCHOOL BAND

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

The Hudson High Band is open to all brass, woodwind, and percussion students, grades 9-12. During the fall of the year, the emphasis is on the Hudson High “Swing” Marching Band. The remainder of the year focuses on the playing performances of the Wind Ensemble, Concert Band, and Blue and White Symphonic Bands. As a prerequisite of this course, ALL BAND STUDENTS MUST ATTEND BAND CAMP in August. The Hudson High School “Swing” Marching Band focuses on the development of the marching and playing skills needed in the execution of the varied style of shows presented each week during the football season. During a typical season the marching band will perform at 10 football games, 4 band shows, and a professional football game. Rehearsals are during the school day, one period a day, four days a week. There is also a required Wednesday evening practice. Attendance at all rehearsals and performances is a requirement of the course.

#### HUDSON BAND DANCERS

(10 weeks, \( \frac{1}{4} \) credit, Grades 9-12)
Prerequisite: Audition only.

The Hudson Dancers are a part of the Marching Band family, and perform with the band during the fall season. Girls trying out for a dance position will be given instructions of the required routine prior to the actual tryouts. Final selection will be determined by the professional band staff.

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

Dancers will provide their own blouses and boots (or items not provided by the Music Association). Wednesday evening practices and special practices called by the dance advisor are required also.
ORCHESTRA
(Full year, 1 credit, Grades 9-12)

The high school orchestra accepts all string instruments (violin, viola, cello, double bass, and harp). The orchestra rehearses daily as a string orchestra. The string orchestra performs a minimum of 4 formal concerts throughout the school year. Other performances may be added as needed (festivals, competitions, elementary school concert, etc.). Literature chosen for the string orchestra comes from the standard orchestral repertoire including those on the Ohio Music Educators Association Contest List.

Membership in the Full Orchestra (woodwinds, brass and percussion) is contingent upon enrollment in top concert band and recommendation of the head band director. These spots in the orchestra are very limited and are considered an honors position in the orchestra program. The wind and percussion section rehearses outside the school day and requires advanced technical proficiency as well as mature musical thought.

Members of the orchestra program have additional opportunity to perform solos and form chamber groups (small ensembles of 2-8 players) as a supplement to the large group experience.

MUSIC THEORY
(Full year, 1 credit, Grades 11, 12)

This course is offered to any junior or senior high school student. Students need not be members of other school music groups to qualify. A minimum of a very simple basic background in music is needed to succeed in this course.

The course emphasizes four-part harmonic writing, scale construction, interval recognition, melodic structure, basic keyboard techniques and sight singing through written assignments and ear training exercises.

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

The Concert Choir (Women's Chorus, Men's Chorus and the Chamber Chorale) function during the same period of the school day. This is possible because of flexible scheduling. Music from all major periods of history is sung in performance. Attendance at concert performances is a requirement of the course.

MUSICAL THEATRE
(First semester only, ½ credit, recommended for juniors and seniors)
Prerequisite: by permission of the instructor only.

This course is provided for the student interested in intensive individual study in vocal music or theatre or a combination of both. An effort will be made to establish a repertoire of solo songs and readings, of audition quality, for those preparing for college entrance with an emphasis in music, theatre or both. If a student is not available for scheduled class time, an individual study time may be arranged.

ADVANCED MUSICAL THEATRE
(Second semester only, ½ credit, Grades 11 & 12)

This course is a continuation of Musical Theatre. It is designed for the junior or senior student who would like to work on individual class projects with an emphasis on the spring musical production. Each class member will be responsible for a production committee and chairing that committee. The project is to be coordinated with the dramatics coach and his or her approval.

BACH TO ROCK
(1 semester ½ credit, Grades 11, 12)

This semester course is designed to present junior and senior level students with a musical arts history. Students will be given the opportunity to study the music of each stylistic period and the composers represented in those periods. They will experience also the music of the present and how our society influences this music.
All students must take Physical Education 9, then choose one more PE elective before graduation to meet the graduation requirement. Electives beyond what’s required may be taken Pass/Fail. All PE 9 & 10 students are required to have PE uniform ($15). All PE students are required to have a school-issued lock. (Students should not calculate PE credit when determining eligibility—it only carries .25 credit per semester!)

**9th Grade:**
- Physical Education 9 (required)
- Health (required)
- Personalized Strength Training
- Strength, Speed, Agility & Quickness
- Modern Methods of Strength Training

**10th, 11th or 12th Grade (Pick 1):**
- Physical Education 10
- Personal Safety And Fitness
- Competitive Team Sports
- Individual And Dual Sports
- Personalized Strength Training
- Strength, Speed, Agility & Quickness
- Modern Methods of Strength Training

**PHYSICAL EDUCATION 9**

Grade Level: 9 (1 semester, ¼ credit)

Physical Education 9 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 written tests, and occasional library assignments.

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

**PHYSICAL EDUCATION 10**

Grade Level: 10, 11 & 12. Prerequisite: PE 9 (1 semester, ¼ credit)

This course is an extension of Physical Education 9 and is recommended for students who wish to experience a wide variety of activities. This course will include fitness, individual and team sports. A higher level of performance is required in addition to knowledge of the sport which will be demonstrated on homework, tests or quizzes. Uniforms are required.

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

**PERSONAL SAFETY AND FITNESS**

Grade Level: 10, 11 & 12 (1 semester, ¼ credit)  
Prerequisite: PE 9

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

Fee: $10.00 for CPR Certification & Journal

**COMPETITIVE TEAM SPORTS**

Grade Level: 10, 11 & 12 (1 semester, ¼ credit)  
Prerequisite: PE 9

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, lacrosse and rugby. Team building and cooperative games may also be included in this course. Students will learn the terminology, rules and scoring so they are capable of officiating games. Students will also learn the importance of teamwork, skills development and offensive and defensive strategies to aid them in playing, as well as coaching the game.
Students will play in competitive games and tournaments.
Fee: $5.00

**INDIVIDUAL AND DUAL SPORTS**

*Grade Level: 10, 11 & 12 (1 Semester ¼ Credit)*
*Prerequisite: PE 9*

This course will provide the students with an opportunity to participate in sports or activities that require only one or two individuals to enjoy a recreational or semi-competitive experience. Some of the sports or activities that may be taught are golf, tennis, archery, badminton, bowling, table tennis, Frisbee, pickle ball, all ball, bocce, cornhole, horse shoes, and shuffleboard. Students will learn the terminology, rules and strategies of these games. Students will also be expected to demonstrate proper etiquette and sportsmanship.
Fee: $5.00

**PERSONALIZED STRENGTH TRAINING**

*Grade Level: 9-12 (1 Semester ¼ Credit)*
*Prerequisite: PE 9*

This course is designed to introduce students to proper techniques in weight lifting and safety in the weight room; and to help students improve their overall level of physical fitness with emphasis on muscular strength and endurance. Students will establish personal lifting goals and will develop an individual weight training program to accomplish their goals. Information on proper nutrition and maintaining a healthy body composition will also be included in this course.
Fee: $5.00

**STRENGTH, SPEED, AGILITY & QUICKNESS**

*Grade Level: 9-12 (1 Semester ¼ Credit)*
*Prerequisite: PE 9, Coach's Recommendation*

This course is an extension of Weight Training I. It will continue to expand upon the student’s knowledge of the muscular system. Students will prepare a sport-specific workout that will target their sport at a high level. Hudson High School varsity coaches will provide input into their sport’s strength training regimen. This course will also include information that relates to injury prevention and rehabilitation.
Fee: $5.00

**MODERN METHODS OF STRENGTH TRAINING**

*Grade Level: 9-12 (1 Semester ¼ Credit)*
*Prerequisite: PE 9*

Description: This course is an alternative to Weight Training I & II. This course is designed to help students improve their overall level of physical fitness with emphasis on muscular strength and endurance. The most current exercise trends in yoga, pilates, Zumba, Insanity, P90X, etc will be utilized, as well as traditional techniques in weight lifting and safety in the weight room. Students will establish personal fitness goals and will develop an individual fitness training program to accomplish their goals. Information on proper nutrition and maintaining a healthy body composition will also be included in this course.
Fee: $5.00

**HEALTH**

*(1 semester, ½ 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. Also, a variety of special topics are discussed that include: depression, breast and testicular cancer, organ donation, and eating disorders. The course is designed to help the students develop the ability needed to make good health decisions. Homework may include a variety of weekly assignments including health-related article critiques and health-related projects. Class will include small group work, guest speakers, discussions, lecture, and hands-on experiences.

