

# Howland High School Academic Catalog

**2024-2025**



**A PROUD PAST ...  
A ROARING FUTURE !**



# Welcome to Howland High School

*A Proud Past...A Roaring Future*

Welcome HHS Students and Families,

Our Howland High School Academic Catalog is designed to inform students and families of the various academic protocols, procedures, programs, and courses offered through HHS. There are many variables to carefully consider when planning your personal academic schedule.

Between HHS, TCTC, & College Credit programs our school offers an immense amount of curricular opportunities from required courses for graduation in core academic areas to electives in Programming, STEM, Digital Media, Family Consumer Sciences, Foreign Languages, Fine Arts, Performing Arts, Physical Education, CCP, AP, CBI & much more. Whether your future plans are to Enlist, Enroll, or be Employed upon graduation HHS has a College & Career readiness program to meet your post-secondary aspirations.

It is of the utmost importance that students pragmatically select course requests during the planning process in February and March of the preceding school year. Thoughtful dialogue, planning, and course selection with your school administration, instructors, school counselors, parents, and family during the scheduling process is essential. For staffing & planning, **it's required to make all final decisions by April 1st.**

As you plan for next year, read this information thoroughly, ask many questions, and ensure your requests align with your educational goals. Evaluate what you have already accomplished as well as your short term and long term goals, but do not forget the importance of balance. We want all of our students to be well-rounded individuals and that requires a balance of curricular and extracurricular responsibilities.

Educationally,

Mr. Joseph Simko  
Principal - Howland High School

Mr. Michael Pollifrone  
Assistant Principal - Howland High School

You are here to **SUCCEED**

Respect is **ESSENTIAL**

Self-Discipline is **MANDATORY**

Character counts! **NO EXCUSES**

**L - LEARNER**

**E - EMPOWER OTHERS**

**A - ACCOUNTABLE**

**D - DISCIPLINE**

**E - EMBRACE DIVERSITY**

**R - REFLECT**

**S - SERVE OTHERS**



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# REQUIREMENTS FOR GRADUATION

## Requirements to graduate: (Minimum of 21 credits earned in the following areas):

- 4 credits in English (Students must carry at least 1 ELA Course per school year)
- 4 credits in Math (Students must carry at least 1 Math Course per school year)
- 3 credits in Science: (Physical Science, Biology, 3rd Science Course)
- 3 credits in Social Studies: (World Studies, US History, & Government)
- 1 credit Fine Art or Foreign Language or Computer / Technology
- 0.5 credit Personal Financial Management (Financial Literacy Requirement)
- 0.5 credit Health / Wellness
- 0.5 credit Physical Education or PE Opt Out Waivers
- 4.5 Elective credits

*\*Howland High School students have the opportunity to meet additional graduation seals upon review of their high school achievements, see your school counselor for further details and to request recognition on your diploma.*

## GRADING SYSTEM

### Grading Scale:

- Grades appearing on report cards and transcripts are recorded using the following grading scale:

Letter	Percentage
A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

### Weighted Course Grades:

- All Advanced Placement (AP) and College Credit Plus (CCP) courses are weighted at 5 points
- Honors courses are weighted at 4.5 points
- All other courses are weighted at 4 points



## Point Values & Calculating Weighted GPA

Point Values by course type:

Grade	Regular course	Honors course	AP course
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.0	1.0
F	0.0	0.0	0.0

To calculate weighted G.P.A., add the point value for the grade of each class & divide by the number of course credits. GPA is weighted for only A, B, and C's. There is no weight for a D.

**Example: A Student has the following 6 courses and grades.**

Course	Course Weight	Credits	Letter Grade	Point Value
AP English 3	5 Point Scale	1	A	5.0
Algebra II	4 Point Scale	1	B	3.0
Honors Intro AP Chem	4.5 Point Scale	1	B	3.5
AP U.S. Government	5 Point Scale	1	B	4.0
3D Design Art	4 Point Scale	1	A	4.0
Spanish III	4 Point Scale	1	A	4.0
<b>GPA = total points ÷ number of course credits</b>				
<b>GPA = 23.5 ÷ 6</b>				
<b>GPA = 3.917</b>				



# MONITORING STUDENT PERFORMANCE

## Whom do I contact with classroom performance concerns?

Your student's teacher is the thorough and most expedited resource of current information on academic performance and well-being at school. To phone a teacher at the school call **330-856-8220**, and follow the automated menu to our Guidance & Student Services office to leave a message for staff to return your call. If you have concerns about general performance trends, contact the school counselor.

**Teacher & counselor emails are on the HHS website under staff directory also accessed via link below:**

<https://www.howlandschools.com/o/hhs/staff>

**See the Howland High School Guidance and Student Services webpage for important information:**

<https://www.howlandschools.com/o/hhs/page/student-services-guidance-website>

## How can I stay up to date on my child's academic performance?

Questions about homework assignments and assessments can often be answered via the Parent Access website, where homework assignments and assessment scores are updated regularly.

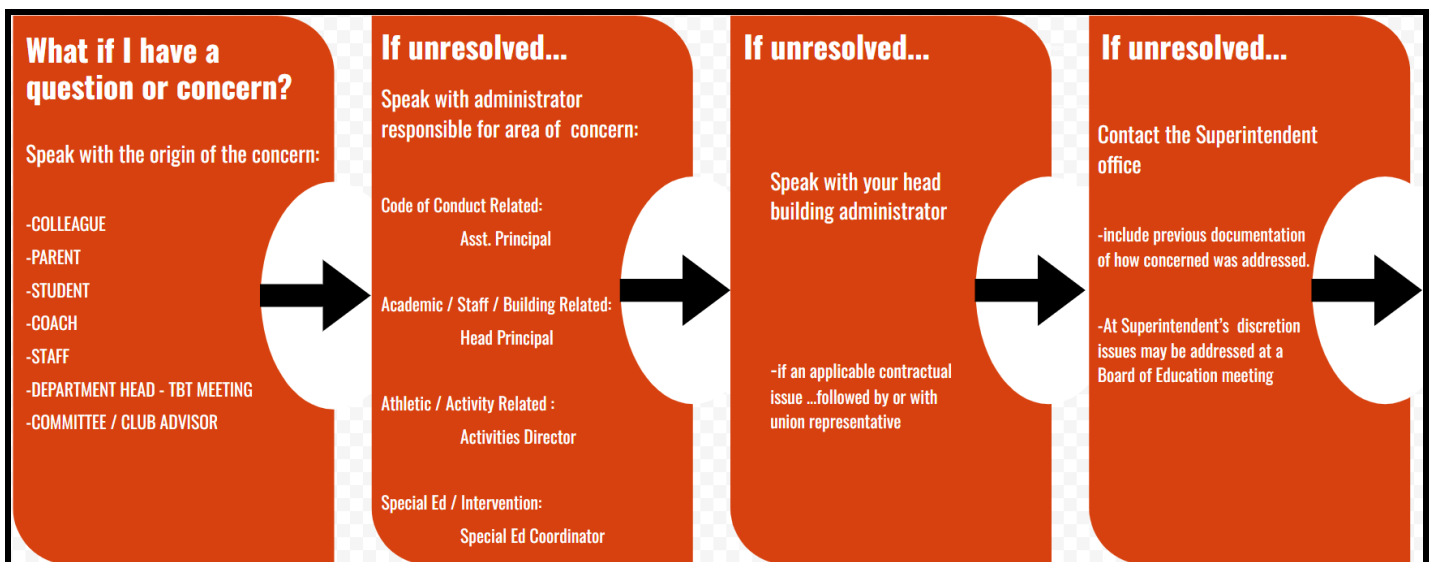
Teachers' emails are on the HHS website under staff directory. Teacher's also use Google Classroom. Although there is no parent login for Google Classroom, we encourage parents to have their students log into Google Classrooms and check assignments together.

You may view your student's grades and homework information on the Parent Access website. If you need assistance with logging into Parent Access please call our Guidance and Student Services office at **330-856-8220** and follow the automated menu for Student Services & Guidance.

**For parents to access this information go to:**

<https://www.howlandschools.com/o/hhs/page/progressbook-parentaccess>

## Chain of Communication Protocol to Best Address Questions:





# **Graduation Requirements, State Testing, & Alternate Pathways**

IF END-OF-COURSE EXAMS HAVE NOT BEEN MET AFTER MULTIPLE ATTEMPTS ADDITIONAL GRADUATION TESTING OPTIONS ARE AVAILABLE TO STUDENTS AT ACADEMIC RISK:

***Access this link for the [Graduation Requirements](#) or refer to the Ohio Department of Education Information in the appendix.***

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***Students in the classes of 2023 and beyond (those who entered grade 9 on or after July 1, 2019) are now required to meet a new set of graduation requirements. These new graduation requirements consist of three key components:***

- 1. Course Completion-** *Students will satisfy Ohio's curriculum requirements and any additional local requirements. Students will complete the state minimum 20 units, with specific units required in each content area.*
  - 2. Demonstrating Competency-** *Students will demonstrate competency in the foundational areas of English language arts and mathematics or through alternative demonstrations, which include College Credit Plus, career-focused activities, their ACT or SAT scores, or military enlistment.*
  - 3. Demonstrating Readiness (Seals) -** *Students will demonstrate readiness for their post-high school paths by earning two diploma seals that allow them to demonstrate important foundational and well-rounded academic and technical knowledge, professional skills, and leadership and reasoning skills.*
- 

**HHS STUDENTS HAVE OPPORTUNITIES TO EARN ALTERNATIVE GRADUATION SEALS & PATHWAYS IF NECESSARY**

FOR MORE INFORMATION CLICK HERE: [Alternative Graduation Pathways & Diploma Seals](#)

**ALL HHS STUDENTS WILL COMPLETE THE HOWLAND HIGH SCHOOL CAPSTONE PROJECT IN THEIR DESIGNATED FINANCIAL LITERACY COURSE TO MEET A GRADUATION SEAL REQUIREMENT.**

**AS NEEDED HHS STUDENTS MAY EARN OHIO MEANS JOBS SEAL TO MEET A GRADUATION SEAL REQUIREMENT**

FOR MORE INFORMATION CLICK HERE: [Ohio Means Jobs - Readiness Seal](#)

FOR VALIDATION FORM CLICK HERE: [Ohio Means Jobs Validation Form](#)

**HHS STUDENTS IN NEED OF AN ALTERNATE GRADUATION PATHWAY MAY NEED TO PASS WebXam TESTS TO MEET A GRADUATION SEAL REQUIREMENT BETWEEN 10th-12th GRADE.**

FOR MORE INFORMATION CLICK HERE: [Ohio WebXam Tests - Family Consumer Sciences](#)

***\*See the Appendix for a Visual Representation of Graduation Pathways and EOC's.***



# SCHEDULING PROCEDURES

## Important Deadlines

- During February & March, counselors meet with all students by grade level, by small group classes multiple times, and individually to explain course requirements and available courses.
- Students are instructed to discuss course selections with their families, teachers, and counselors.
- Until April 1, students and families may request changes to course requests if necessary.
- **After April 1, no changes may be made to any course request**, other than those mandated by administration for course failure or scheduling conflicts/errors determined by administration.

## Drop and Add Regulations

- All students should have six periods scheduled. Any student who has a study hall may add a class during the first week of the semester if there is an opening in the class desired.
- During the first week of the semester, if a student wants to advance a level, i.e.: English 3 to AP English 3 & meets prerequisites a course change request may be submitted to your counselor.
- Be advised, after April 1st, students may not request to move down a level (i.e.: AP English 3 to English 3) because a Withdraw / Fail would be posted to the student's transcript.
- Student and Parent course / scheduling requests will not be permitted on the basis of teaching style, time of day, or to allow for early dismissal for Juniors/Seniors.
- Under rare circumstances of misplacement, students may be transferred from a class with approval from the head principal, teacher & counselor. This administrative decision is based on state assessment score trends, teacher assessment data from current and prior years, prerequisites for a course, & factual information.
- Students are not permitted to drop classes after April 1st of the previous year unless they have a "full schedule" as defined in the information below in order to create a study hall in their schedule.

## Minimum Course Load, Full Course Load, and Progression to the Next Grade Level

- All students should have at least six periods classes scheduled per semester, & earn at least six credits per year. For eligibility, all students for activities & athletics should carry 6 courses in case they fail a course.
- A student with a "full schedule" would have seven high school classes and no study hall.
- As determined by the administration, students with College Credit Plus Courses may carry less than 7 courses & have a "full schedule" depending on how many CCP courses on their schedule.
- Students who may struggle academically in core content area courses are encouraged to take only 6 courses to reserve a place in their schedule for a study hall or intervention support course. If at academic risk, this may be mandated by administration or school counselors so that students are set up for success.
- In terms of progression to the next grade level, students who fail multiple courses may be required to attend Summer School prior to the next school year (August) at Howland High School in person. This information is communicated in early June at the end of the school year. with students who are credit deficient.





# SPECIAL ACADEMIC DISTINCTIONS & HONORS

(Academic Distinctions & Honors Based on 7th Semester Weighted GPA -End of Fall Semester Senior Year)

*Due to increased opportunities for weighted courses across the curriculum & high, the Graduation Honors thresholds change for 2028 & Beyond.*

<b>Graduation Honors:</b>	<b>Class of 2025, 2026, &amp; 2027</b>	<b>Class of 2028 &amp; Beyond</b>
<b>Summa Cum Laude</b> <i>(Gold Graduation Cord)</i>	4.2 weighted cumulative GPA & above	4.4 weighted cumulative GPA & above
<b>Magna Cum Laude</b> <i>(Silver Graduation Cord)</i>	4.1-4.19 weighted cumulative GPA	4.20 - 4.39 weighted cumulative GPA
<b>Cum Laude</b> <i>(Bronze Graduation Cord)</i>	4.01-4.09 weighted cumulative GPA	4.01-4.19 weighted cumulative GPA

## The Howland Scholars Program

In order to qualify for the Howland High School Scholars Program at graduation, students are required to take a **minimum total of 10 of the courses listed below** including the core content areas courses and electives.

In order to fulfill requirements students must successfully complete a **minimum of 9 core content courses**. In addition, the Scholars Program requires that students take three years of one foreign language and a fine arts class. TCTC students may use their vocational certificate as a substitute for the foreign language requirement.

This program further recommends that a minimum of two honors/AP/CCP courses be taken each year the student is enrolled at Howland High School. These students are recognized at graduation (Orange Scholars Stoles).