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

The non-AP path is show below in blue . . . students may work through this map 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 in red . . . 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.

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<tr>
<td>Physical Science</td>
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<tr>
<td>Biology</td>
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<td>Honors Biology</td>
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<tr>
<td>Physics</td>
<td>AP Biology</td>
<td>AP Biology</td>
<td>AP Biology</td>
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<tr>
<td>AP Environmental Science</td>
<td>AP Chemistry</td>
<td>AP Chemistry</td>
<td>AP Environmental Science</td>
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<tr>
<td>Ecology</td>
<td>Earth Science</td>
<td>Earth Science</td>
<td>Earth Science</td>
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<tr>
<td>AP Environmental Science</td>
<td>Physics</td>
<td>Physics</td>
<td>AP Physics C</td>
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<tr>
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![Diagram](image1.png)

![Diagram](image2.png)
**PHYSICAL SCIENCE**

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

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

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

**BIOLOGY**

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

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

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

**HONORS BIOLOGY**

Full year, 1 Honors credit, Grades 9 - 12)
Prerequisite: Teacher Recommendation

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

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

**AP BIOLOGY**

(Full year, 1 AP credit, Grades 11, 12)
Prerequisite Recommendation: Students should have successfully completed Honors Biology. Chemistry is not required but would be helpful.

Advanced Placement Biology parallels regular college laboratory biology. The course content and activities are outlined on the Educational Testing Service's Advanced Placement Biology syllabus. By qualifying on the AP test, students may be permitted to enter advanced courses in college, and also to earn college credit. Students should expect to spend additional non-classroom time working on laboratories, projects and extended reading assignments.

The three broad areas of study that will be encountered are: molecular and cellular biology, genetics and evolution, and organisms and populations. The main objectives for the course are: to achieve knowledge of the facts, principles and processes of biology; to achieve an understanding of the means by which biological information is collected, interpreted, and how one formulates hypotheses from available data and then makes further predictions; and to achieve an understanding that science is a human endeavor with social consequences.

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

Lab Fees: $30.00

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

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

Chemistry comprises 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: Students are expected to purchase the following: laboratory apron, safety goggles, latex and nitrile gloves, and a laminated periodic table. Total cost of these items will be approximately $20. Students are charged a replacement fee for incurring lab breakage.

Additional Fees: Students may also be required to purchase a guided reading workbook (approximately $8).

**HONORS CHEMISTRY**

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

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

Lab Fees: Students are expected to purchase apron, nitrile gloves, goggles, laboratory manual, laboratory notebook, study guide, and $30 lab fee.

**AP CHEMISTRY**

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

Prerequisite Recommendation: Students should have successfully completed Honors 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: Students are expected to purchase, nitrile gloves, laboratory manual, laboratory notebook, study guide, and pay a $30 fee for the required laboratories.

**EARTH SCIENCE**

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

This course is designed for students who are interested in gaining a wide background in the skills of an earth scientist. The students will become familiar with the concerns of a geologist, oceanographer, astronomer, meteorologist, and other specialists. The course is laboratory directed and deals with the dynamic earth, earth cycles, earth’s biography and environment in space.
Lab Fees: Students are expected to purchase a lab notebook (approximately $2). Students are charged a replacement fee for incurring lab breakage.

**ECOLOGY**

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

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

Lab Fees: Students are expected to purchase a lab notebook (approximately $2).

Additional Fees: Students are expected to pay for one field trip (approximately $15).

**PHYSICS**

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

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

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

**HONORS PHYSICS**

(Full year, 1 Honors credit, Grades 11, 12)
Prerequisite Recommendation: Successful experience in Geometry and Advanced Algebra.

The content of the course parallels that of regular Physics, but it is intended that the course will proceed at a faster pace and explore concepts to a greater depth than regular Physics. This is a first-year physics course, and is not calculus-based. Basic scientific and/or graphing calculators are used in this course.

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

**AP PHYSICS C**

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

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

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

**AP ENVIRONMENTAL SCIENCE**

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

Prerequisite Recommendation: Successful completion ("B" or better) in Biology, Chemistry and Algebra II. Ecology and Physics would be helpful but are not essential. Any student without these prerequisites will be asked to petition the teacher for entry into the course.

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

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

Lab Fees: Students are expected to pay a $30 fee for required laboratory supplies.

**SCIENCE RESEARCH, INQUIRY & ENTREPRENEURSHIP**

No longer a “for credit” class; however, Internship opportunities exist through the science department or through the Credit Flex option.
SOCIAL STUDIES DEPARTMENT

9TH Grade:
U.S. History
Honors U.S. History

10TH Grade:
Modern Western Civilizations
Honors World History

11TH Grade:
Social Psychology
Sociology
Eastern Civilizations
Economics
AP U. S. History
AP European History
AP Psychology
AP U. S. Government

12TH Grade:
Social Psychology
Sociology
Eastern Civilizations
U. S. Government
Economics
AP European History
AP Psychology
AP U. S. Government
Service Learning
New Dimensions

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

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

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

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

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

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

**SOCIOLOGY**

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

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

**EASTERN CIVILIZATIONS**

(1 semester, ½ credit, Grade 11, 12)

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

**U. S. GOVERNMENT**

(1 semester, .5 credit, Grade 12)

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

**ECONOMICS**

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

Economics is designed to develop an understanding of economic principles, theories and methods of analysis. Students will be introduced to basic concepts of micro, macro, and international economics. The course will provide a valuable background not only for students who intend to study business or economics in college, but for all students who wish to become better informed about the economic world in which they live.

**AP U. S. HISTORY**

(Full year, 1 AP credit, Grade 11)

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.

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 U.S. History.

Students are asked to purchase AMSCO AP U.S. History prep book for ~$15.00.
AP EUROPEAN HISTORY
(Full year, 1 AP credit, Grade 11, 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.

Students are asked to purchase an AP Review book for ~$15.00.

AP PSYCHOLOGY
[Full year; 1 credit; Grade 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. - College Board

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 and an AP Review book for ~$15.00.

SERVICE LEARNING
(Full Year, 3 credits; 1 English; 1 Social Studies; 1 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 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, the human condition, the philosophical basis of American government, and participatory citizenship. The course additionally focuses on the contemporary issues of diversity, tolerance, and social justice through critical thinking, oral/written presentations,
discussions, and debates. The other two days a week students are engaged in meaningful human-centered service at a community agency. It is through this agency that students receive a "hands-on" experience of what the academic component has been focusing on through in-depth research projects and real world experience. Finally, in this class, students have the rare opportunity to develop collegial relationships with diverse professionals that further enhance their personal and educational development.