<b>AVAILABLE HONORS, AP, AND CC+ COURSES BY GRADE LEVEL</b>			
<b>Core Content Courses (minimum of 9 required)</b>			
English	Honors English 1	Math	Honors Geometry
	Honors English 2		Honors Algebra 2
	AP English 3		Honors Pre-Calculus
	AP English 4		AP Calculus
	CCP Composition 1		CCP Math LA / CCP Stats
	CCP Composition 2		CCP Algebra / CCP Trig
Science	Honors Physical Science	Social Studies	Honors World History
	Honors Biology		Honors U.S. History
	Honors Intro Chemistry		AP Government
	Honors Anatomy & Physiology		AP Economics
	AP Physics I		CCP Social Studies Courses
	AP Chemistry		
	CCP Science Courses		
<b>Eligible Elective Courses</b>			
AP Art History		CC+ Italian	
AP 3D Design		CC+ Spanish	
AP 2D Art & Design		Honors German IV	
AP Programming II		Honors Chamber Choir / Honors Treble Choir	
AP Music Theory		Honors Symphonic Band	

In order to earn Howland High School Scholars recognition at graduation students are encouraged to take College Credit Plus (CCP) courses at Howland High School. In the event that students are unable to take class at Howland, CCP courses completed on campus **would** also count toward the Scholars Program. Also, courses taken in summer school, with a tutor, or through a credit flexibility program **would not** qualify for the Howland High School Scholars Program of Studies.



## **Honor Roll (Quarterly and Graduation)**

Students who earn a minimum weighted grade point average of 3.5 or higher (B & Above) after each quarterly grading period are recognized as Honor Roll Students.

Students who maintain a minimum weighted cumulative grade point average of 3.5 or higher (B & Above) after the 7th Semester will be recognized as Honor Roll Graduates.

## **Tri-Alpha Award**

Per weighted 7th Semester GPA, all students recognized as having earned a 3.75 or higher grade point average will be honored. (*Orange Graduation Cord*)

## **A+ Award**

Students maintaining straight "A"s through their high school career will be recognized at graduation.

## **Academic Letter Award**

To be eligible for an Academic Letter Award a student must maintain a minimum 3.50 weighted academic average for a school year. The Academic Awards Ceremony for a previous year is held the following Fall.

- First time recipients receive a script H and a certificate.
- Second-time recipients receive a Lamp of Learning recognition pin and a certificate.
- Third-time winners receive a Howland High School 3rd Year Pin and a certificate.

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## **Governor's Merit Scholarship**

### ***What is the Governor's Merit Scholarship?***

The Governor's Merit Scholarship (GMS) was created in 2023 by the State of Ohio and is designed to incentivize Ohio's top graduating high school seniors to further their education by attending a college or university in the State of Ohio.

GMS is offered to the top 5% of students as determined by the local school district. The Ohio Department of Higher Education (ODHE) provides each high school with the number of students who are eligible for the GMS.

### ***At Howland High School, the determining factors for the GMS are the following established school district criteria:***

*\*The top 5% of HHS students per Final Weighted Cumulative GPA at the end of 11th grade will be offered the GMS.*

*\*In cases of a tie, Composite Scores (Single Scores will be used, not Superscores) on standardized college entrance exams (ACT, SAT) will be used to determine those that qualify for the GMS.*

*\*In the instance that a tie exists at the 5 % threshold for both weighted GPA and Composite standardized test score (Not Superscores) , participation and leadership in extracurricular activities and/or financial need may be considered as the determining factor by the building principal.*

### ***How do I get more information?***

Contact your guidance counselor for more information or go to <https://meritscholarship.ohio.gov/>



## National Honor Society

### ***Norman D. Kepner Chapter of the NHS of Howland High School***

***For Contact Information for National Honor Society, The Mission, Purpose, and Bylaws, the definition and guidelines for NHS Community Service, and other NHS Info please visit the HHS - [NHS Website](#)***

#### **Membership:**

Membership in this chapter is an honor bestowed upon deserving students by the faculty and shall be based on the criteria of scholarship, service, leadership, and character. An email will be sent out in late October or Early November with application instructions. Applications will be due approximately 2 weeks following those instructions being sent. See the chapter advisor for specific dates.

All NHS Students in "Good Standing" are recognized at graduation. *(Blue & Yellow Graduation Cord).*

#### **Eligibility:**

- Member of the junior or senior class.
- Enrolled for a period equivalent to one semester at Howland High School.
- Minimum weighted cumulative grade point average of 3.8.
- Eight activity points with a minimum of six from school sponsored extracurricular activities/ organizations or athletic teams as determined by the principal. (Any activity that allows you to earn credit toward graduation cannot be counted as an activity point.)
- 40 verifiable hours of community service.
- Upon meeting these criteria, candidates shall then be considered based on their leadership & character.

#### **Obligations of members:**

- Dues will be payable to the chapter within 30 days of induction (\$20).
- Members are expected to attend all chapter meetings.
- The chapter shall determine one or more service projects for each year.
- All members shall regularly participate in these projects.
- First year members are required to complete a minimum of (18) chapter hours.
- Second year NHS members are required to complete a minimum of (9) individual service project hours and (18) chapter hours each semester during the school year.





### **Academic Honors Diploma - Class of 2026 & Beyond (Class of 2025 see [ODE Link](#) below)**

In order to earn an Academic Honors Diploma students must complete **all but one** of the following criteria:

<b>Math</b>	4 units, Fourth math must be > Algebra 2
<b>Science</b>	4 units - One additional unit Advanced Science
<b>Social Studies</b>	4 units - One additional unit Social Studies
<b>World Languages</b>	3 units of one world language or 2 units of each of two world languages studied
<b>GPA</b>	3.5 on a 4.0 scale - <i>GPA's must be calculated on an unweighted 4.0 scale.</i>
<b>ACT/SAT</b>	ACT: 27 or higher/SAT: 1280 or higher. Students can use superscore on the ACT/SAT.
<b>Seal Requirement</b>	Earn two additional diploma seals, not including Honors Diploma Seal
<b>Experiential Learning</b>	Field Experience, OhioMeansJobs Readiness Seal*, Portfolio or Work-Based Learning

**Science** – Advanced science courses contain rigorous content appropriate for grades 11 and 12. An advanced science course builds on the concepts and skills developed in the physical science and biology courses detailed in Ohio’s Learning Standards for Science. Appropriate advanced science courses include: Chemistry, physics or other physical sciences; Advanced biology or other life sciences; Astronomy; Physical geology or other Earth or space science; and Advanced Placement (AP) or International Baccalaureate (IB) Earth, life or physical science courses.

**Social Studies** - Students may get credit for both an American history course and/or the Advanced Placement, International Baccalaureate or a College Credit Plus American history course. This also applies for modern world history courses and American government courses.

### **CAREER-TECH HONORS DIPLOMA - Class of 2026 & Beyond (Class of 2025 see [ODE Link](#) below)**

To earn a Career-Tech Honors Diploma TCTC students must complete **all but one** of the following criteria:

<b>Math</b>	4 units, Fourth math must be > Algebra 2
<b>Career Tech Coursework</b>	Four units of Career-Tech Courses
<b>Career-Tech Proficiency</b>	Earned a cumulative score of proficient or higher on the technical assessments aligned to their program
<b>World Languages</b>	2 units of one world language
<b>GPA</b>	GPA 3.5 on a 4.0 scale - GPA's must be calculated on an unweighted 4.0 scale.
<b>ACT/SAT/WorkKeys</b>	ACT: 27 or higher/SAT: 1280 or higher Workkeys: Earn a score of 6 or higher on all three sections of the WorkKeys
<b>Industry-Recognized Seal or Technology Seal</b>	Meet requirements to earn Industry Recognized Credential Seal or Technology Seal
<b>Experiential Learning</b>	Field Experience, OhioMeansJobs Readiness Seal*, Portfolio or Work-Based Learning

**Please refer to the [Ohio Department of Education Criteria for Diploma with Honors](#) for more information.**



## Ohio Means Jobs Readiness Seal

The Ohio Means Jobs Readiness Seal (OMJ Seal) is a formal designation students can earn on their high school diploma and transcript which indicates that they exhibit personal strengths, strong work ethic, and professional experiences that today's businesses need in an EMPLOYEE, colleges desire in an ENROLLEE, and the military demands from an ENLISTEE (The "3 E's").

***This seal is offered to students in our Social Studies courses for Honors Diploma requirements or even required for some students in need of this seal to mee alternate pathways to graduation.***

To earn the OMJ Seal, high school students must demonstrate specific professional skills required for success in the workplace. Students must work with at least three experienced and trusted mentors who validate the demonstration of these skills in school, work or the community.

### **Students can earn the OMJ Seal by satisfying each of the following:**

*\*Demonstrate proficiency in each of 14 identified professional skills;*

*\*Use the OMJ Seal form to record demonstration of each professional skill;*

*\*Work with a mentor to validate demonstration of each skill across a minimum of two of the three environments. The three potential environments are: School, Work, and Community.*

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## **Admission Testing**

### **PSAT**

The PSAT assessment is offered annually in **October** to sophomores and juniors.

Prospective top qualifiers on the PSAT should take the PSAT in their Junior year to qualify for the National Merit Scholarship program.

### **ACT / SAT**

Either the ACT or SAT I should be taken **no later** than in the fall of a student's senior year.

Although most colleges in Ohio accept results from either test, applicants to state universities most often take the ACT. Highly competitive private colleges might require the SAT I and may also require the SAT II.

The ACT offers a 30 minute writing test as an optional component to the ACT assessment. Although it is optional, some colleges require the writing section and it is strongly recommended to take the writing section. There is an additional fee for students who choose to take the writing test.

### **Admission Test Suggested Calendar**

ACT/SAT\* Spring of Sophomore year or any time Junior year\*

PSAT Sophomores and Juniors (given once a year in October)

\*Students desiring to enroll in CC+ classes should take the ACT by February prior to class enrollment. All Juniors will take a state administered ACT on site at Howland High School during their Junior Year.

To check testing dates and register for either test, students may register online at [www.ACT.org](http://www.ACT.org) for the ACT and [www.collegeboard.org](http://www.collegeboard.org) for the SAT.



# Course Credit Programs & Policies

## Credit Flexibility

Credit flexibility shifts the focus from the seat-time requirements of a traditional high school setting to a performance-based model. Students can earn units of high school credit based upon an individually approved credit flexibility plan. Students can earn units of high school credits based on a demonstration of subject area competency, instead of or in combination with completing hours of classroom instruction.

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

### **Students may successfully earn credits by:**

- Completing coursework;
- Testing out of or demonstrating mastery of course content; or
- Pursuing one or more "educational options".

Students interested in credit flexibility should obtain an application to develop a learning plan from their guidance counselors. Students wishing to participate in credit flexibility must submit their credit flexibility plan 20 days prior to the start of the upcoming semester.

## Junior High Courses for High School Credit

Any high school courses taken by a Junior High School student would qualify towards graduation credit requirements but ***will not*** be calculated in their high school cumulative grade point average.

## Repetition of Courses

With administrative approval, students may repeat courses in which they received a final grade of D or F. Students repeating a course may only apply it once toward their subject area requirement. The final grade earned in both courses would be used to calculate a student's grade point average.

## Education Abroad

Credits earned outside the U.S.A. will be substituted for courses required for high school graduation based upon comparability of content and verification through transcript. Students participating in Education Abroad must participate in year long programs through administrative approved agencies.

# Credit Recovery & Summer School

Credit Recovery Courses and Summer School Courses are completed in Edmentum.

Letters are mailed home from school counselors in early June to families if a student failed a course or multiple courses. Students who fail any courses are automatically enrolled in summer school by their counselor. If a student fails one subject they will be enrolled in a virtual course over the summer. If a student passes the course, the fee for the course is waived. If a student fails the course, the fee is applied.

If a student fails multiple subjects, they will be ***required*** to attend in person summer school for 3 weeks in August prior to the start of the school year. Summer School has teachers on site to facilitate and assist with student learning. If students attend and pass their courses, the fee cost of the course is waived. If a student fails courses and/or does not attend required summer school then the course fee is applied.

**FOR MORE SUMMER SCHOOL & Credit Recovery Information visit our website:**

<https://www.howlandschools.com/o/hhs/page/summer-school>



## Students at Risk of Failure

### CREDIT REPAIR:

During the current quarter, Howland High School Students in danger of failing have the option of Credit Repair for the course in which they are failing. Credit Repair is not applicable to prior grading period work.

Credit Repair allows a student to retroactively request to retake an assessment, project or major assignment that they previously failed to increase their overall quarter performance to a passing grade.

***Credit Repair for the quarter in which a student is failing is due 1 week prior to the end of the quarter.***

Students can request a Credit Repair opportunity by contacting their teacher or notifying their school counselor. Credit Repair may be used to prove a student has learned the content by retaking a failed assessment/project to improve a score for the assessment/assignment by at least one letter grade to a D.

***Once a request is made to school personnel, it is the responsibility of the student to contact their instructor for the necessary work to repair their credit as well as submit their work to their instructor one week prior to the end of the quarter to determine if they have repaired their credit.***

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### PERCENTAGE PROMOTION

During the current semester, students who have a failing average for a grading period due to extenuating circumstances can ask their instructor for the opportunity for Percentage Promotion in order to bring their failing grade up to a minimum of 50% threshold to improve the overall semester grade to a passing grade.

***Percentage Promotion does not change a failing grade for a quarter. The grade remains a failing grade but the percentage can be repaired so that the overall semester grade may be improved to earn credit.***

Teachers will grade the Percentage Promotion work & submit the updated failing percentage to the student's guidance counselor prior to the end of the semester.

Percentage Promotion Example:

*A Student earns 42% during Grading Period 3. A Student is earning a 76% during Grading Period 4.*

***A student requests Percentage Promotion to their teacher & resubmits a project/assignment that improves their failing percentage from a 42% to a 50% thus improving their overall semester grade to a passing grade. Although the student still has a failing quarterly grade, the student having a 76% & a 50% grades for quarters 3 & 4 now has a 63% & has repaired their grade to earn their 2nd semester credit.***



# **Athletic & Extracurricular Academic Eligibility Requirements:**

## **Academic Accountability Standards - Activities and Clubs**

Incoming 9th graders MUST earn passing grades in a minimum of four courses in their final grading period of grade 8 in order to be eligible, with regard to scholarship, during their first grading period of 9th grade.

Thereafter, all high school students MUST earn passing grades in a minimum of five (5) one-credit courses (or the equivalent) during the immediately preceding grading period to have continuing eligibility. Physical Education Courses do count towards eligibility but will NEVER count as a full credit course (1/2). Do not count this course as one of the five full credit courses.

## **Attendance Accountability Standards**

All students are permitted to participate in the activities of their choosing, as long as they meet the eligibility requirements. Students must be in attendance at school for a full day on the day of the event to participate. If the event does not take place on a day in which school is in session, students must be in attendance for a full day of school on the day prior to the event to participate.

If a student was absent for a portion of the school day, a medical/legal excuse must be presented to be eligible to participate. Authorization to participate lies within the discretion of building administration and/or activities administration.

## **Ohio High School Athletic Association (OHSAA) - Academic Athletic Eligibility**

Eligibility for each grading period is determined by the grade received the preceding grading period. Semester and yearly grades do not impact eligibility.