NEW DIMENSIONS

(Full year, 2 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, team taught by Social Studies and English faculty, is composed of 30 seniors chosen through application and interview. The intense coursework stresses critical thinking and debate, primary research, and the attendance of cultural events; students earn both a 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 compliment 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, 30-40 page research paper, over a period of four months, on a controversial issues 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 week long educational class trip to New York City. The student is responsible for the cost of the trip.

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 process. 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. 30 students are selected.

Students are asked to purchase Hamlet, Man's Search For Meaning, Lord of the Flies and Tuesdays with Morrie for a total of ~$30.00.
# TECHNOLOGY DEPARTMENT

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## GRAPHIC ARTS I

(1 semester, ½ credit)
Meets Fine Arts 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 be also be exposed to and work in each of the following areas: computer design using PhotoShop, offset lithography, screen printing, and airbrush. Every student will complete a project in each one of the above areas. The class is primarily "hands-on" in a laboratory setting, but the students are required to pass certain tests before working in the lab.

Lab Fee: $30.00

## GRAPHIC ARTS II

(1 semester, ½ credit)
Prerequisite: A "C" or better in Graphic Arts I.
Meets Fine Arts 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. Students will also learn to draw with vector graphics using Adobe Illustrator. The students will complete advanced projects in the following areas: Computer Design using PhotoShop and Illustrator, animation using Flash, screen printing, offset lithography and Airbrush. Students will also be given a choice as to which areas they would like to concentrate their studies. The class is primarily "hands-on" in a laboratory setting, but the students are required to pass certain tests before working in the lab.

Lab Fee: $30.00

## GRAPHIC ARTS III

(1 semester, ½ credit)
Prerequisite: A "B" or better in Graphic Arts II.
Meets Fine Arts 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. The students are responsible for meeting with the client and taking notes on the design. The students then work up a design proposal including printing costs. The students are responsible for completing the job and collecting the money from the client. The course is developed around each individual student allowing a concentration in a particular area(s). The students will have the ability to modify course requirements to meet his/her individual needs.

Lab Fee: $30.00
WOODS TECHNOLOGY
(WOODWORKING I)

(1 semester, ½ credit)
This is a beginning woodworking course. Students will learn the fundamentals of hand and power tool operations and basic woodworking techniques. Students will then demonstrate what they have learned by creating a project in the shop. (Project is a clock.) The main concentration will be on using the jointer, planer, table saw, and band saw. This is a "hands-on" course and all grade and skill levels are welcome.

Lab Fee: $35.00 minimum; covers all course required lumber. Any additional lumber will require student to purchase separately.

ADVANCED WOODS TECHNOLOGY II
(WOODWORKING II)

(1 semester, ½ credit)
Prerequisite: Must receive an "A", "B" or "C" in Woods I, or by instructor's permission.

This is a continuation of Woods 1 combined with new skills to create a more complicated project. The main emphasis will be on using the wood lathe to create a Shaker style table. Students will have to demonstrate the previously learned safety rules along with newly learned rules and techniques.

Lab Fee: $35.00 minimum; covers all course required lumber. Any additional lumber will require student to purchase separately.

ADVANCED WOODS TECHNOLOGY III
(WOODWORKING III)

(Full year, 1 credit, Grades 10-12)
Prerequisite: Must receive an "A" or "B" in Woods I and II, or by instructor's permission.

This course is a continuation of woods I and II. This class is set up into two units that run simultaneously. The first unit 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. The second unit will be entrepreneurial based. The class will take a manufacturing approach to create a business in the lab. The class will run like a manufacturing facility, where students will utilize the seven resources familiar to manufacturing to create authentic projects.

Lab Fee: $35.00 minimum. Lab fee covers all course required lumber. Any additional lumber will require student to purchase separately.

ADVANCED WOODS TECHNOLOGY IV
(WOODWORKING IV)

(Full year, 1 credit, Grades 11 & 12)
Prerequisite: Must receive an "A" or "B" in Woods III, or instructor's permission.

This course is for the serious woodworker. This class is set up to enhance 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.

Lab Fee: Determined by cost of project and number made.

ENGINEERING DRAWING 1

(Semester course ½ credit, Grades 11 & 12)
This is a Junior/Senior level survey course that deals with the fundamentals of basic engineering concepts and tools. This course is designed for those students interested in pursuing a career in engineering, architecture or design. Students will engage in sketching, mechanical drawing, 2D-CAD, 3-D imaging and be introduced to the design process and prototypes.

Lab Fee: $5.00.
ENGINEERING DRAWING 2

(Semester, ½ credit, Grades 11 & 12)
Prerequisite: Completion of Engineering Drawing 1

This course has a main focus on the “Design Process” and prototypes. Students will use the skills they developed in Engineering Drawing 1 to design, create and test prototypes and models related to the engineering field along with a 3-D architecture software program. This course will be divided between the classroom and lab with a large portion of time spent on construction type activities. Students will be introduced to specific areas of the field which include, civil, mechanical, architectural and structural engineering. Industrial equipment will be used in this course in the creation of models and prototypes.

Lab Fee: $5.00
WORLD LANGUAGE DEPARTMENT

Five world languages (French, German, Latin, Spanish, and Mandarin Chinese) as well as American Sign Language are offered in the Hudson Schools. The study of French, German and Spanish may begin at grade 8, in Hudson Middle School which equates to Level I at Hudson High School. This enables those students who begin world language study at the Middle School to progress through Advanced Placement. Mandarin Chinese was new in 2010! Any of the five languages is available starting in the ninth grade with Level I.

FRENCH I
(Full year, 1 credit)

This course is devoted to the acquisition of speaking and comprehension skills, with reading and writing introduced after the material is presented orally. The linguistic goal is thus to develop the four language skill areas: listening, speaking, reading and writing, as well as to refine thinking skills. The course is also intended to broaden and enrich the student's cultural and philosophical horizons through exposure to vocabulary, idioms, and cultural information, all of which are new to his range of experience. The student can expect short daily assignments, frequent quizzes on vocabulary and grammar material, and major chapter and unit tests.

FRENCH II
(Full year, 1 credit)

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

French II builds on the five skill areas of listening, speaking, reading, writing and thinking. Students expand their knowledge of vocabulary and grammar. The emphasis of the course is on development of language proficiency and communicative competency. All reading and writing is done in French. Students can expect short daily assignments, some outside reading and cultural research, routine quizzes, chapter and unit tests.

FRENCH III
(Full year, 1 credit)

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

The major goal of the French III program is to refine oral and written fluency in the French language. Emphasis is placed upon reading, composition, creative writing exercises and class discussion. Because of its intermediate level nature, the course is intended to reinforce grammar and vocabulary which were learned at the earlier levels as well as to introduce literature, cultural studies, a history unit, and discussion activities which will be the bases of the upper division courses. The student can expect daily assignments, some outside research activities, longer reading assignments, cooperative learning activities, and more written work, including some essay tests and assignments.

FRENCH IV
(Full year, 1 credit)

Prerequisite: The student must have completed level III and maintained at least a "B-" average.