### **Grades 9-12:**

To be eligible, you must be currently enrolled in a member school and have received passing grades in a minimum of five one credit courses, or the equivalent, in the immediately preceding grading period. Summer school grades may not be used to substitute for failing grades received in the final grading period of the regular school year or for lack of enough courses taken the preceding grading period. Students taking post-secondary school courses must comply with these standards. *It's highly recommended by Howland & OHSAA that students take 6 full credit classes or equivalent courses to remain OHSAA eligible.*

### **Grade 8 Entering High School**

To maintain eligibility students must have received passing grades in a minimum of five of the subjects taken in the last grading period. Summer School Grades may not be used to substitute for failing grades received in the final grade period.

## **NCAA REQUIREMENTS**

Student athletes with the future goal of participation in athletics in a Division I or Division II college in their freshman year must meet specific NCAA course requirements while in high school.

Students and their parents should consult with the school counselors when selecting high school courses to ensure they are meeting NCAA course requirements.





# Course Offerings General Notes

## Description of Courses Labeled as A and B

All general courses required to graduate with "A and B" at the end of the course titles are all year courses in which a final grade will be given at the end of each semester. *Therefore, students at risk of failure following the first semester can still earn a ½ credit during the second half of the academic year.*

***In cases of students at risk of failure and credit deficiency only, the total average for both semester grades for the school year may be taken for a student to receive a full credit.***

## AP and Honors Supplemental Work

Any AP or Honors class may require additional summer work as an extension to a student learning experience. Assignments should be rigorous & apply to real world application.

Access to AP and Honors Summer work is shared with all students and parents in early June via email or electronically. Contact individual instructors with questions or concerns about expectations & due dates.

## College Credit Plus Information

In addition to AP courses, students are encouraged to take College Credit Plus (CCP) courses at Howland High School and TCTC. We offer CCP courses through several institutions. Courses are offered both on site at HHS and on campus at these local institutions.

Students MUST: apply before the deadline, meet eligibility requirements, and complete orientation, advising, and/or placement testing as directed by the colleges. Students must check personal and college email accounts and watch the deadlines.

Refer to the links below for College Credit Plus Application Instructions, CCP Offerings, and other important information.

- [CCP Courses & Textbook Agreement](#)
- [CCP Letter of Intent](#)
- [CCP Application Instructions](#)
- [ODE - CCP Information](#)

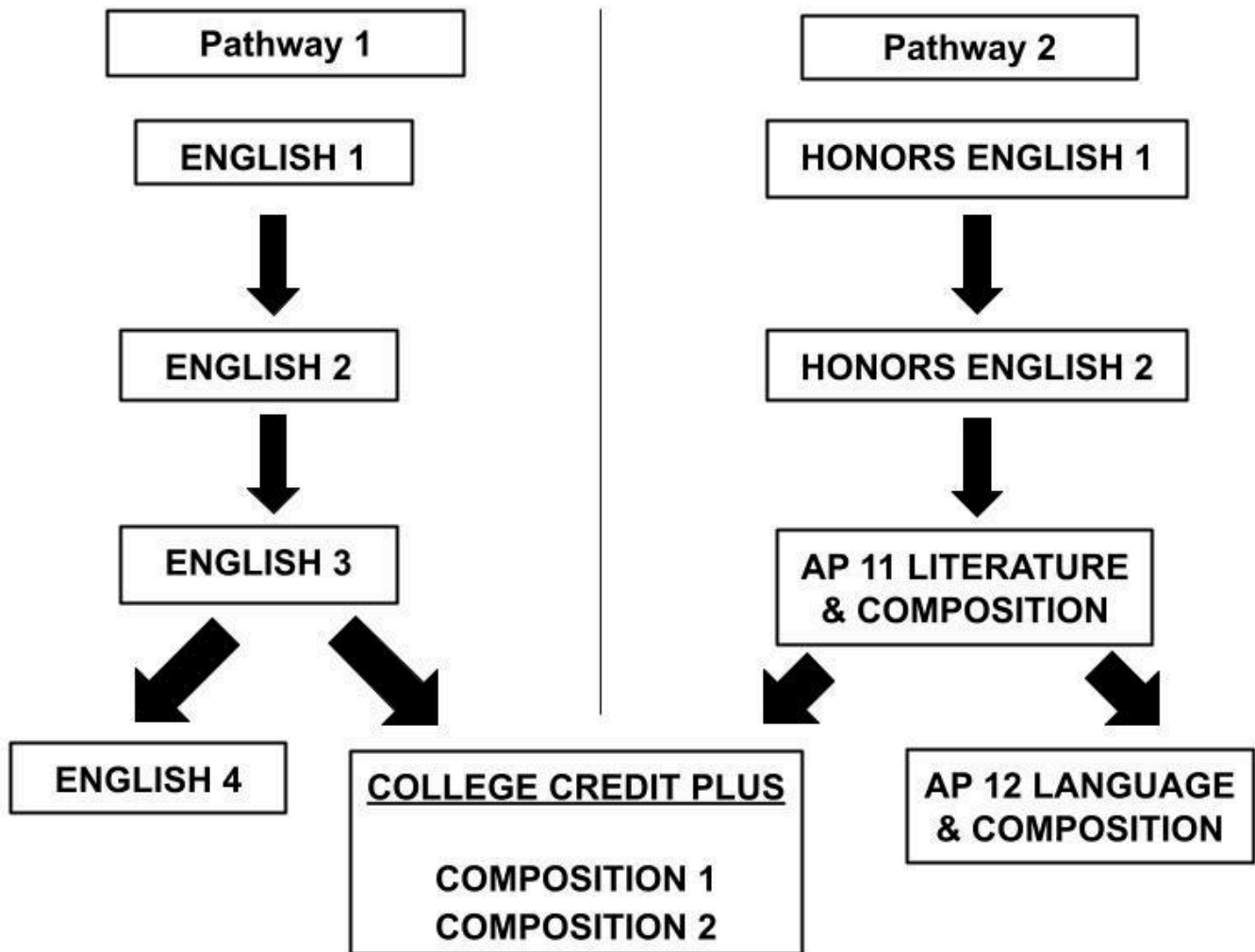
**Scan QR code or click the link to access the CCP Course Request Form & Letter of Intent.**





## HHS Language Arts Pathways

The following educational pathways are **recommended pathways** that depend on many variables including career goals of the student, teacher recommendations, & past academic performance / state testing.



### Reminders:

Graduation requirement 4 credits of English. Minimum of 1 credit per school year.

Prerequisite -Recommended ACT Score for for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.

Students must complete CCP Comp. 1 before enrolling in CCP Comp. 2.

Recommended ACT Score for AP Courses - It is recommended that students meet the same minimum admissions standards on ACT for CCP Courses: Composite 17, English 18, Reading 22, Math 22.



# Language Arts Courses

<b>HONORS ENGLISH 1</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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This course stresses strong composition skills as well as the ability to critically read a variety of genres. The course consists of advanced vocabulary work, research projects, language study, & speaking assignments. Students will analyze & interpret various longer works.

**Prerequisite current Advanced Language Arts student: "B" average or higher or Teacher Recommendation**

**Prerequisite current English student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>ENGLISH 1 A &amp; B</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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This course develops competence in all language arts skills: reading, research, writing, speaking, & listening. Students will cover short stories, non-fiction, poetry, drama, epic, & the novel. Grammar is integrated with the literature studied & writing produced. Students will learn how to use technology for the study of English with one to one technology.

**Prerequisite: Passing grade in English 8th Grade**

<b>HONORS ENGLISH 2</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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Students will study American Literature, both topologically & chronologically. Students will read multiple novels as well as selections from an American literature anthology. Students will continue to become familiar with the major forms of composition, adding more elements of MLA formatting & documentation. Students will begin using technology more frequently in the completion of their daily assignments & readings. Students in this course will receive advanced work in literary analysis to prepare for possible placement in AP English. The course also prepares students for the ACT necessary for Dual Credit courses.

**Prerequisite current Honors English student: "B" average or higher in Honors English 1 or Teacher Recommendation**

**Prerequisite current English I student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>ENGLISH 2 A &amp; B</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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Students will study American Literature, both by theme & chronologically. Students will read multiple novels as well as selections from an American literature anthology. Students will continue to become familiar with the major forms of composition, adding more elements of MLA formatting & documentation. Students will begin using technology more frequently in the completion of their daily assignments & readings.

<b>AP ENGLISH 3 LITERATURE &amp; COMP</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>Full Year</b>
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This course enables academically motivated students to further their potential. Experiences in reading closely, thinking precisely & writing logically are part of this course. Students will write one research paper. The course prepares students to take the AP English Literature & Composition exam in order to qualify for college credit. The focus of the course is an analysis of the literature of England using primarily a chronological approach.

**Prerequisite current Honors English II student: "B" average or higher in Honors English II or Teacher Recommendation**

**Prerequisite current English II student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**



<b>ENGLISH 3 A &amp; B</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>Full Year</b>
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Survey of British Literature (English 3): This semester course, open to juniors for ½ an English credit, is an overview of how British literature changed from the Anglo Saxon Era to the modern day. Students will read a sampling of poems, stories, plays, & novels. The focus of the course is learning to read literature critically & independently, drawing connections between the text, the reader, & modern day. Students will be required to read several works outside the school day; however, the writing of formal compositions is minimal.

Composition 1 (English 3): This semester course, open to juniors for ½ an English credit, is designed to improve writing skills & to introduce basic research skills. Emphasis is placed on writing associated with brainstorming, free writing, clustering, drafting, revising, editing, & proofreading. Students are required to produce a variety of essays from academic papers to business documents. A short research paper using MLA documentation is required.

This course provides the background for the college-bound student to develop their reading, writing, & vocabulary skills. The literature studied is the prose & poetry of England from the Anglo-Saxon period through Romanticism to present-day writings as well as reading at least three outside novels. The development of writing skills is addressed by requiring the student to submit a minimum of four writing samples, one of which will be a research paper. A minimum of three-four oral assignments also helps the students to further develop their communication skills.

<b>AP ENGLISH 4 LANGUAGE &amp; COMP.</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The focus of this course is an analysis of nonfiction texts utilizing critical thinking, theoretical constructs, & thematic relationships. Students in this course will spend much of their time reading & writing critical evaluations about current events in different academic subjects. Students in this course are preparing to take the AP exam at the end of the course for college credit.

**Prerequisite current AP English 3 student: "B" average or higher or Teacher Recommendation**

**Prerequisite for current English 3 student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>ENGLISH 4 A &amp; B</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Foundations of Communication: This one-semester course, open to seniors, for ½ an English credit will introduce students to interpersonal, small group, & large group communication models. Students will read about, discuss, & present findings about contemporary issues. Students are required to complete public speaking assignments as well as projects that require research outside the school day.

Composition II: This one-semester course, open to seniors, for ½ an English credit, This semester course for ½ an English credit is a continuation of Composition I. Students will spend the majority of their time researching & writing argumentative responses & research papers. Students will continue studying MLA requirements while being introduced to APA format as well. Students are required to complete all major papers for credit.

**College Credit Plus English Language Arts Offerings continued on the next page.**



<b>CC+ English</b>	<b>Grade 8, 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Semester Courses</b>
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***College Credit Plus English Courses offered at HHS during the 12th grade year.***

**Composition I:** This one-semester course for 1 English credit is designed to improve writing skills & to introduce basic research skills. Emphasis is placed on writing associated with brainstorming, free writing, clustering, drafting, revising, & editing. Students are required to produce a variety of essays demonstrating skills & are introduced to library & online research methods. A short research paper using MLA documentation is required. Course may require participation in outside classroom activities/events that relate to the course outcomes. Students must complete all university assignments to receive college credit.

**Composition II:** This one-semester course for 1 English credit is designed for transfer for associate degree students in science & arts. The course focuses on argument & on how to approach essay writing & essay exams in various disciplines. Students are required to produce writing demonstrating these skills. Students are introduced to APA documentation style of documentation, & are required to produce a full-length research paper. Course may require participation in outside classroom activities/events that relate to the course outcomes. Students must complete all university assignments to receive college credit.

**Prerequisite:**

**Students must complete 3 years of English during grades 9-11.**

**Students are recommended to meet College admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st. Students must have successfully passed Composition I with a "C" or better to enroll in Composition II.**

**English Language Arts Support Skills Elective Credit**

<b>ELA SKILLS SUPPORT (I, II, III, IV)</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 elective credit</b>	<b>Semester Courses</b>
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English Language Arts Skills Support (I, II, III, IV) is designed for students in need of additional instructional time & intervention to further develop skills in ELA to supplement their general education course & improve their skills for graduation requirement readiness. This course focuses on communication skills needed to become a productive participant in society. Students will build vocabulary, critical thinking, & writing, speaking & listening skills.

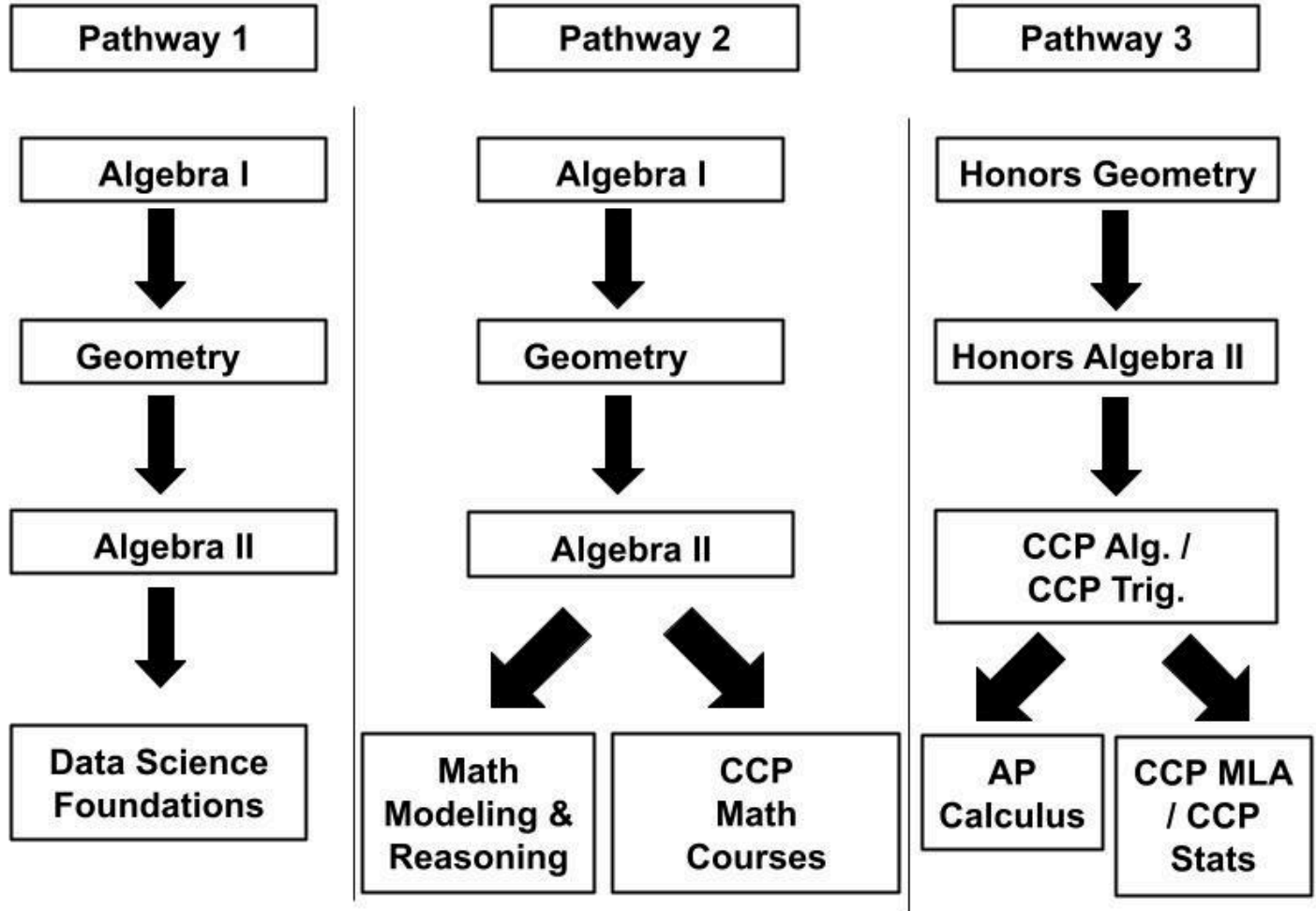
Additional support focuses on reading skills needed to become a productive participant in society. Students will connect reading to their everyday lives & needs to gain successful employment & independent living. Students will build skills needed to function safely in daily activities. The course is offered as a PASS/FAIL support course recommended by teachers who identify students in need of further ELA support.