The French IV curriculum is concerned primarily with the study of French literature and culture, while at the same time reviewing and refining the vocabulary and grammar learned at the earlier levels. Students are involved in reading, analyzing, and discussing various works by past and present French writers, as well as articles and excerpts from journals and magazines depicting contemporary culture and current events in France and other francophone...
countries. More emphasis is placed upon the student's oral participation; students are expected to participate in and occasionally lead discussions. A written essay is assigned after each literature unit.

**FRENCH V**

(Full year, 1 credit)

This course is intended for the student who is motivated and enthused about continuing the study of French language, culture, and literature without the rigorous and stringent demands of the AP curriculum. This is a full-year course, with no weighted grade, and with requirements as stated above for French IV.

**AP FRENCH LANGUAGE**

(Full year, 1 AP credit)

Prerequisite: The student must have completed level IV and maintained at least a "B"- average.

This course aims specifically at preparing the student for the national Advanced Placement French Language Examination. It is intended for serious, advanced students in the final stage of their foreign language training in high school. The course emphasizes proficiency in French language (oral and written), without an emphasis on literature. A wide variety of activities and materials is used to improve the student's competence in all skill areas. Students electing the AP course can expect lengthy daily assignments, weekly essay assignments, and frequent oral presentations. A weighted grade of 1.0 is awarded.

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

**GERMAN I**

(Full year, 1 credit)

This course is devoted to the acquisition of speaking and comprehension skills, with reading and writing introduced after the material has been mastered orally. The linguistic goal is thus to develop the four language skill areas: listening, speaking, reading, and writing, as well as to refine thinking skills. The course is also intended to broaden of which are new to his/her range of experience. The student can expect short daily assignments, frequent and enrich the student's cultural and philosophical horizons through exposure to vocabulary, idioms, and culture, all quizzes on vocabulary and grammar, and chapter/unit tests.

**GERMAN II**

(Full year, 1 credit)

Prerequisite: The student must have completed level I and maintained at least a "C" average.

German II builds on the five skill areas of listening, speaking, reading, writing and thinking. Students expand their knowledge of vocabulary and grammar. The emphasis of the course is on development of language proficiency and communicative competency, so that students begin to apply the language in "real life" situations. Students can expect short daily assignments, some outside reading, including a condensed German novel, as well as routine quizzes and chapter/unit tests.

**GERMAN III**

(Full year, 1 credit)

Prerequisite: The student must have completed level II and maintained at least a "C" average.

This course includes an intensive grammar review, an "etymological and cognate" approach to vocabulary building, exposure to literature, including a sampling of short stories and a novel. The course provides ample opportunities to carry on sustained conversations in real-life situations. Students can expect daily assignments, some outside research activities, longer reading assignments, discussion and conversation activities, and culture capsules of special events, and a history unit during the calendar year. Some essay tests and assignments are also a part of the curriculum.

**GERMAN IV**

(Full year, 1 credit)

Prerequisite: The student must have completed level III and maintained at least a "B"- average.
The German IV course is intended to provide an overview of German literature from the earliest times through the 20th century, and to further promote speaking and writing proficiency through group discussions and regular essays. Students can expect more lengthy reading assignments, including novels and plays, as well as writing more sophisticated sentences, paragraphs and essays. Grammar will be reviewed as problems occur. Class will be conducted entirely in German.

**GERMAN V**

(Full year, 1 credit)
Prerequisite: A “B” average along with teacher recommendation is recommended to progress to advanced courses (beyond Level III).

This course is intended for the student who is motivated and enthused about continuing the study of German language, culture, and literature without the rigorous and stringent demands of the AP curriculum. This is a full-year course, with no weighted grade, and with requirements as stated above for German IV.

**AP GERMAN LANGUAGE**

(Full year, 1 AP credit)
Prerequisite: The student must have completed level IV and maintained at least a "B-" average.

The Advanced Placement German course is designed to prepare the student to perform successfully on the national Advanced Placement German Language Examination. Reading comprehension is improved through the study of periodicals and readings in literature. Speaking skills are improved through the use of directed responses, and students can expect regular practice using a series of pictures. Listening comprehension is improved through films, videocassettes, speaking only German in the classroom, and speaking with native Germans throughout the academic year. Students engage in a variety of assignments to improve their writing skills in German. Throughout the course, emphasis is placed on communicative competence. The student is required to register for and take the AP exam.

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

**LATIN I**

(Full year, 1 credit)
Prerequisite: The student must have completed level IV and maintained at least a "B-" average.

This course begins the systematic study of Latin vocabulary and basic grammar. The student also studies Roman history, culture and mythology. There is also an in-depth study of English word derivation. By the end of the course, the student should be capable of translating simple Latin sentences and should have an awareness of how our present language and customs have evolved, as well as of the contributions made to our civilization by the Romans. The student should expect daily homework assignments, short translations, frequent vocabulary and grammar quizzes, as well as unit tests.

**LATIN II**

(Full year, 1 credit)
Prerequisite: The student must have completed level I and maintained at least a "C" average.

After a comprehensive review, Latin II continues the study of Latin vocabulary and grammar with emphasis on special grammatical concepts not studied in Latin I. Students continue the study of Roman culture, mythology, word derivation and Roman history. Students will also complete a unit on ancient Greek contributions to the modern world. By the end of this year, students should have a greater appreciation of the lasting impact of classical civilization on the modern world. The student can expect daily homework, longer translation passages, routine quizzes and tests, and project assignments.

**LATIN III**

(Full year, 1 credit)
Prerequisite: The student must have completed level II and maintained at least a "C" average.

After a comprehensive review, Latin III exposes the student to the works of various Latin authors, particularly the writers Cicero, Caesar, Livy, Pliny and Ovid. The students continue the study of Roman
history, culture, mythology, and word derivation. By the end of this year, students should have an appreciation of the contribution made by the Romans in the area of literature. Translations, quizzes and tests and individual and group projects will be used for evaluation.

**LATIN IV**

(Full year, 1 credit)

Prerequisite: The student must have completed level III and maintained at least a “B-” average.

After a comprehensive review, this course involves the in-depth study and analysis of Catullus/Ovid or Vergil's Aeneid. This includes the history, culture and mythology in the epic as well as literary conventions such as style and figures of speech. The work is read in both Latin and English. Other selections of Latin poetry will be read for comparative purposes. The student should expect daily assignments, including translations, quizzes, tests and outside research.

**AP LATIN VERGIL**

(Full year, 1 AP credit)

Prerequisite: The student must have completed level IV and maintained at least a “B-” average.

This course includes everything listed for Latin IV with the additional emphasis on preparation for the Advanced Placement Exam (AP Latin). Various activities including sight-reading and essay writing will be utilized to prepare for the exam. The student is required to register for and take the AP exam.

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

**SPANISH I**

(Full year, 1 credit)

This course is devoted to the acquisition of speaking and comprehension skills, with reading and writing introduced after the material has been mastered orally. The linguistic goal is to develop the four language skill areas: listening, speaking, reading and writing, as well as to refine thinking skills. The course is also intended to broaden and enrich the student’s cultural and philosophical horizons through exposure to vocabulary, idioms and a culture which are new to his/her range of experience. The student can expect short daily assignments, frequent quizzes on vocabulary and grammar materials, and major chapter and unit tests.

**SPANISH II**

(Full year, 1 credit)

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

Spanish II builds on the five skill areas of listening, speaking, reading, writing and thinking. Students expand their knowledge of vocabulary and grammar. The emphasis of the course is on development of language proficiency and communicative competence. All reading and writing is done in Spanish. Students can expect short daily assignments, some outside reading and cultural research, routine quizzes, chapter and unit tests.