**Prerequisite: Students must either have a defined need in an IEP, 504 plan, or past history of assessment performance on Ohio State tests that is deemed At-Risk of being below grade level or proficient (Borderline Proficient, Basic, Limited) in ELA.**



# HHS Mathematics Pathways

The following educational pathways are *recommended pathways* that depend on many variables including career goals of the student, teacher recommendations, & past academic performance / state testing.



- COLLEGE CREDIT PLUS OFFERINGS**
- CCP Algebra / CCP Trigonometry
  - CCP Math for Liberal Arts / CCP Statistics

**Graduation requirement 4 credits(Algebra 1, Geometry, Algebra 2, Math Elective)**

Students are recommended to successfully earn a minimum score of 22 on the mathematics portion of the ACT to enroll in College Credit Plus. Scores should be received by April 1st of the prior school year.

Recommended ACT Score for AP Courses - It is recommended that students meet the same minimum admissions standards on ACT for CCP Courses: Composite 17, English 18, Reading 22, Math 22.



# Mathematics Courses

<b>ALGEBRA I A &amp; B</b>	<b>Grade 9, 10</b>	<b>1 credit</b>	<b>Full Year</b>
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This is a comprehensive Algebra I course. Concepts include an application of algebraic fractions, & introduction to functions, systems of linear equations, inequalities in one & two variables, rational & irrational numbers, quadratic functions, & the basic elements of probability, statistics. Techniques of solving equations in two variables, & inequalities in one & two variables are studied & applied to solving word problems. Attention is focused on problems at an intermediate level of difficulty, which allows for a pace appropriate for the stage of mathematical development of the student. **Prerequisite: Passing grade in 8th Grade Math**

<b>HONORS GEOMETRY</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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This is the first course in a 4 year honors sequence & will be taught at a level & pace required to appropriately prepare students for completion of calculus in their senior year. Major topics from the Common Core Standards that will be studied in this course include: understanding congruence in terms of rigid motions, understanding similarity in terms of similarity transformations, proving geometric theorems (including coordinate proofs), geometric constructions, & solving problems involving right triangles. Advanced Algebra skills will be required.

**Prerequisite current Advanced Algebra 1 student: "B" average or higher in Adv. Algebra 1 or Teacher Recommendation.**

**Prerequisite current Algebra 1 student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>GEOMETRY A &amp; B</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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Major topics from the Ohio's Learning Standards that will be studied in this course include: understanding congruence in terms of rigid motions, understanding similarity in terms of similarity transformations, proving geometric theorems (including coordinate proofs), geometric constructions, & solving problems involving right triangles. This rigorous course requires a solid foundation in algebra. **Prerequisite: Passing grade in Algebra I.**

<b>HONORS ALGEBRA 2</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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This accelerated course is designed to build on algebraic & geometric concepts taught in previous courses. Fundamental skills of mathematics will be applied to such topics as functions, equations & inequalities, probability & statistics, logarithmic & exponential relationships, quadratic & polynomial equations, & systems of equations. Complex numbers & trig functions are also introduced. Technology will be used to expand on linear, quadratic, polynomial, radical, rational, exponential, & logarithmic functions & their graphs with a focus on application. The content of this course is important for students' success on both the ACT & college mathematics entrance exams.

**Prerequisite current Honors Geometry student: "B" average or higher in Honors Geometry or Teacher Recommendation**

**Prerequisite current Geometry student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>ALGEBRA 2 A &amp; B</b>	<b>Grade 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is designed to build on algebraic & geometric concepts taught in previous courses. Fundamental skills of mathematics will be applied to such topics as functions, equations & inequalities, probability & statistics, logarithmic & exponential relationships, quadratic & polynomial equations, & systems of equations. Complex numbers & trig functions are also introduced. Technology will be used to expand on linear, quadratic, polynomial, radical, rational, exponential, & logarithmic functions & their graphs. The content of this course is important for students' success on both the ACT & college mathematics entrance exams. **Prerequisite: Passing grade in Geometry.**



<b>MATH MODELING &amp; REASONING</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is designed to promote reasoning, problem-solving & modeling through thematic units focused on mathematical practices while reinforcing & extending content in Number & Quantity, Algebra, Functions, Statistics & Probability, & Geometry. Quantitative reasoning & modeling involve the application of mathematics to real-world situations, with careful attention to the choice of units & contextual challenges. Problem-solving requires analyzing an unfamiliar situation & devising a solution strategy. Problem-solving & modeling together provide opportunities for students to experience success with mathematics, not merely improve their self-perception. These habits & skills promote perseverance & cut across disciplines, thus providing a gateway into successful postsecondary education & a variety of careers.

**Prerequisite: Algebra II**

<b>DATA SCIENCE FOUNDATIONS</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The course teaches students to reason with & think critically about data in all forms. Ohio's Learning Standards for Mathematics relevant to data science are taught along with the data demands of good citizenship in the 21st century. This course may include things such as describing big data; usability & usefulness of data; structured vs unstructured data; data extraction techniques; data storage; privacy issues; & data mining.

**Prerequisite: Algebra II & teacher recommendation**

<b>AP CALCULUS</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This rigorous course is designed to give the sophisticated math student an introduction to both differential & integral calculus. An in-depth study of functions, limits, graphs, & continuity is included in the course. Students will learn how to find & apply derivatives, how to compute & apply integrals, including applications involving them. Students are required to take the AP Calculus exam for college credit at the conclusion of the course.

**Prerequisite current Honors Precalculus student: "B" average or higher in Honors Precalculus or Teacher Recommendation  
Meet the recommended ACT Score.**

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**College Credit Plus Mathematics Offerings continued on the next page.**





<b>CC+ Math</b>	<b>Grade 8, 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Semester Courses</b>
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***College Credit Plus Math Courses offered at HHS during the 11th & 12th grade year.***

**College Algebra:** - Linear, polynomial, rational, radical, inverse, exponential, logarithmic, composite, and piecewise defined functions, their graphs, properties, symmetries, and applications, complex numbers, real roots of polynomial functions, conic sections, systems of linear equations in 2 variables, 3 variables, matrices, and linear and quadratic curves of best fit.

**College Trigonometry:** This course is the second part of an algebra-trigonometry sequence. Topics include trigonometry functions & their graphs; trigonometric identities & equations; applications of trigonometry; complex numbers; & analytic geometry.

**Math for the Liberal Arts:** - A survey course in Mathematics designed to improve problem solving, critical thinking, and quantitative reasoning skills. While this course is designed for students not intending to continue on to higher-level Mathematics courses, the course does examine diverse applications of contemporary Mathematics and provides an understanding of the role of Mathematics in society and daily life. This understanding is accomplished by studying selected topics from Set Theory, Number Theory, Algebra, Math of Finance, and Probability.

**College Statistics:** An introduction to statistics is given, including data, graphic representation, measures of central tendency & dispersion, probability, types of distribution, sampling, hypothesis, testing & elementary aspects of correlation.

**Prerequisite -**

**Students must complete 3 years of Math during grades 9-11.**

**Students are recommended to meet College admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.**

**Mathematics Support Skills Elective Credit**

<b>MATHEMATICS SKILLS SUPPORT (I, II, III, IV)</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 elective credit</b>	<b>Semester Courses</b>
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Mathematics Skills Support is designed for students in need of additional instructional time & intervention to further develop skills in Math to supplement their general education course & improve their skills for graduation requirement readiness. This is a multidisciplinary course which provides students continuing opportunities to develop the vocational skills including: (1) reading, (2) writing, (3) listening, (4) speaking, & (5) mathematical computation, that are essential for high school coursework achievement in Algebra I, Geometry, Algebra II, Data Science Foundations &/or Math Modeling.

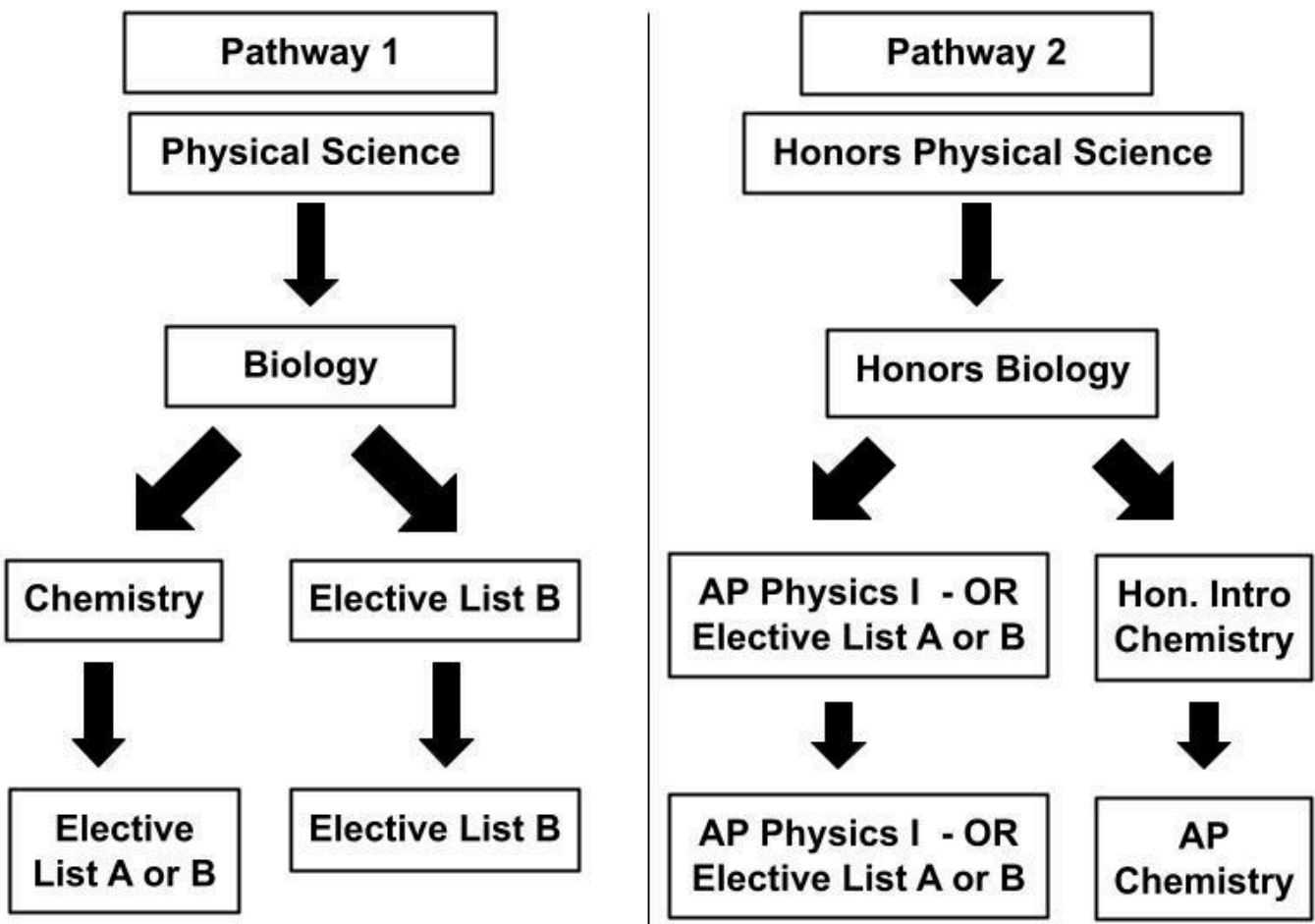
Students will understand that when they leave school that mathematics is more important than ever. They are more & more likely to use math in their work & everyday lives. The course is offered as a PASS/FAIL support course recommended by teachers who identify students in need of further Math support.

**Prerequisite: Students must either have a defined need in an IEP, 504 plan, or past history of assessment performance on Ohio State tests that is deemed At-Risk of being below grade level or proficient (Borderline Proficient, Basic, Limited) in Math.**



# HHS Science Pathways

The following educational pathways are **recommended pathways** that depend on many variables including career goals of the student, teacher recommendations, & past academic performance / state testing.



- Elective List A**
- Honors Anatomy & Physiology
  - CCP Ecology / CCP Environmental Science Intro
  - CCP Biology I / CCP Biology II

- Elective List B**
- Astronomy
  - How Things Work
  - Forensics
  - Everyday Science

**Graduation Requirement 3 Credits (Physical Science, Biology, Science Elective)**

Prerequisite - Recommended ACT Score for for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.

Recommended ACT Score for AP Courses - It is recommended that students meet the same minimum admissions standards on ACT for CCP Courses: Composite 17, English 18, Reading 22, Math 22.



# Science Courses

<b>HONORS PHYSICAL SCIENCE</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is an advanced introduction to chemistry & physics topics & will follow the standards set forth by the state. Honors Physical Science will utilize inquiry based instruction that will assist students to become more independent learners. Students will explore concepts using mathematical manipulation of equations as well as conceptual based instruction. In this class students will be required to collect & analyze data using graphs & charts. This course will also use lab experiments to further enhance topics taught in this class. Students will learn how to collect & analyze data produced during an experiment & then relate the findings to the concepts learned in the lecture portion of class. The labs will help to prepare students for the more advanced & independent labs that will be used in higher level honors courses.