**SPANISH III**

(Full year, 1 credit)

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

The major goal of the Spanish III course is to refine oral and written fluency in Spanish. Emphasis is placed upon reading, composition and creative writing exercises, as well as class discussions. Because of its intermediate level nature, the course is intended to reinforce grammar and vocabulary concepts which were learned at the earlier levels as well as to introduce literature and discussion, which will be the focus of the upper division courses. Students can expect daily assignments, more reading and short answer or essay work, as well as routine tests and quizzes.

**SPANISH IV**

(Full year, 1 credit)

Prerequisite: The student must have completed level III and maintained at least a “B-” average.

The Spanish IV curriculum includes the study of culture and an in-depth review of grammar. Students will study Mexican, Central American, South
American and Spanish history through research and literature. Students are involved in reading, analyzing, and discussing various works by past and present Hispanic writers. There is emphasis placed on both oral and written production. Students are expected to participate in and occasionally lead the discussion.

**SPANISH V**

(Full year, 1 credit)

Prerequisite: A "B" average along with teacher recommendation is recommended to progress to advanced courses (beyond Level III).

Spanish V is the alternative to the language intensive AP course. Students will focus on a variety of topics by reading, analyzing and discussing various works by Hispanic authors. Grammar is reviewed, but is not the major topic. Students are expected to read, discuss, and offer their ideas in Spanish. They are also required to do a major project of their choice.

**AP SPANISH LANGUAGE**

(Full year, 1 AP credit)

Prerequisite: The student must have completed level IV and maintained at least a "B-" average.

This course aims specifically at preparing the student for the national Advanced Placement Spanish Language Examination. It is intended for serious, advanced language training in high school. The course emphasizes proficiency in Spanish (oral and written), without an emphasis on literature. A wide variety of activities and materials are used to improve the student's competence in all skill areas. Students electing the AP Course can expect lengthy assignments, and frequent oral presentations.

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

**NOTE:**

An independent study is available for a student who would like to pursue a study of Spanish Literature. This allows the student to prepare for the Advanced Placement Spanish Language Exam if he/she so chooses. It is intended for serious, advanced students in the final stage of their world language training at Hudson High School. The independent study emphasizes reading and writing proficiency, with an emphasis on Spanish classics as determined by the AP Literature reading list. This may be taken simultaneously with AP Spanish Language. (Note: This is an independent study and will not be cited on the student's transcript as an AP class.)

**MANDARIN CHINESE I**

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

This course will introduce students to Chinese sounds and writing systems. The class will emphasize development of basic conversational ability as well as reading and writing in Chinese. The training will focus on distinguishing the five tones, methods of decoding vocabulary terms, and analyzing fundamental grammatical patterns. Students will be introduced to Chinese customs, holidays, and products as well.

Fee: Cost of workbook

**MANDARIN CHINESE II**

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

Prerequisite: Mandarin Chinese I

This course is an extension of Chinese 1. Students will continue to build vocabulary, knowledge of grammatical patterns and communication skills. Writing skills will also be enhanced. The study of Chinese customs, holidays, and lifestyle is also continued.

Fee: Cost of workbook
STEM (Science, Technology, Engineering and Mathematics) programs are part of a statewide collaborative venture to help Ohio stay competitive in today’s global economy.

**COLLEGE TECH PREP INITIATIVES**

**A+ HARDWARE AND MICROSOFT ACADEMY WITH NETWORKING · STEM**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Cuyahoga Falls  
**CREDIT:** Level I - Lab 2

**Level II - Lab 2**  
This two-year College Tech Prep Initiative prepares students to immediately earn A+ Hardware Certification and Microsoft Networking Certification. Students will learn the basics of computer hardware and operating systems, as well as installation and use of application software and design and installation of a local area network (LAN), as well as training with Microsoft’s Server Software. As part of the College Tech Prep career pathway, college credits are available at The University of Akron.

**ATHLETIC HEALTH CARE AND FITNESS · STEM**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Roosevelt  
**CREDIT:** Level I - Anatomy and Physiology 1; Tech Theory 1; Lab 1.  
Level II - Tech Theory 1; Lab 1, Externship 1.

This program provides knowledge and real-life experiences in the prevention, recognition, treatment, rehabilitation and administration of athletic, as well as other common injuries. Under the direction of two nationally certified and state-licensed athletic trainers, students develop both basic and advanced skills in the classroom lab setting during the first year of the program. Instruction in the second year focuses on individual career exploration in which students have the opportunity to work and learn outside of the classroom with local professionals in medical, clinical and fitness facilities. In this College Tech Prep Career Pathway, seven college credits are available at The University of Akron and three college credits are available at Kent State University. This program is suited to individuals who have career interests in athletic training and fitness, physical therapy and emergency medicine.
**AUTOMOTIVE TECHNOLOGIES**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Cuyahoga Falls, Hudson  
**CREDIT at Cuyahoga Falls:** Level I and II - Tech Theory 1; Lab 2  
**CREDIT at Hudson:** Level I and II - Physical Science (11) 1; Math (12) 1; Tech Theory 1; Lab 2.

After two years in this program, students will gain practical experience in basic diagnostic skills and become proficient in repair and maintenance of a car's mechanical and electrical systems. Students may be required to purchase a tool kit to be used during the course and upon entry into the job market. Completers of this program are now working as technicians at car dealerships, service centers and automotive specialty shops. Six college credits are available at Stark State College of Technology and five credits at Cuyahoga Community College.

**AVIATION CAREERS ACADEMY · STEM**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Stow-Munroe Falls High School, Kent State University  
**CREDIT:**  
Level I - Intro to Aeronautics 1; Aviation Weather 1; CP English 1; Math 1  
Level II - Elements of Flight Theory 1, Aero Physics; CP English 1; Math 1

This two-year College Tech Prep Initiative combines college prep academics with applied learning in the world of aviation. Students will study Aviation Management, Flight Technology, Air Traffic Control and Aeronautical Systems Engineering Technology. In addition, a year-long, Level II academic course will focus on Aero Physics. The program is located at Stow-Munroe Falls High School. A partnership with Kent State University College of Technology Aeronautics Division allows student to participate at Van Deusen Hall on campus, as well as at the Kent State University airport. The Aviation Careers Academy pathway offers 9 college credits at Kent State University.

**BANKING AND FINANCIAL SERVICES**

**GRADE LEVEL:** 10, 11, 12  
**LENGTH:** Two years  
**SCHOOL:** Cuyahoga Falls  
**CREDIT:**  
Level I - Tech Theory 1; Lab 1  
Level II - Tech Theory 1, Lab 1

Banking and Financial Services Pathway offers classroom instruction and mentoring opportunities with banking and financial professionals, as well as internship experience in the financial services marketplace. Using banking software and a classroom “bank teller” station, students get a head start in learning banking operations. They also acquire skills in consumer economics, insurance, marketing, business law and entrepreneurship, as well as computer technology. Designed for students interested in a career in banking and finance, this Career Program will prepare students for positions in day-to-day banking operations, as well as financial services, investor relations, real estate and risk management. Nine college credits are available at The University of Akron, Summit College.
BUSINESS MANAGEMENT

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Cuyahoga Falls, Roosevelt, Stow-Munroe Falls, Tallmadge
CREDIT at Cuyahoga Falls: Level I - Tech Theory 1; Lab 1
Level II - Technical Writing 1; Tech Theory 1; Lab 1
CREDIT at Roosevelt: Level I and II - Tech Theory 1; Lab 1; CP English
CREDIT at Stow-Munroe Falls: Lab 2
CREDIT at Tallmadge See Business Pathway

This exciting program focuses on the fast-paced world of business and is designed for students interested in a business management career, including opportunities such as a supervisor, office manager or assistant manager in a small business, corporation, non-profit or governmental agency. Students study management practices as they apply to business practices and law, economics, sales, software skills, risk management human relations and global business trends. Nine credit hours are available through The University of Akron, Summit College.