**Prerequisite current Science 8 student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>PHYSICAL SCIENCE A &amp; B</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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Students will explore the different states of matter & the energy changes associated with them. They will explore the multiple trends of the periodic table & how they correlate with the nomenclature of compounds. They will write, balance, & identify chemical formulas.

Students apply mathematical models to introduce the fundamental concepts that describe the physical world. Students will be engaged in scientific inquiry, investigations & labs so that they develop a conceptual understanding & basic scientific skills.

<b>HONORS BIOLOGY</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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The course will emphasize critical reasoning skills, mathematical application of scientific laws, experimental verification of scientific concepts, & development of proficient research skills which will be applied to written & oral assignments, with examinations to test the student's knowledge in the following areas of study: Molecular & Cellular biology, Cellular Reproduction, Genetics, Evolution, Classification, & Infectious Diseases. In addition to the biology coursework, students will be required to do research on each of the course topics & produce either an experiment or a teacher approved project which will enrich their comprehension of the topic.

**Prerequisite current Honors Physical Science student: "B" average or higher or Teacher Recommendation**

**Prerequisite current Physical Science student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>BIOLOGY A &amp; B</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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This course investigates the composition, diversity, complexity & interconnectedness of life on Earth. The fundamental concepts of cellular structure, heredity & evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment & the interactions within & between them. Students engage in investigations to understand & explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills & real-world applications.

**Prerequisite: Completion of Physical Science A & B**



### College Credit Plus Science Electives

CCP Science courses are offered in rotation every other school year with other CCP Science courses (Environmental & Ecology during Odd School Years while CCP Biology I & CCP Biology 2 offered during Even School Years).

<b>CC+ ENVIRONMENTAL SCIENCE INTRO</b>	<b>Grade 8, 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Semester Course</b>
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An introduction to the interlinkages of nature with substantive materials from geology, biology, chemistry, physics, economics, anthropology, political sciences, & many other areas. The role of humans as destroyers & conservationists in nature will be studied. Natural- & human-caused hazards & prevention will be investigated. This course will also provide an overview of the dynamics of the abiotic factors contributing to ecosystem structure & function. The course will include water resources & flood hazards, environmental hazards, soils, & waste management. It will deal both with natural factors & environments that have been affected by human intervention, as well as the conservation of the resources on which society depends. Selected exercises designed to reinforce concepts including experiments, exercises, & field trips to introduce students to the hands-on observation of significant environmental issues. The course has four required half-day field trips & one required full-day field trip. Theory 3 Credits - Lab 2 hours

**Prerequisite:** Students are recommended to meet college admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.

<b>CC+ ECOLOGY</b>	<b>Grade 8, 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Semester Course</b>
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This course is intended for students interested in the world around them. Ecology should be a part of liberal education for it is essential that students who major in such diverse fields as economics, sociology, engineering, political sciences, history, & English have some basic understanding of ecology for the simple reason that it impacts their lives. The student will learn to appreciate or arrive at informed opinions on such highly politicized environmental issues as clean air & water, wetland preservation, endangered species, logging, ozone depletion, global warming, & flood control, after obtaining a firm grounding in ecological concepts.

**Prerequisite:** Students are recommended to meet college admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.

<b>CC+ PRINCIPLES OF BIOLOGY I</b>	<b>Grade 8, 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Semester Course</b>
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**PRINCIPLES OF BIOLOGY I:** This course considers the cellular level of biological organization. Topics include the chemical & physical foundations of life, structure & function of cells, cellular organelles, bioenergetics, metabolism, photosynthesis, biosynthesis, cell division & growth, information coding & transfer, & basic Mendelian & population genetics. Theory 3 Credits - Lab 2 hours

**Prerequisite:** Students are recommended to meet college admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.

<b>CC+ PRINCIPLES OF BIOLOGY II</b>	<b>Grade 8, 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Semester Course</b>
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**PRINCIPLES OF BIOLOGY II:** This course addresses the biology of organisms, both plants, & animals. The course will emphasize the evolutionary history of life, plant & animal diversity, the present ecological adaptations of species, & relationships among populations in various environments. Theory 3 Credits - Lab 2 hours

**Prerequisite:** Students are recommended to meet college admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.



## Science Electives

<b>HONORS ANATOMY &amp; PHYSIOLOGY</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Honors Human Anatomy & Physiology is a general science course taken at the high school level for juniors & seniors. Students taking this course should be interested in pursuing a degree in the health sciences, biological sciences, or a nursing field. The course is a survey of human anatomy that parallels anatomical characteristics of other animals. The course focuses on anatomical terminology, anatomical identification, & physiological processes of human body systems. Students enrolled in this course should realize that this course requires them to spend daily study time, effort, reading, & memorization. Successful completion of this class requires commitment from the student.

**Prerequisite current Honors Biology student: "B" average or higher or Teacher Recommendation**

**Prerequisite current Biology student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>CHEMISTRY</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Chemistry I investigates fundamental laws & concepts of chemistry, including composition of matter & the physical & chemical changes it undergoes, atomic structure, the periodic law, chemical bonding, chemical nomenclature, chemical equations & reactions, stoichiometry, physical behavior of gasses, solutions, & acid-base theory. The approach is both mathematical as well as conceptual. Lab skills will be developed to reinforce the understanding of chemical concepts & principles.

**Prerequisite: Currently taking or have completed Honors Algebra 2 or Algebra 2 with a passing grade.**

<b>HONORS INTRO TO AP CHEMISTRY</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>Full Year</b>
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Intro to AP Chemistry is an advanced introductory chemistry course designed to meet the needs of the student who plans to continue in AP Chemistry, as this course will highlight the fundamental concepts that will be elaborated on in the AP Chemistry course. The goal of Intro to AP Chemistry is to provide students with a foundation to understand the structure & properties of chemical substances & to make predictions in regards to the movement of matter & energy in a system. By nature, this course is lab-based with special emphasis on quantitative & qualitative methods of analysis. This course is a prerequisite for the AP Chemistry course.

**Prerequisite current Honors Biology student: "B" average or higher or Teacher Recommendation**

**Prerequisite current Biology student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

**Prerequisite: Currently taking or have completed Honors Algebra 2 or Algebra 2.**

<b>AP CHEMISTRY</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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AP Chemistry is an accelerated & more rigorous Chemistry course designed to offer students the opportunity to master core principles of chemistry. Students will be engaged in a broad spectrum of chemistry including: the study of matter & energy, atomic structure, chemical bonding, chemical reactions, stoichiometry, reaction kinetics & equilibrium, gasses, the behavior of solutions, acid-base reactions, oxidation-reduction reactions, thermochemistry, electrochemistry, nuclear chemistry, & organic chemistry. The approach is both mathematical as well as conceptual. Lab skills will be developed to reinforce the understanding of chemical concepts & principles. This option is recommended for students who are motivated to complete extra study & work demands & are interested in pursuing careers in the medical, engineering, or scientific fields.

**Prerequisite: Currently taking or have completed Honors Algebra 2 or Algebra 2. Completion of Honors Intro to AP.**

**Prerequisite: Honors Intro Chemistry "A" average or higher or Teacher Recommendation. Meet the recommended ACT Score.**



<b>AP PHYSICS I</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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AP physics will stress student directed laboratory work to develop strong problem solving skills. This is a broad range, math intensive course, covering forces & motion, work & energy, waves & finally electricity. This will be a faster paced course than general physics so more depth can be given to each topic. For this reason, students will be expected to take a large responsibility for mastering materials on their own after class discussions & examples. This course is highly recommended for students pursuing a career in advanced science topics such as engineering of any concentration, research & design, architecture, or other research based careers.

**Prerequisite current Advanced Science student: "B" average or higher or Teacher Recommendation**

**Prerequisite current Science student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

**Math Prerequisite: Honors Track Math Student in good standing,**

### Combined Science Electives

<b>EVERYDAY SCIENCE</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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General Chemistry Elective - Students in this semester-long course will develop fundamental scientific skills through use of advanced thought as well as hands-on experimentation to understand everyday chemical reactions while utilizing basic chemistry concepts. There are no pre or corequisites for this course. This course is designed to be paired with the Forensics semester course.

<b>FORENSICS</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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This course explains the principles & techniques behind the work of forensic scientists. Content will be illustrated with numerous video/reading case studies, lectures, projects, guest speakers & lab activities. Students will learn how to break down a crime scene using observational skills, hair/fiber analysis, botany, fingerprints, DNA profiling, blood spatter, entomology, handwriting, soils, anthropology, glass evidence, casts/impressions, & tool marks. Paired with Everyday Science

<b>ASTRONOMY</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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Astronomy is a course that introduces the student to the history, composition & structure of the universe. Astronomy is the scientific study of the contents of the entire Universe. This course will provide the student with a study of the universe & the conditions, properties, & motions of bodies in space by means of lecture, video case studies, field trip, projects, & labs using Stellarium in the computer lab. The content includes, but is not limited to, historical astronomy, astronomical instruments, the celestial sphere, the solar system, the earth as a system in space, the earth/moon system, the sun as a star, extraterrestrial life & stars. (Field trips for this course may not be permitted if time or other restraints exist during the academic year.)

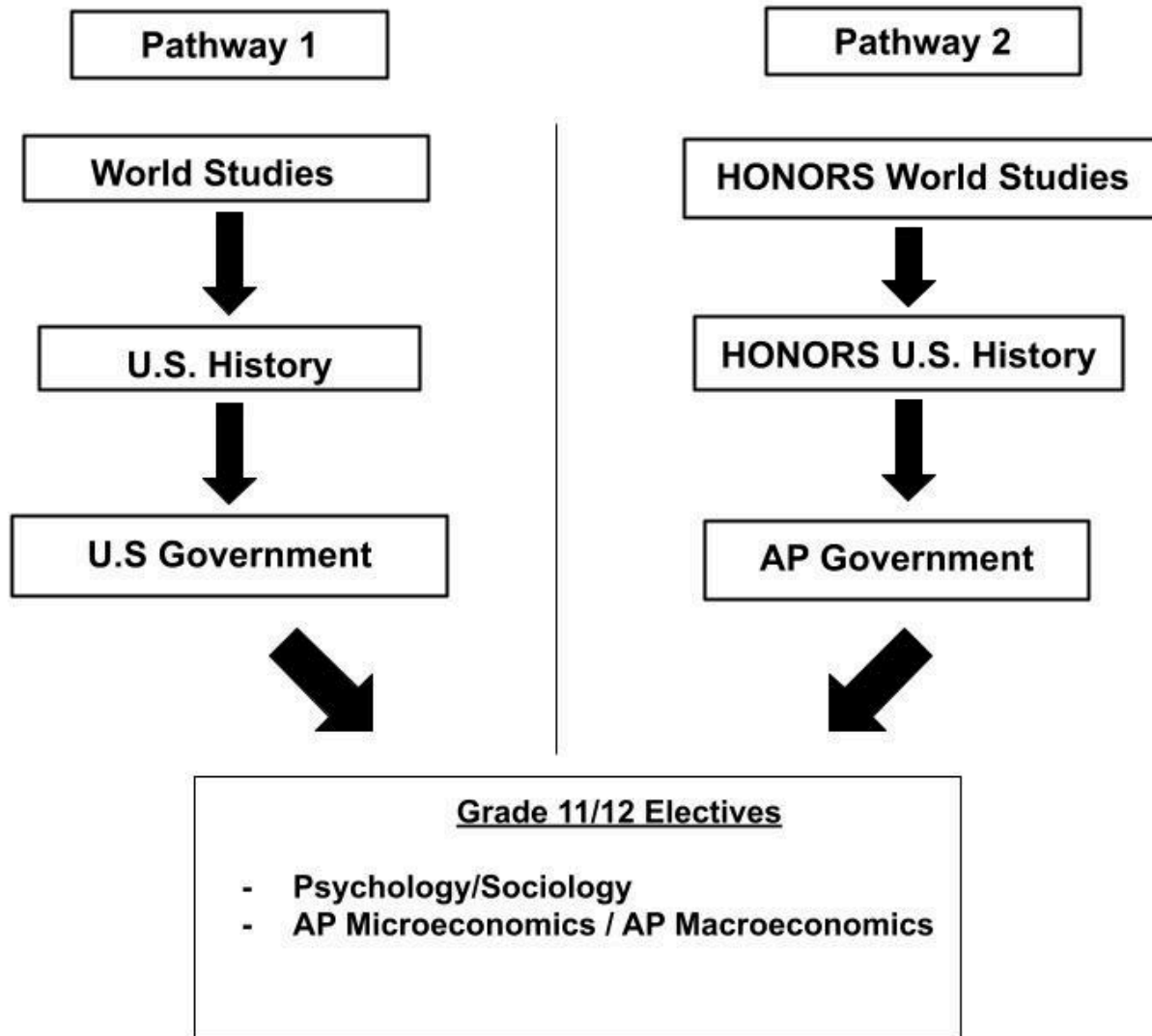
<b>HOW THINGS WORK</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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General Physics Elective - This semester course is designed for students to gain a better understanding of the world around them. This will be done through hands-on experimentation & scientific thought while attempting to understand fundamental physics concepts. There are no pre or corequisites for this course. This course is designed to be paired with the Astronomy semester course.



## HHS Social Studies Pathways

The following educational pathways are **recommended pathways** that depend on many variables including career goals of the student, teacher recommendations, & past academic performance / state testing.



### Graduation Requirement 3 Credits (World Studies, U.S. History, U.S. Government)

Prerequisite - Recommended ACT Score for for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results should be received by April 1st.

Recommended ACT Score for AP Courses - It is recommended that students meet the same minimum admissions standards on ACT for CCP Courses: Composite 17, English 18, Reading 22, Math 22.



# Social Studies Courses

<b>HONORS WORLD STUDIES</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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This course focuses on research, analytical thinking, in-depth problem solving, group activities, independent study, & reading. It will be conducted in a collegial style. The course begins with the ideas of the Renaissance & Enlightenment & those ideas that shaped our current world.

**Prerequisite current Social Studies 8 student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>WORLD STUDIES A &amp; B</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is a chronological study of society from the Enlightenment to the present. Special emphasis is placed on the more significant events, movements, & personalities that have been pivotal in shaping our world. Special attention is paid to other cultures & their perspectives.

World Studies also incorporates the significance of geography & economics into the decisions made in the world arena. Students will focus on Age of Imperialism, World War 1 & 2, Vietnam War, Cold War & Modern Issues in Worlds Studies A. Students will focus on Enlightenment, Industrial Revolution, American Revolution, French Revolution & Historical Documents.