BUSINESS PATHWAY

GRADE LEVEL: 9, 10, 11, 12
LENGTH: Four years
SCHOOL: Tallmadge students only
CREDIT: 1 credit per semester block; *courses offer an additional one-credit lab
PREREQUISITE: Business, Management and Marketing Foundations is a prerequisite for all other courses in the Business Pathway.

Business Pathway is a series of courses designed to give students comprehensive skills and knowledge that lead to post-secondary jobs or higher education in a variety of business fields. Included in the courses offered is Technical Communications, which introduces oral and written communication in the world of technology and business.

Open to grades 10, 11, 12

Software Technology II - grades 10, 11, 12: Prepares students to provide administrative support services in a variety of business settings. Advanced instruction in Microsoft Office 2000 and variety of business topics.

Recommended for grades 11 and 12:

*Technical Communications - Introduces and finesses oral and written communication to both a domestic and international audience through extensive use of technology and exploration of business-related issues. Course also includes supervised worksite training.
*Business Management Principles - Provides the principles and structure of the business environment, inclusive of entrepreneurship, economics, investments, financial statement analysis, interactive management simulation and business case studies, all in conjunction with supervised worksite training.
*Marketing Principles - Provides instruction in marketing foundations, as well as product/service management, e-commerce, distribution and financing.
*Marketing Sales and Promotion - Offers instruction in promotion, advertising, selling and e-commerce; coordinated with supervised worksite training.
**COLLISION REPAIR AND AUTO REFINISHING**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Woodridge  
CREDIT: Level I - Tech Theory 1; Lab 2.  
    Level II – Tech Theory 1; Lab 2.

In the Compact’s first off-site offering, students study collision repair and auto refinishing in a newly renovated facility located in downtown Cuyahoga Falls. Using the latest state-of-the-art equipment, the NATEF certified curriculum includes frame inspection and repair, welding, working with plastics and adhesives, painting and refinishing, glass installation, and metalworking. Students will also learn about damage repair, auto restoration, structural and non-structural analysis and cost estimating. Throughout the two-year program, students will also hear from collision repair experts in Northeast Ohio. Completers will be qualified as entry level employees in this $30 billion industry and/or can earn nine credit hours at Stark State College of Technology.

**COMPUTER AIDED DESIGN AND MANUFACTURING**

GRADE LEVEL: 10, 11, 12  
LENGTH: 1 or 2 years  
SCHOOL: Roosevelt  
CREDIT: Level I – Placement in appropriate college-level math 1; Lab 2, Technical Theory 1  
CREDIT: Level II – Placement in appropriate college level math 1; Lab 2, Technical Theory 1

This professional program combines CAD, or Computer-Aided-Design, with Manufacturing Technologies. Students will use high-level CAD software and CNCezPRO software to learn the skills needed to explore and expand their area of interest in this career field. Specialized areas of interest include architecture, construction, art and design, polymers, fashion design and industrial systems. This unique program incorporates team teaching, student project and portfolio, as well as flexibility of time and class periods. Twelve college credits are available at The University of Akron, Summit College.

**CONSTRUCTION TECHNOLOGIES**

GRADE LEVEL: 10, 11, 12  
LENGTH: Two years  
SCHOOL: Roosevelt  
CREDIT: Level I - Tech Theory 1; Lab 2.  
    Level II - Tech Theory 1; Lab 1; Externship 1.

Students interested in working with hand and power tools and who want to learn skills they can use in the construction industry should consider this program. Emphasis is placed on both rough and finished carpentry with introductions to plumbing, masonry and residential wiring. Working in the lab, students will learn to build a strong foundation for a career in the construction trades. Completers have entered apprenticeships, started their own construction businesses or worked as building and property maintenance personnel, as well as carpenters for contractors and builders. College credits are available at The University of Akron, Summit College.
COSMETOLOGY

GRADE LEVEL: 11, 12
LENGTH: Two years
SCHOOL: Cuyahoga Falls, Roosevelt
CREDIT at Cuyahoga Falls: Level I - Tech Theory 1; Lab 2.
  Level II - Tech Theory 1; Lab 2; Externship I
CREDIT at Roosevelt: Level I - CP English 1; Tech Theory 1; Lab 2.
  Level II - CP English 1; Tech Theory 1; Lab/Externship 3

Students are prepared to take Ohio's Licensing Board of Cosmetology Certification Test. Students passing this exam will be licensed cosmetologists qualified for immediate employment, performing professional grooming services related to the care of hair, skin and nails. Instructors and students are kept up to date in this rapidly changing profession by attending shows and conferences, hosting guest artists and participating in competitions. Internships will be available in "high end" salons. Students who receive the Ohio State Board of Cosmetology license are eligible to receive 30 credit hours toward an Associate of Technical Studies at The University of Akron, Summit College.

CULINARY ARTS AND CATERING

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Stow-Munroe Falls
CREDIT: Level I - Tech Theory 1; Lab 3
  Level II - Tech Theory 2; Lab 3.

Culinary Arts and Catering prepares students in all areas of the demanding and competitive world of food service. Basic cooking techniques, baking, salad preparation and advanced culinary skills are taught by a Culinary Institute of America graduate and a Chef instructor with extensive restaurant industry experience. Students operate a full-service restaurant at Stow-Munroe Falls High School, as well as cater functions, during and after school. Affiliated with ProStart, Culinary Arts is linked with this nationwide system of high school restaurant and food service courses administered by the National Restaurant Association Educational Foundation. Community-based partners offer job shadowing and worksite experiences. Up to nine college credits are available through the Hospitality Management program at The University of Akron, Summit College. Other post-secondary training might include Johnson & Wales or the Culinary Institute of America.

ELECTRONICS TECHNOLOGY

GRADE LEVEL: 10, 11, 12
LENGTH: Self-directed (one to four semesters)
SCHOOL: Roosevelt
CREDIT: Levels I and II - Tech Theory 1; Lab 2.

The exciting and dynamic field of electronics is full of career opportunities. In this program, students acquire a level of understanding from basic electronics to electrical engineering. These skills will help students find employment as an electronic equipment installer, field engineer, technician or instrument calibrator in many different industries. This Career Program is one of the first in Ohio to receive the prestigious ETA-I (Electronics Technicians Association- International) certificate of course approval. This is a great program for students who want to enter the workforce immediately, those who will get further training in technical schools or the military, or those majoring in electrical engineering in college. Credits are available at The University of Akron, Summit College.
ENGINEERING ACADEMY · STEM

GRADE LEVEL: 10, 11, 12
(Third year option for those accepted in grade 10.)
LENGTH: Two years
SCHOOL: Roosevelt, Stow-Munroe Falls
CREDIT: Academic credits - Math 1, Physics 1 and English 1; Technology credits - 3

This two-year College Tech Prep Academy combines college prep academics with real-world technical studies. Students rotate through four technology areas - computer-aided design (CAD), electronics, manufacturing and polymers. Math, science and English are linked with the technology curriculum, and instruction is strongly focused on self-directed learning and occurs through team teaching and project-based learning. The Academy outlines a career pathway offering 15 college credits available at The University of Akron, Summit College.