**Prerequisite current 8th Grade U.S. History: Earned a passing grade in 8th Grade U.S. History.**

<b>HONORS US HISTORY</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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This course will be conducted in a collegial manner focusing on independent study, analytical thinking, research, in-depth reading(s), group activities, essay writing, & notetaking skills. Topics: 1877 to present day American History.

**Prerequisite current Honors World Studies student: "B" average or higher or Teacher Recommendation**

**Prerequisite current World Studies student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an Honors Course.**

<b>US HISTORY A &amp; B</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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U.S. History will introduce the student to the variety of American experiences in the past & its impact upon the present from the Civil War to the present. Emphasis is placed upon a factual understanding of the topics in U.S. History through class lectures & discussions. Course requirements include essay writing, objective examinations, quizzes, & book reviews &/or research projects. This course will include a study of historical documents.

**Prerequisite current World Studies student: Earned a passing grade in World Studies.**





<b>AP GOVERNMENT</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is designed to enhance the comprehension of our US Government through in-depth, rigorous research analysis & active participation in a democratic society. Components of how the American government works will be instructed as well as developing a comprehension of why the government acts as it does. This course includes the study of constitutional underpinnings, political culture & socialization, civil liberties, & civil rights, citizen participation & influences, policy making, & political institutions. The class will develop aptitudes to acknowledge government process & influence beyond the walls of the classroom. The use of multiple assessments such as interpretive free response questions, problem based learning, inquiry based questions, & cooperative learning will be used to cultivate knowledge among the students. Students in this course complete the Ohio Means Jobs Readiness Seal Process for a required graduation pathway or for Honors Diploma credit.

**Prerequisite current Honors U.S. History student: "B" average or higher or Teacher Recommendation**

**Prerequisite for U.S. History student: "A" average, Teacher Recommendation, State Testing Score Trends considered by School Counselors / Administration for final decision on placement in an AP Course.**

<b>US GOVERNMENT A &amp; B</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>Full Year</b>
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Government introduces students to the principles of our American system of government including study of historical documents. A treatment of public opinion & how the democratic process is affected by opinion is developed. The student is exposed to the 3 branches of government (legislative, judicial, & executive) & studies how they operate to provide a balance of power. Concepts of our economic & financial systems will be covered throughout the course. An overview of other political systems, Ohio state & local government completes the course. Students in this course complete the Ohio Means Jobs Readiness Seal Process for a required graduation pathway or for Honors Diploma credit.

**Prerequisite current U.S. History student: Earned a passing grade in U.S. History.**

### **Social Studies Electives**

<b>AP MICROECONOMICS AP MACROECONOMICS</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Study the principles of economics that apply to the behavior of individuals within an economic system. Students will use graphs, charts, & data to analyze, describe, & explain economic concepts." This will also allow students to analyze the decisions made by people & the businesses they run & why.

Students will also learn about taxes, regulations & government legislation, allocation of resources, & how that affects the resources they use & the overall effect of the market it will have. They will also go more in depth learning about the law of supply & demand & the effects that has on different goods & services.

**Prerequisite: "B" average or higher in Honors/AP Social Studies Teacher Recommendation. Meet the recommended ACT Score**

<b>PSYCHOLOGY &amp; SOCIOLOGY</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Semester Courses</b>
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Psychology introduces students to many basic concepts & topics of general psychology, such as: the science of mind & behavior, the mental & behavioral characteristics of an individual group. Sociology is the scientific study of human social behavior.

Topics discussed throughout the course include social structures & institutions, agents of socialization during childhood, adolescence, & adulthood, deviance, crime & social control, racial & social equality, gender, age & health, science & mass media.



# Foreign Language Courses

\*German, Spanish, & Italian are the modern Foreign Language Pathways offered at HHS.

\*Any student entering a Level 1 Foreign Language must have a "B" or better in their English class.

\*Any student entering a Level 1 Foreign Language must have a trend of Proficient Scores in ELA State Test Scores

With the exception of CCP courses, the following information & descriptions apply to all languages:

- Students choosing a first level course will be asked to request a first & second language choice.
- Class roster slots will be filled whenever possible with a first choice language.
- Students with a "B" or better average not getting their first choice language can be placed into their second language choice based upon availability.

<b>LEVEL 1 Foreign Language</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Students will begin to develop the ability to speak, listen, read & write in the foreign language with some emphasis given on the culture (i.e., geography, history, music, art, customs) of the countries where the language is spoken.

<b>LEVEL II Foreign Language</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Students will be able to speak, listen, read & write in the foreign language at a higher level along with learning more about the culture of the language being studied. **Prerequisite: Level I Foreign Language Credit**

<b>LEVEL III Foreign Language</b>	<b>Grade 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Students will continue to expand skills learned in Level II emphasizing speaking, listening, reading, writing & studying foreign cultures. **Prerequisite – Level II Foreign Language Credit**

<b>LEVEL IV Foreign Language</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Besides expanding on the skills learned in Level III, students will be reading authentic literature & speaking & writing the language. **Prerequisite - Level III Foreign Language Credit**

<b>Honors German IV</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Semester Course</b>
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Besides expanding on the skills learned in Level III, students will be reading authentic literature & speaking & writing the language. An Honors course weighted at 4.5 points & applicable to the Howland Scholars Program. **Prerequisite - Level III**

<b>CC+ Italian</b>	<b>Grade 12</b>	<b>2 credit</b>	<b>Semester Course</b>
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In this course students will intensely train students in understanding, speaking, reading & writing in Italian. The students will also gain knowledge of geography & daily life as well as an appreciation of the cultures of Italian speakers.

**Prerequisite - Students must meet College admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results must be received by April 1st.**

<b>CC+ Spanish</b>	<b>Grade 12</b>	<b>2 credit</b>	<b>Semester Course</b>
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In this course learning at all levels of new language acquisition will take place: hearing, speaking, reading, & writing, & will be conducted primarily in Spanish. The course will consist of activities & assessments at an intermediate college level. The student will learn about the culture, history, & geography of Spanish-speaking countries around the world.

**Prerequisite - Students must meet College admissions standards on ACT for College Credit Courses: Composite 17, English 18, Reading 22, Math 22. Qualifying ACT results must be received by April 1st.**



# Health & Physical Education Courses

<b>HEALTH &amp; NUTRITION</b>	<b>Grade 9, 10</b>	<b>½ credit</b>	<b>Semester Course</b>
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This course will study Health education topics in alignment with the National Health Standards & Ohio Revised Code. Students will examine materials on personal health & wellness; health behaviors; decision making; prevention & control of diseases; community health; mental health; nutrition & diet; CPR; safety; the structure & functions of body systems; drug abuse; the use & misuse of tobacco, alcohol, & other drugs; & required topics of Dating Violence Prevention, Sexual Violence Prevention, & Abstinence as required by Section *O.R.C. 3313.60 O.R.C. 3313.6011*

<b>PHYSICAL ED 1</b>	<b>Grade 9</b>	<b>¼ credit</b>	<b>Semester Course</b>
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This course is designed to make a contribution to the personal fitness level of each student utilizing the 5 components of fitness. The student will be exposed to a variety of Individual & team activities. Individual & team activities will have the student learn safety, rules, strategy, boundaries, proper equipment use, & proper skill techniques. Activities are in alignment with the Ohio P.E. Content Standards.

**\*PE is not calculated in the final GPA.**

<b>PHYSICAL ED 2</b>	<b>Grade 9, 10</b>	<b>¼ credit</b>	<b>Semester Course</b>
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The physical education curriculum is designed to make a contribution to the personal fitness level of each student. The program will incorporate the 5 components of fitness as well as knowledge of rules & strategies in games & physical activities. Students select which activities they would like to participate in & learn more about as they are exposed to a variety of team & individual sports. Students must complete written assignments required by the State of Ohio in order to earn the second physical education credit. **\*PE is not calculated in students GPA**

<b>PE WAIVER 1 &amp; 2</b>	<b>Grade 9, 10</b>	<b>0 credit</b>	<b>N/A</b>
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Any student who participates in interscholastic athletics, marching band or cheerleading for at least 2 complete seasons may receive a waiver for their high school physical education requirements. Any student receiving a waiver will earn no credit for physical education. \*Students will need to make up ½ in elective credit. The above is a summary of the Ohio Core Physical Education Graduation Requirements, as required by Section 3313.603 of ORC.

<b>SPORTS NUTRITION &amp; WEIGHT TRAINING</b>	<b>Grade 9,10,11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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Sports nutrition & weight training focuses primarily on performance nutrition (basics to help you lead a healthier, active lifestyle) in combination with proper weight lifting & cardio exercises. The class allows students to develop an understanding of fitness concepts & design a personal fitness program. Free weights, exercise machines & conditioning activities will be incorporated to promote improvement in strength, endurance, balance, agility, & speed. Proper technique, safety precautions & proper application of training principles will be emphasized. Students will be empowered to make wise choices & develop positive behaviors in fitness & wellness for a lifetime.

<b>YOGA &amp; MINDFULNESS</b>	<b>Grade 9,10,11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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Yoga & Mindfulness is a class that would focus on mindfulness & basic yoga poses. This class would teach one how to slow down the mind, release stress & anxiety, & help one to stay relaxed & focus at school & home. This course provides Flexibility & Yoga training to develop well- rounded lifetime fitness habits.. Emphasis will be in improving flexibility & muscular strength. When performed properly, flexibility can reduce injuries, help recover from injuries, correct muscle imbalances, & recover from exercise. Stretching has also been shown to promote relaxation & stress reduction.



# Family & Consumer Science Courses

<b>PERSONAL FINANCIAL MANAGEMENT</b>	<b>Grade 10, 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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**\*This course is a required course to fulfill Howland High School FINANCIAL LITERACY graduation requirements & paired with the Health Course required for graduation.**

In this course, students will develop personal financial plans for individual personal well-being. Students will develop financial literacy skills to provide a basis for responsible citizenship & career success. Additional topics will include analyzing service from financial institutions, consumer protection, investing & risk management WebXam required.

*\*College Credit at no cost to the student is available for this course by earning a qualifying score on the Personal Financial Management WebXam at the culmination of the course. See your instructor or counselor for details.*

## Family & Consumer Sciences Paired Electives

Some Family & Consumer Science courses will be offered on a rotating yearly schedule & current offerings will be reflected on the course selection sheet for the school year. Courses are paired as 2 semester courses for a full year offering.

<b>PRINCIPLES OF FOOD</b>	<b>Grade 10, 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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Develop practical problem solving that influences cultural & social factors that affect the body weight & healthy lifestyles. Students evaluate information related to advances in food technology, nutrition & safety. Students will evaluate the impact of consumer choice on the environment & the global community. Course offered every year with Culinary Fundamentals & is a prerequisite for other FCS electives. WebXam required.

<b>CULINARY FUNDAMENTALS</b>	<b>Grade 10, 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will apply fundamental culinary techniques, such as knife handling skills & the recognition, selection & proper use of tools & equipment. An emphasis will be placed on mise en place, the management of time, ingredients & equipment. Students will apply standard recipe conversions using proper scaling & measurement techniques.. Course offered every year with Principles of Food & is a prerequisite for other FCS electives. WebXam required.

<b>GLOBAL FOODS</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will compare cuisines, ingredients & preferred cooking methods of various cultures. The influence of traditions & regional & cultural perspectives on food choice & culinary practices will be emphasized. Students will examine the issues & conditions that affect the availability & quality of food in the global market, & apply advanced cooking techniques, including the use of specialty & advanced equipment in the preparation of food dishes. WebXam required. Course offered every other year with Textiles & Interior Design.

**Prerequisite - Principles of Food & Culinary Fundamentals.**

<b>TEXTILES &amp; INTERIOR DES.</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course students will explore a broad range of topics relating to the various aspects and career opportunities available in the field of textiles and design. The emphasis will be given to textiles project development and developing strategies to maintain the home. Additional topics will include project collaboration, design techniques and environmental sustainability. WebXam required. Course offered every other year with Food Science.



<b>FOOD SCIENCE</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will apply basic culinary practices & understand how flavor, texture & appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods & assess how to control high-risk food safety situations. Food safety & sanitation techniques will align to industry-recognized certifications. WebXam required. Course offered every other year with Textile Design, Construction & Maintenance.

**Prerequisite - Principles of Food & Culinary Fundamentals.**

<b>TEXTILE CONSTRUCTION &amp; MAINTENANCE</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will study the visual appearance of fabric & fashion design. Students will identify, analyze & apply production processes & techniques to textiles. Additional topics will include the maintenance & alterations of textiles products, including home interior accessories & garments.. WebXam required. Course offered every other year with Food Science.

<b>PERSONAL WELLNESS &amp; DEVELOPMENT</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will analyze personal physical, emotional, social & intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity & sleep. Additional topics will include human growth development, mental health management, personal hygiene & preparing for emergency medical situations. WebXam required.

<b>CHILD DEVELOPMENT</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will study the principles of child growth, development & behavior. An emphasis will be placed on the cognitive development of a child & sensory & motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles & evaluating childcare services. WebXam required.

<b>COLLEGE &amp; CAREER READINESS</b>	<b>Grade 11,12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will develop effective learning strategies & skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers & occupations, review postsecondary admissions qualifications, develop interviewing skills & participate in internships. Additional topics will include principles & techniques of professionalism, networking, conflict-resolution, negotiation, leadership & entrepreneurship. The state requirement for instructing Financial Literacy is also addressed in this course.

<b>LEADERSHIP &amp; COMMUNITY ENGAGEMENT</b>	<b>Grade 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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In this course, students will learn how to become an active community member & citizen. An emphasis will be placed on in-service learning, leadership training & team building opportunities. Additional topics will include public policy issues, community & global engagement. WebXam required. Students may partake in a screening & application process to qualify for the Leadership & Community Engagement Course.



# Programming, Digital Media, & Engineering Courses

Technology & Media courses will be offered on a rotating yearly schedule & current offerings will be reflected on the course selection sheet for the school year. Courses are paired as 2 semester courses to be a full year offering.

<b>COMPUTER SCIENCE ESSENTIALS PLTW</b>	<b>Grade 9, 10</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is a Project Lead the Way course designed to give students an introduction to the basics of coding & computer programming. Students will make Android apps on MIT App Inventor, program self driving vehicle robots, & learn the basics of the Python programming language. WebXam Required. **Prerequisite - "A" or "B" in math the prior year.**

<b>PROGRAMMING I</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is designed to familiarize the students with problem-solving techniques using the computer. Emphasis will be on practices & principles of computer programming. The course will require completion of a number of programming assignments using programming languages such as C++ & Visual Basic. This course does **not** count as one of the 3 required math credits. It counts as an elective course. **Prerequisite: Algebra I**

<b>AP PROGRAMMING II</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course is a continuation of the Programming I course. Students will learn the Java programming language with a strong emphasis on object oriented programming & the mathematics related to programming. Students will also gain some graphics & video game programming. The course will follow the AP computer Science curriculum. This course does not count as one of the required math credits. Students are required to take the AP Computer Science exam for college credit at the conclusion of the course. **Prerequisite - "A" or "B" in Programming I & teacher recommendation**

<b>YEARBOOK</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course's main purpose is to create Howland High School's Scroll. Students will learn all aspects associated with yearbook publications, including caption writing, photography, interviewing, event coverage, theme development, proofreading, marketing, ad sales, book sales, & more. There are extracurricular expected components to this course, including selling ads, yearbook distribution, taking photos at after school events, etc.

<b>SOCIAL MEDIA MARKETING A &amp; B</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course will create & manage content to promote Howland High School on all aspects including but not limited to: academics, fine & performing arts, athletics, & community connections. The purpose of this course is to foster an overall fun, positive school environment & create community awareness.

<b>BROADCAST MEDIA A &amp; B</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Hands-on experience on all aspects of production in the studio & beyond. The pace of the course & deadlines will mimic real world television production to create media content, focused on broadcast announcements. Strong oral & written communications required.

<b>CREATIVE MEDIA PRODUCTIONS A &amp; B</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This course will use technology to create designs that will then be produced on mediums such as a heat-press, vinyl, laser cutters & more. Students will create business models for the sale of products (such as apparel, mugs, ornaments, etc.). This course is a valuable resource for those interested in the following fields: business, marketing, & digital design.



<b>DIGITAL DESIGN/ DIGITAL PHOTOGRAPHY</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Students taking this course will have the opportunity to learn the basics of Graphic Design & Illustration. The purpose of the class is to get students interested in digital art & learn how to incorporate that into the field of digital media. Students will complete projects in Photoshop, Illustrator, MediBang or Paint & have the choice to work in photography & photo editing, animation special effects including animation graphics for live sporting events.

<b>INTRODUCTION TO ENGINEERING DESIGN</b>	<b>Grade 9</b>	<b>1 credit</b>	<b>Full Year</b>
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In Introduction to Engineering Design (IED) students are introduced to the engineering design process, applying math, science, & engineering standards to identify & design solutions to a variety of real problems. They work both individually & in collaborative teams to develop & document design solutions using PLTW Engineering Notebooks & 3D modeling software. WebXam Required.

<b>PRINCIPLES OF ENGINEERING</b>	<b>Grade 10</b>	<b>1 credit</b>	<b>Full Year</b>
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Through problems that engage & challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures & materials, & automation. Students develop skills in problem solving, research, & design while learning strategies for design process documentation, collaboration, & presentation. WebXam Required

<b>3D PRINTING</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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This course teaches 3D printing & how it fits into the manufacturing process. Students will learn about types of 3D printers & when manufacturing 3D printing makes sense & does not make sense. Students will design & make parts using several different Computer Aided Drafting (CAD) programs.

<b>ROBOTICS &amp; AUTOMATION</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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This semester course uses Arduino hardware & software to give students an introduction to microcontrollers & how they work to create the "internet of things" in today's world. Students will both wire the circuits & code the software to complete the tasks in the course. Students will learn such things as the difference between analog & digital circuits, basics of electricity, as well as learn about components such as sensors, solenoids, & stepper motors.

## **Music Education Courses**

<b>MAJORETTE</b>	<b>Grade 9, 10, 11, 12</b>	<b>¼ credit</b>	<b>Marching Band Season</b>
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Majorettes are required to learn dance routines, a certain style of marching & perform at all band night shows & other occasions at which the marching band performs. They also attend Band Camp in August & practice during the band period each school day during marching season. In the spring of each year, try-outs are held & a panel of judges selects the majorettes on the basis of their total performance. **Prerequisite - Majorettes by audition & selection.**

<b>BAND</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Instrumental Music is open to any student at HHS, although it is preferred that there is some prior involvement in the Middle School & elementary grades. The Marching Band starts rehearsal in July or August & continues until the end of football season. In addition to all Howland football games, the Band performs at local band nights & at other times of community interest. The Concert & Symphonic Bands meet from October/November to the end of the school year. Performances include concerts, & solo, ensemble & large group competitions. The Pep Band plays for selected home basketball games. Jazz Ensemble begins rehearsal in January leading to performances in the spring.



<b>HON. SYMPHONIC BAND</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The Honors Symphonic Bands meet from November to the end of the school year once the marching band season is completed. It is open to instrumental music students in grades 10-12 by audition only. Students are required to practice their parts outside of rehearsal. The music performed is of a more advanced level (grades 3-5 literature). Performances include concerts, as well as solo & ensemble, & large group competitions.

**Prerequisite- Students must audition for admission to this ensemble & have previous instrumental musical experience. Honors symphonic band is only available to students in grades 10-12.**

<b>AP MUSIC THEORY</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Music Theory & History is a year-long course offered to students with substantial musical backgrounds (either formal, notation-based training, or significant amounts of self-taught or "by ear" knowledge) who wish to become more familiar with musical structure, language, notation, & history of various styles of music. This course is designed to prepare a student for Music Theory & History courses that one would take as a music major at the collegiate level.

**Prerequisite - This elective is recommended for juniors & seniors & requires teacher recommendation.**

<b>HON. CHAMBER CHOIR</b>	<b>Grade 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Chamber Choir is an advanced choir open to all students 10-12, who have been selected based on audition. The following vocal/musical skills for ensemble singing will be stressed; proper vocal production, sight-reading proficiency, a cappella singing, & 4-8 complex part singing. Additionally, various styles of quality vocal literature are taught which expose the students to artistic beauty, develop musical sensitivity, & broaden cultural awareness. As a member of the Chamber Choir, students participate in several evening concerts throughout the year, including, but not limited to, winter & spring concerts, solo & ensemble contest, large group contest, & community functions & events. Chamber Choir members are required to be in all performances.

**Prerequisites: Audition only, see choir director for audition schedule.**

<b>HON. TREBLE CHOIR</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This ensemble is open to all Soprano & Alto voices. Membership will be primarily composed of upperclassmen, however open to all grade levels. The ensemble will focus on skills to develop the soprano/alto range, selecting appropriate SA/SSA music, improving ear training, & sight-reading proficiency. Students are expected & required to participate in several evening concerts throughout the year, including concerts & competitions, as the performances are a large portion of their grade.

**Prerequisite: sing in the Soprano/Alto Range, with previous experience in choir (either high school or middle school). If students have no previous experience, students must audition to be selected for this group.**

<b>CONCERT CHOIR</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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This is a year-long performance opportunity offered to all students (meeting prerequisites). The following vocal/musical skills for ensemble singing are stressed; proper vocal production, up to 4 part singing, & sight-reading proficiency. Students are expected & required to participate in evening concerts throughout the year, including concerts, solo, ensemble, & large group competitions, as the performances are a large portion of their grade.

**Prerequisite- a desire to sing & ability to sing within a prescribed vocal range, as well as the ability to work with others.**

<b>TCTC BAND</b>	<b>Grade 11, 12</b>	<b>¼ credit</b>	<b>Marching Band Season</b>
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TCTC Band members will only take place during the first 9 weeks (marching band). Rehearsals will continue to be after school 1-2 days a week as the schedule allows. This Quarter Credit Marching Band option is only available to TCTC students (& majorettes). All other HHS students must be enrolled in a full year band. Once the first 9 weeks are completed, TCTC band students may elect to be a part of Jazz Band giving them a performance opportunity that would last the remainder of the school year. TCTC students would be part of a performing group & learn in the full band setting. Students are eligible to participate in band trips & attend the awards banquet in the Spring whether they choose to only participate in Marching Band in the fall, or participate in Marching Band & Jazz Band for the entire school year.





# Art Education Courses

<b>BASIC ART</b>	<b>Grade 9, 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Basic Art is a hands-on, project oriented studio course that provides the opportunity to develop skills & proficiency in a variety of artistic mediums & techniques. The emphasis is on visual problem solving based on teacher demonstration & participation. Targeted areas of mastery include, but are not limited to; drawing & shading skills, 1 & 2 point perspective, design & composition, color theory, landscapes, portraiture & pen & ink. Art history is introduced to complement projects.

<b>3D DESIGN A &amp; B</b>	<b>Grade 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Three-Dimensional Design will examine the function of space, volume, mass, plane, & line. Sculptural issues will be explored through the solution of design problems. The main emphasis of this course is the development of critical thinking skills as they apply to three-dimensional art forms & to help gain a deeper understanding of visual art. The course will consist of a sequence of projects that will introduce the visual & verbal vocabulary & concepts of 3D design: primarily line, plane, volume, mass, space, texture, scale, time, & context. Readings, handouts, slide lectures, demonstrations, informal discussions, individual & group critiques, quizzes/tests will supplement this course. **Prerequisite - Basic Art Credit**

<b>DRAWING/PAINTING A &amp; B</b>	<b>Grades 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Drawing & Painting is a course designed to examine & increase student ability in drawing & painting techniques. Students will gain experience working with several types of drawing & painting media. The course of study will reinforce student understanding of the elements & principles of art & design. The course will also examine color theory, use of appropriate painting tools, techniques, painting surfaces, color mixing, & compositional development. Students will learn to create, critique, evaluate, & appreciate works of art, as well as, explore & discuss their own aesthetic views about art. Art history will be infused throughout the course. **Prerequisite - Basic Art Credit**

<b>DESIGN ILL. A&amp;B</b>	<b>Grades 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Design & Illustration is a studio art course that focuses on illustrative techniques & design principles as they relate to the commercial art/advertising field. Students will develop their own personal style as they strive to achieve mastery in various two dimensional mediums such as pencils, paints, charcoal, pen & ink, computer generated media & printmaking. **Prerequisite - Basic Art Credit**

<b>AP ART HISTORY</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The Advanced Placement (AP) History course is an introductory college-level course that gives students the opportunity to discover, appreciate, & acquire knowledge of art history through the ages, from the Paleolithic era to contemporary times. Through readings, research, viewing images & videos, virtual & real visits to art museums & galleries, students will come to know the significant artists & artworks from diverse historical & cultural contexts. A variety of art media & styles will be studied as the students look at architecture, manuscripts, painting, drawing, printmaking & sculpture, as a reflection of a given civilization & time period. Writing skills will be important in the description, analysis, & comparison of these works. Students will be asked to look, research, discuss, & write about art in relation to such issues as patronage, gender, politics, religion, & ethnicity.

**Prerequisite - Teacher Recommendation Required. Proficiency on ELA State Test Scores.**

<b>AP 3D DESIGN</b>	<b>Grade 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The AP 3-D Art & Design course framework presents an inquiry-based approach to learning about & making forms & structures in art & design. Students are expected to conduct an in-depth, sustained investigation of materials, processes, concepts, & ideas in three dimensions. The framework focuses on concepts & skills emphasized within college art & design 3-D foundation courses with the same intent: to help students become inquisitive, thoughtful artists & designers able to create, explore, & develop works as well as to articulate information about their work. AP 3-D Art & Design students develop & apply skills of inquiry & investigation, practice, experimentation, exploration, revision, communication, & reflection. **Prerequisite - Basic Art Credit & Teacher Recommendation Required.**



<b>SENIOR STUDIO A &amp; B</b>	<b>Grade 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Senior Studio is designed for the advanced art student to help align their choice of an art career or a vocation with a personal arts philosophy & a body of work developed throughout the course in the form of a portfolio. Emphasis will be placed on independent study. Students will be expected to visit galleries, write formal evaluations & engage in classroom critiques. **Prerequisites - Basic Art with 2 additional art credits & teacher recommendation**

<b>AP 2D ART &amp; DESIGN</b>	<b>Grades 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The AP Studio Art 2-D design course is similar to Design / Illustration, but fulfills the stringent requirements of the AP Board. AP Studio Art 2-D Design Portfolio requires students to produce a minimum of 24 works of art that reflect issues related to 2-D Design. The course covers a variety of two-dimensional design issues. This type of design teaches students decision-making using the elements & principles of design. The students will develop skills in a number of art forms: graphic design, typography, digital imagery, photography, illustration, painting & printmaking. Students also develop a body of work for the Concentration section of the portfolio that investigates an idea of personal interest to them. AP Studio Art students are required to submit portfolios to the College Board in May.

**Prerequisite -Basic Art & Teacher Recommendation Required**

## Career Based Courses & Programs - Enlist or Employ

*Potential students for the career-based intervention (CBI) program will participate in an interview process & must meet defined criteria to be accepted into the program. The CBI Program is designed for academically disadvantaged students. The program incorporates a work-study component as well as employability skill sets.*

*In addition, the program utilizes the A+ Learning System allowing students an opportunity to retrieve credits they may have lost. The A+ System is a research-based, direct instruction model offering core curriculum in math, ELA, science & social studies.*

<b>CAREER-BASED INTERVENTION (CBI) - I</b>	<b>Grade 11</b>	<b>2-3 credits</b>	<b>Full Year</b>
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CBI 1 (Juniors) - CBI for juniors promotes self assessments, career exploration, & job search skills. Students will also learn the skills needed to succeed in the workforce while gaining an understanding of workplace ethics, workplace health & safety, & workplace legal matters. Professional development in the workplace will also be covered in CBI 1. Students will understand the importance of interpersonal relationships at work, professional communication skills, technology in the workplace, & time & information management.

<b>CAREER-BASED INTERVENTION (CBI) - II</b>	<b>Grade 12</b>	<b>2-3 credits</b>	<b>Full Year</b>
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CBI 2 (Seniors) - CBI for seniors will continue to build on the skills learned in CBI 1, while also focusing on consumer economics, money management, banking, insurance & taxes/social security. CBI 2 will also teach skills to help students adapt to life changes, & find a healthy work/personal life balance. CBI 2 will also be introduced to entrepreneurial concepts & be required to create a business plan.

<b>S.T.A.R. PROGRAM</b>	<b>Grade 12</b>	<b>½ credit</b>	<b>Full Year (1x per week)</b>
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The Howland High School STAR Program is during Tiger Pride Home Room once per week for the school year & is modeled after a Junior ROTC style program. The STAR program emphasizes citizenship & leadership with the primary focus reflected by the JROTC mission statement "To motivate young people to be better citizens." It is designed to teach students the value of citizenship, leadership, service to the community, personal responsibility, & a sense of accomplishment, while instilling self-esteem, teamwork, & self-discipline. The STAR Program is offered in partnership with the US Army as part of its commitment to America's Promise for Youth with emphasis on service learning, community service, physical fitness & anti-drug efforts. Physical Training after school & membership in the S.T.A.R. club is optional.

***In contrast to traditional ROTC programs, there is NO formal military commitment required upon completion of this course***



<b>LORDSTOWN EDUCATION EXTENSION PROGRAM</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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The Education Extension is an Ohio State Apprenticeship Council (OSAC) recognized pre-apprenticeship program. Through the program, students will gain essential building trades experience using the Career Connections curriculum, which includes instruction in employability skills & project-based learning with a focus on carpentry. The Career Connections curriculum has been reviewed & adopted by the Ohio Carpenters Apprenticeship program.