HEALTH CAREERS TECHNOLOGIES · STEM

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Roosevelt
CREDIT: Level I - Anatomy and Physiology 1; CP English 1; Tech Theory 1; Lab 1.
Level II - CP English 1; Tech Theory 1; Lab/Externship 1.

This program helps students shape their future in the dynamic field of health care by exploring various health care options. Emergency care, rehabilitation, nursing, nurse’s aide, dental, optical, radiology, lab technician, home health care and veterinary technician are some of the areas of exploration. Students interact with health care professionals in the classroom, as well as in worksite learning opportunities. Completers of this program will have more clearly defined health career goals as they enter the workforce or continue their education. Seven college credits are available at The University of Akron, Summit College.

INTERACTIVE MEDIA/DIGITAL DESIGN

GRADE LEVEL: Seniors only
LENGTH: One year
SCHOOL: Cuyahoga Falls
CREDIT: Tech Theory 2: Lab 1

In a newly designed lab, students interested in marketing, graphic design, advertising, communications, public relations or photography will use the latest in new technology and software to gain hands-on experience in these fields. Throughout this one-year program, students will utilize projects and experience-based learning activities that will result in a professional portfolio. Team-taught by a marketing and art teacher, the real world of business and design comes to life in this program. In addition, students will participate in worksite learning while working in a local business. Three college credits are available at Cuyahoga Community College.
NEW COURSE!
INTERNATIONAL BUSINESS AND MARKETING INSTITUTE

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Stow-Munroe Falls
CREDIT: Level I: Lab 1; Tech Theory 1; CP Economics 1; CP English 1
Level II: Lab 1; Tech Theory 1; CP English 1; CP International Government 1;
PRE-REQUISITE: Students must have completed two years of any world language or be currently enrolled in Year 1 or Year II of a world language.

Students will be exposed to international business through hands-on activities and real-world practices. The Institute will have ties to the business community to allow for authentic interaction with business professionals so that students can acquire a global perspective. Students will have access to a pathway at the College of Business at The University of Akron.

MARKETING MANAGEMENT

GRADE LEVEL: 10, 11, 12
LENGTH: One or two years
SCHOOL: Cuyahoga Falls, Roosevelt, Tallmadge
CREDIT at Cuyahoga Falls: Level I - Tech Theory 1.
Level II - Tech Theory 1; Lab 1.
CREDIT at Roosevelt: Level I (optional) - Tech Theory 1.
Level II (seniors only) - Tech Theory 1; Lab 1.
CREDIT at Tallmadge: See Business Pathway.

Marketing Management is designed for students interested in exploring the fields of marketing, management, public relations, communications, advertising or sales. Students will gain intensive experience in the latest in technology and software. They will immerse themselves in the world of marketing through hands-on community and experience-based projects to bridge learning inside and outside the classroom. Twelve college credits are available at The University of Akron, Summit College.

PRESCHOOL/DAYCARE/EDUCATIONAL AIDE

GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Tallmadge – David Bacon Building
CREDIT: Tech Theory 1; Lab 2

Students will study the theory of child development, children’s health and safety, guidance techniques, early learning content standards, curriculum design and lesson planning. They will participate in a speaker series and have the opportunity to complete shadowing experiences. Level II students may participate in paid employment in the childcare field. Students will take certification tests in the following areas: first aid and CPR, communicable disease awareness and child abuse recognition and prevention. Both Level I and II students will interact with preschool children in a lab experience setting. Students will complete a career portfolio and be qualified to sit for an exam leading to the certification of the Child Development Associate Credential (CDA). Eleven college credits are available at The University of Akron.
TEACHING PROFESSIONS
GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Roosevelt
CREDIT: Level I - CP English 1: Professional Theory 1; Work Based Learning 1
CREDIT: Level II - CP English 1: Professional Theory 1; Work Based Learning 1

Designed for students interested in a teaching career, Career Paths for the Teaching Profession is designed to provide students with information about the challenges and opportunities in education. This pathway will help students learn more about future career options, while their academic coursework, study of the teaching profession and experiential learning activities provides a solid foundation for a successful teaching career. Students will also develop a professional portfolio, which will summarize their experiences. College credits are available at Ashland University and The University of Akron.

THEATER ARTS CAREER ACADEMY
GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Tallmadge High School
CREDIT: Level I - Tech Theory 1; Lab 2, English 1; CAD ½
CREDIT: Level II - Tech Theory 1; Lab/Internship 2, English 1; Set Design ½

This two-year College Tech Prep Academy combines college prep academics with hands-on experience in the theater arts. Students will study acting and directing, theater design and technology, theater history, literature and criticism and arts administration. Students will showcase their “Best of Scenes” to audiences at the end of Level I and present a “culminating experience” at the Level II. Each student will develop an electronic portfolio. The Theater Arts Career Academy outlines a career pathway offering nine college credits at The University of Akron.

URBAN FORESTRY/LANDSCAPE HORTICULTURE · STEM
GRADE LEVEL: 10, 11, 12
LENGTH: Two years
SCHOOL: Roosevelt
CREDIT: Level I - Environmental Science 1; CP English 1; Tech Theory 1; Lab 1.
Level II - Environmental Science 1; CP English 1; Tech Theory 1; Lab/Externship 1.

In Urban Forestry, students learn about scientific identification of trees and plants, as well as landscaping design, construction and maintenance. Students are prepared for further education in fields like Turf Management, Arboriculture, Landscape Construction or Nursery Management. College Prep English includes writing assignments about plant science, career opportunities in the “Green Industry” and other industry-related topics. Students are eligible to earn up to 13 college credits at Cuyahoga Community College.
CAREER PROGRAMS

AUTOMOTIVE SPECIALIZATION
GRADE LEVEL: 10, 11, 12
LENGTH: One or two years
SCHOOL: Hudson
CREDIT: Lab 3.

Designed for students who have an interest in the auto repair industry, Auto Specialization is geared for those students who require repetitive instruction to master program competencies. Students will use tools and equipment to perform detailing, reconditioning, maintenance and simple repairs on vehicles. Employability skills are practiced daily in a simulated automotive repair setting.

BUSINESS FOUNDATIONS
GRADE LEVEL: 9, 10
LENGTH: One year
SCHOOL: Stow-Munroe Falls students only
CREDIT: 1 credit (Pre-requisite: keyboarding)

This introductory course is divided into four 9-week units and covers various topics and subject areas in the business, technology and marketing career fields. Each specialty will be taught by a different teacher.

BUSINESS AND MANAGEMENT FOUNDATIONS
GRADE LEVEL: 9, 10
LENGTH: One year
SCHOOL: Cuyahoga Falls students only
CREDIT: 1 credit

This course introduces students to the major areas of business, including the role and application of technology, basics of business operation, role and characteristics of entrepreneurs, management, accounting, marketing, business law and international business. Business and Management Foundations is designed for students interested in careers in business and management, although business competencies can be applied to all career fields.

CAREER BASED INTERVENTION
GRADE LEVEL: 9, 10
LENGTH: One year
SCHOOL: Cuyahoga Falls, Hudson (Grade 9 only)
CREDIT at Cuyahoga Falls: Grade 9—Math 1; World History 1, Tech Theory 1; Lab 1. Electives 2; Required courses 2
  Grade 10—Geometry 1, American History 1, Tech Theory 1, Lab 1. Electives 2; Required Course 2
CREDIT at Hudson: English 1; Tech Theory 1; Lab 1.
This work-study program is designed for selected students who want to explore careers while getting first-hand experience in the world of work. CBI helps students develop financial skills in order to help students succeed in the workplace and ensure their success. Students will participate in career awareness and explore their personal work attitudes.

**CAREER BASED INTERVENTION**

**GRADE LEVEL:** 11, 12  
**LENGTH:** One or two years  
**SCHOOL:** Cuyahoga Falls, Roosevelt, Stow-Munroe Falls, Woodridge  
**CREDIT at Cuyahoga Falls:**  Grade 11 - Tech Theory 2; Lab 1.  
Grade 12 - Tech Theory 1; Lab 1.  
**CREDIT at Roosevelt:** Grade 11 - U.S. History 1; Government .5; Tech Theory 1; Lab 1.  
Grade 12 - English 1; Tech Theory 1; Lab 1.  
**CREDIT at Stow-Munroe Falls:** American Government 1; Tech Theory 1; Lab 1.  
**CREDIT at Woodridge:** Math 1; Tech Theory 1; Lab 2.

This program is designed for selected students who want to explore careers while getting first-hand experience in the world of work. CBI helps students develop financial skills in order to help students succeed in the workplace and ensure their success. Students will participate in career awareness and explore their personal work attitudes. They may spend part of the day working either at the school or at service sites in the community.

**FOUNDATIONS FOR HEALTH CAREERS**

**GRADE LEVEL:** 9, 10  
**LENGTH:** One semester  
**SCHOOL:** Roosevelt students only  
**CREDIT:** 0.50

Foundations for Health Careers helps students become aware of the many health opportunities available in the Health Science Career Field. Students will be able to demonstrate life-saving skills in a variety of scenarios, as well as the practical application of health and wellness in daily living. As part of this Foundations Course, students will learn about the vast number of health care industry career opportunities.

**FUNDAMENTALS IN WOOD AND METAL MANUFACTURING**

**GRADE LEVEL:** 9, 10  
**LENGTH:** Semester  
**SCHOOL:** Roosevelt  
**CREDIT:** 0.50

Students will be introduced to machine safety, setup, operation and precise measurement skills - specifically how they impact modern wood and metal manufacturing. Material characteristics and properties of both metal and wood will be explored. Students will experience hands-on and practical applications of academics by working on projects in metal and wood.
Students are encouraged to plan carefully a program of studies that will assist them in reaching their educational goals. It is important that students select courses to fit their career plans. It is suggested that they:

1. review all the curricular requirements for graduation
2. read the information presented about each department
3. complete this course planning guide paying particular attention to graduation requirements and career goals
4. know and understand the recommended college preparatory curriculum
5. review and understand the opportunities offered through the 6th District Vocational Compact
6. consider the curricular and other requirements for the Honors Diploma

Class of 2012 & 2013: Twenty-one credits (21) which must include the following:

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>½ Literature required senior year</td>
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<tr>
<td>Mathematics</td>
<td>3</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td>3</td>
<td>must include 1 credit of US History, ½ credit of US Government, and 1 credit of World History</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>1 credit of Biology plus one of: Physical Science, Chemistry (or Chemistry in the Community), Physics; plus 1 additional course</td>
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<tr>
<td>Physical Education</td>
<td>½</td>
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<td>Health</td>
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<tr>
<td>Visual/Performing/Applied Arts</td>
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<td>Computer Science</td>
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<td>Additional Courses</td>
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<td>21 Credits</td>
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Class of 2014 and beyond (The Ohio Core, SB 311): Twenty-one credits (21) which must include the following:

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<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>½ Literature required senior year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
<td>Must include 1 credit in Algebra II</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>3 years of “lab” science: Including Physical Science, Biology and advanced study in one or more of the following: Chemistry, Physics or other physical science; advanced biology or other life science; physical geology or other earth or space science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>3</td>
<td>must include 1 U. S. History, ½ U. S. Government, and 1 of World History</td>
</tr>
<tr>
<td>Physical Education</td>
<td>½</td>
<td>PE 9 required, plus one more PE elective</td>
</tr>
<tr>
<td>Health*</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Visual/Performing/Applied Arts</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>½</td>
<td></td>
</tr>
<tr>
<td>Additional Courses</td>
<td>5</td>
<td>Combination of 5 units of electives from: World language, Fine arts, Business &amp; Computer Science, Technology, and/or Career-Technical</td>
</tr>
<tr>
<td>Instruction in economics/financial literacy**</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>21 Credits</td>
</tr>
</tbody>
</table>

*Recommended for freshman year
**HHS plans to present three options to integrate the economics/financial literacy requirement of the Ohio Core: Introduction to Business (Business & Computer Science Dept.), Transitions or Independent Living (FCS Dept.), Economics or a test-out option through US Government (Social Studies department)
# CREDIT WORKSHEET

## Interest Area: ____________________________

<table>
<thead>
<tr>
<th>NAME_____________________________________________  STUDENT ID # ________________  DATE___________</th>
</tr>
</thead>
</table>

### 9th grade | 10th grade | 11th grade | 12th grade | TOTAL |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong> (4)</td>
<td></td>
<td></td>
<td></td>
<td>(4)</td>
</tr>
<tr>
<td><strong>Math</strong> (3)  2014 and beyond 8th gr.- (4)</td>
<td></td>
<td></td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td><strong>Science</strong> (3)</td>
<td></td>
<td></td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td><strong>Social Studies</strong> (3)</td>
<td></td>
<td></td>
<td></td>
<td>(3)</td>
</tr>
<tr>
<td><strong>World Language</strong> 8th gr.-</td>
<td></td>
<td></td>
<td></td>
<td>(2)</td>
</tr>
<tr>
<td><strong>Visual/Performing Arts</strong></td>
<td></td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td><strong>Physical Education</strong> (3/4) 2014 and beyond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(PE9 year 1/2 credit) 2014-PE9 semester 1/4cr.</td>
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<td></td>
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<tr>
<td><strong>Health</strong> (1/2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Computer Science</strong> (1/2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Literacy</strong> 2014 and beyond</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Found in 1 of 3 class options:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Business (Business &amp; Computer Science Dept.), Transitions or Independent Living (FCS Dept.), Economics or a test-out option through US Government (Social Studies department).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Applied Arts</strong> (1/2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>TOTAL CREDITS PER GRADE</strong></th>
<th><strong>EXPLORE</strong></th>
<th><strong>PSAT</strong></th>
<th><strong>PSAT-Oct.</strong></th>
<th><strong>SAT/ACT-Spring</strong></th>
<th><strong>Apply to college early</strong></th>
</tr>
</thead>
</table>

### List of colleges to which you are applying  
Circle your safety school  

16 minimum college prep courses  

## 21 CREDITS MINIMUM FOR GRADUATION  

Minimum required # of credits needed to move to the next grade level: Completion of 9th gr.- 5 credits; completion of 10th gr.- 10 ½ credits; completion of 11th grade- 16 credits.

## Career  
http://ocs.ode.state.oh.us  
## Practice tests  
www.mystudentedge.com (login info- user=st id#, pswd=birthdate dd/mm/yyyy)  
## SAT  
www.collegeboard.com  
## ACT  
www.actstudent.org