Trained & certified outreach specialists will support students through mentoring while also ensuring safe industry practices are being implemented. Tours of relevant training centers & professional speakers, such as contractors, will also support students. Upon completion of this two-year program, each student will be eligible to receive a 12-point industry-recognized credential & the necessary diploma seals required for graduation. Additionally, students who complete the Education Extension program may gain direct admission into the Ohio Carpenters Apprenticeship program.

<b>TCTC EARLY INNOVATORS ACADEMY</b>	<b>Grade 9, 10 AT TCTC</b>	<b>1 credit</b>	<b>Full Year</b>
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The Early Innovators Academy is a two-year academy that will offer project-based career exploration courses for ninth & tenth grade students. Students of the academy attend TCTC for a full day. Students will have opportunities to engage in hands-on learning & accelerate post-secondary goals through extensive career exploration. Instruction will concentrate on science, technology, engineering, & mathematics (STEM) with an emphasis on integrated academics.

The academy is ideal for students interested in these fields & those with a desire to learn through real-world projects & experiential exercises. Students will spend their day in a collaborative academic model while exploring STEM related careers including coding, robotics, engineering, biomedical science, & manufacturing. Students who attend the academy will earn academic & career technical credits that are required for graduation from their home school & count towards participation in CTE.

## **Trumbull Career & Technical Center (TCTC)**

Howland students planning on entering the workforce, military, apprenticeship or continuing their education at a university, college, tech school or trade school may apply to attend TCTC for their Junior & Senior Year. Potential candidates & interested students are given opportunities during grades 8-10 to learn about opportunities at TCTC. Howland students attending TCTC will receive a diploma from Howland & attend commencement exercises & continue to have accessibility to all of the same extracurricular opportunities as students on the HHS campus.

*Students who are accepted & enroll at TCTC (Early Innovators Academy Grade 9/10 or in Grade 11/12) are required to attend for a **minimum of a 2 week trial period prior to the beginning of the school year.** Contact the Student Services & Guidance office for more information about the programs at TCTC.*

***For questions regarding Career Based Learning, Apprenticeships, Military, or Vocational Programs at TCTC please contact our Student Services Specialist.***

***Phone: 330-856-8226***

***Fax: 330-856-8219***

***Website: <https://www.howlandschools.com/o/hhs/page/student-services-guidance-website>***



# Functional Academic Skills Courses

*Functional Academic Skills Courses are meant for students with Individualized Education Plans that require specific instruction in the resource setting tied to transitional skills & the Ohio Extended Learning Standards .*

<b>FUNCTIONAL ENGLISH &amp; READING I,II, III, IV</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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FUNCTIONAL English provides students an opportunity to develop basic skills in 1) reading, 2) writing, 3) speaking & 4) listening & study organizational skills connected to the Ohio Extended Learning Standards. Students will connect both reading & writing to their everyday lives & need to gain successful employment. FUNCTIONAL READING students will express themselves accurately & clearly using both written & verbal forms of communication. The students will work independently & cooperatively. Focus will concentrate on sight word recognition, basic fluency, & comprehension using a variety of literature. Life skills such as high-frequency word recognition, reading a newspaper, completing job applications (paper & online), writing letters & emails & completing basic job-related reading & writing tasks will be included.

<b>FUNCTIONAL MATH I,II, III, IV</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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This is a multidisciplinary course which provides students continuing opportunities to develop the functional skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study & organizational skills, & (8) problem-solving skills that are essential for high school course work achievement. Functional math skills such as telling time & money are also prioritized. This course is connected to the Ohio Extended Learning Standards. Students will understand that when they leave school that mathematics is more important than ever.

<b>FUNCTIONAL SOCIAL STUDIES I,II, III, IV</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Using the Ohio Extended Learning Standards, this course is designed for students who will enter the workplace upon completion of high school. Students will acquire a basic understanding of geography, history, political history, US Constitution, environmental issues, & map reading skills.

<b>FUNCTIONAL SCIENCE I,II, III, IV</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Using the Ohio Extended Learning Standards this class provides opportunities to explore & develop inquiry methodologies related to the science fields. Students will develop skills in measurement, investigative techniques, & develop an understanding of the scientific method using hands-on activities.

<b>JOB EXPERIENCE &amp; TRANSITIONAL SKILLS</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Focuses on transition post secondary, employment & independent goals & skills such as activities of daily living, resumes, interviewing, social skills, job training, learning about local & state agencies for support, & financial literacy. The curriculum used is the Unique Learning System, for academic skills & transition curriculum.

The IEP-driven course is a unique educational strategy that combines on the job working & learning experiences with related classroom instruction in a career field directly related to a student's transition goals & objectives in the areas of postsecondary education, integrated employment & independent living. The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-world conditions. Students will acquire prerequisite & necessary skills for each area of transition. They will be provided hands-on opportunities in the school building as well as in the community weekly with support.



# Intervention Academic Skills Resource Courses

*Intervention Academic Skills Resource Courses are meant for students with Individualized Education Plans that require specific instruction in the resource setting with instruction provided by an Intervention Specialist.*

<b>RESOURCE LANGUAGE ARTS (I,II,III,IV)</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Each resource Language Arts class follows the Ohio Content Standards & course description of the general education course for that grade level but in a resource room setting with further interventions. Designed for students who are learning to apply higher order comprehension strategies to text, expand creativity & depth to well-written paragraphs & essays. Students will be exposed to a variety of literature & genres, both fiction & nonfiction. Students will expand on their ability to write a response to literature.

Students will be given additional opportunities to navigate the library & online resources to support their academic success. Students will be assessed using reading comprehension probes & through writing & engage in various writing response strategies. Students will focus on basic reading & writing skills in preparation for End of Course Exams & Post-Secondary opportunities.

<b>RESOURCE MATHEMATICS (I,II,III,IV)</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Each resource Math Class (Algebra I, Geometry, Algebra II, Data Analysis) follows the Ohio Content Standards & course description of the general education course for that grade level but in a resource room setting with further interventions. Students will focus on basic math skills in preparation for End of Course Exams & Post-Secondary opportunities.. Basic Skills, Pre-Algebra, Algebra & Geometry, & Data Analysis.

Students will also be taught life skills such as budgeting, banking, interviewing & a variety of other real life math skills needed to live & function independently. Students will be challenged with higher level thinking skills & use technology in the classroom. After completing this course, students should be confident when taking the college placement exams without a calculator & should be able to apply practical money skills to real-life situations.

<b>RESOURCE SCIENCE (I,II,III)</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Each resource Science Class (Physical Science, Biology, Environmental Science) follows the Ohio Content Standards & course description of the general education course for that grade level but in a resource room setting with further interventions. Courses offer opportunities to explore & develop inquiry methodologies related to the science fields in a resource room setting aligned to their IEP.

Students will develop skills in measurement, investigative techniques, writing skills, & develop an understanding of the scientific method using hands-on activities. Students will focus on basic Science skills in preparation for End of Course Exams & Post-Secondary opportunities.

<b>RESOURCE SOCIAL STUDIES (I,II,III)</b>	<b>Grade 9-12</b>	<b>1 credit</b>	<b>Full Year</b>
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Each resource Social Studies class (World Studies, US History, US Government) follows the Ohio Content Standards & course description of the general education course for that grade level but in a resource room setting with further interventions. These courses are designed for students who will enter the workplace upon completion of high school. Students will acquire a basic understanding of geography, history, political history, US Constitution, primary source documents, writing skills, & map reading skills. Students will focus on basic Social Studies skills in preparation for End of Course Exams & Post-Secondary opportunities.



# Intervention Academic Skills Courses

*Intervention Academic Skills Small Group Courses are meant for students with Individualized Education Plans OR Academically At Risk that benefit from specific instruction in the small group setting. Students must be recommended by their Intervention Specialist, School Counselor, or Administrator to take these courses.*

<b>TRANSITION TO WORK SKILLS TTW A &amp; B</b>	<b>Grade 9-12</b>	<b>½ credit</b>	<b>Semester Course</b>
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The foundation of student success is developing the ability to inform, persuade, & build relationships in social situations, at school, in teams, & in the workplace. In this course, students will practice communicating, forming teams, & planning projects in a variety of contexts. By the end of the course, students will have the skills & knowledge to become successful as a communicator in the school setting & beyond.

Students will learn to advocate for themselves & to work as a team. Students will learn to determine the most appropriate format for different messages, how to manage conflict in an appropriate manner, how to write clear, concise communications in various formats, how to achieve team synergy in a task, as well as how to envision, plan, execute, & reflect on team tasks.

<b>STUDY SKILLS &amp; LEADERSHIP A &amp; B</b>	<b>Grade 9-12</b>	<b>½ credit</b>	<b>Semester Course</b>
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The main objective in this course is to provide a structured setting in which students can work on organization, academic performance, leadership skills, employability skills, & self-advocacy. The following topics will be covered this year in the Study Skills course: Learning Styles, Organization Skills – Strategies, Time Management Strategies, Note-Taking Skills, Following Directions, Listening Skills & Strategies, Memory Devices, & Test Taking Skills

Whether recommended by a counselor or teacher for a general education student's needs or in accordance with a student's goals & needs, this course teaches students how to make excellent everyday decisions as well as develop leadership skills. Students will discover the steps necessary to set, pursue, & achieve their academic & social goals, as well as the power that ordinary, everyday decisions can have over the quality of their life. Students will learn how to identify & deal effectively with a problem, how to use their emotions as decision-making tools, & how to work with others to make good decisions. Students will develop some important guidelines for when to take chances, when to trust their instincts, & how to navigate when mistakes are made in a positive & productive manner. ***\*\*This course may be required for alternate pathways to graduation.***

<b>HEALTH &amp; WELLNESS EDUCATION</b>	<b>Grade 10</b>	<b>½ credit</b>	<b>Semester Course</b>
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***Paired with Financial Literacy. Students must be recommended by their Intervention Specialist, School Counselor, or Administrator to take this course. This course meets the graduation requirement for Health Education.***

This course reviews Health Education standards in alignment with the National Health Standards using resources aligned with & recommended by the Ohio Department of Education. In this course, students will analyze personal physical, emotional, social & intellectual growth for a healthy lifestyle. Health Education stresses the individual's physical, mental, emotional, & social development. The intent of the Health & Wellness course is to help young people make independent, informed positive decisions concerning their well-being. Course topics include First Aid & CPR; diseases & disorders; mental health; stress; nutrition; the structure of specific body systems; human sexuality; & substance abuse.

<b>PERSONAL FINANCE &amp; FINANCIAL LITERACY</b>	<b>Grade 10</b>	<b>½ credit</b>	<b>Semester Course</b>
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***Paired with Health & Wellness. Students must be recommended by their Intervention Specialist, School Counselor, or Administrator to take this course. This course meets the graduation requirement for Financial Literacy.***

This course reviews Financial Literacy Education standards in alignment using resources aligned with & recommended by the Ohio Department of Education. Personal Finance & Financial Literacy. This course introduces students to real-world concepts related to personal finance & money management. More specifically, it examines financial matters such as saving, investing, student loans, debt repayment, credit cards, risk management, & budgeting. Students engage in hands-on scenarios in which they will learn to prepare for, overcome, & avoid financial crises. Based on the skills & knowledge applied in this course, students will develop financial goals, & create realistic & measurable objectives to be financially literate & money smart.



# Ohio Department of Education - Graduation Information & Seals



State Diploma Seal	Requirements
<a href="#">Ohio Means Jobs Readiness Seal</a>	Meet requirements & criteria established for the readiness seal, demonstration of work-readiness & professional competencies. <b>-Completed in Senior Elective if needed.</b>
<a href="#">Bi-literacy Seal</a>	Meet the requirements and criteria, including proficiency requirements on assessments in a world language and English
<a href="#">Industry Recognized Credential</a>	Approved industry-recognized credential from programs aligned to jobs considered in demand in state / regions.
<a href="#">College-Ready Seal</a>	Earn remediation-free scores on ACT or SAT. Remediation-free scores found <a href="#">here</a> .
<a href="#">Military Seal</a>	Enlist in a branch of the U.S. Armed Forces or Participate in approved JROTC programs.
<a href="#">Citizenship Seal</a>	<ol style="list-style-type: none"> <li>1. Proficient or higher on both the American history &amp; US Government EOC exams;</li> <li>2. Earn score that is at least equivalent to proficient on Advanced Placement Exam</li> <li>3. Earn final course grade equivalent to a "B" or higher in appropriate CCP classes</li> </ol>



State Diploma Seal	Requirements
<a href="#"><u>Science Seal</u></a>	1. Earn a score of proficient or higher on the biology end-of-course exam; 2. Earn a score that is at least equivalent to proficient on appropriate Advanced Placement or International Baccalaureate exams; or 3. Earn a final course grade that is equivalent to a "B" or higher in an appropriate class taken through the College Credit Plus program.
<a href="#"><u>Honors Diploma Seal</u></a>	Earn one of six <a href="#"><u>Honors Diplomas</u></a> outlined below: 1. Academic Honor Diploma 2. International Baccalaureate Honors Diploma 3. Career-Tech Honors Diploma 4. STEM Honors Diploma 5. Arts Honors Diploma 6. Social Science and Civic Engagement Honors Diploma
<a href="#"><u>Technology Seal</u></a>	1. Earn score least equivalent to proficient on an appropriate Advanced Placement 2. Earn final course grade equivalent to a "B" or higher in an appropriate CCP Class; or 3. Complete course offered that meets guidelines developed by the Dept.
Local Diploma Seal	Requirements
<a href="#"><u>Community Service (locally defined)</u></a>	Complete a community service project aligned with the guidelines adopted by the student's local board of education - <b>COMPLETED IN FINANCIAL LITERACY 10th Grade</b>
<a href="#"><u>Fine &amp; Performing Arts (locally defined)</u></a>	Demonstrate skill in the fine or performing arts according to an evaluation aligned with guidelines adopted by the student's local board of education
<a href="#"><u>Certified Student Engagement (locally defined)</u></a>	Participate in extracurricular activities such as athletics, clubs or student government to a meaningful extent, as determined by guidelines adopted by the student's local board of education.





## Howland High School - Local Graduation Diploma Seals

*In accordance with Ohio Revised Code (ORC) 3313.6114, Howland High School and the Howland Local Board of Education has set forth the following guidelines necessary to acquire the locally approved diplomas seals as documented and verified in their Student Success Plan with their school counselor. Students are able to earn multiple seals if they choose to do so.*

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### Community Service Seal

1. **OPTION 1** - Students must complete a community service project in the Financial Literacy Course that is required for graduation.
2. **OPTION 2** - Complete ten (10) hours of community service through Community Organization/School Activity
  - a. Service hours need to benefit the greater "Howland" schools and/or community. Service hours must be VERIFIED by the organization.
  - b. A student **cannot** be compensated for their community service.

### Student Engagement Seal

1. **OPTION 1** - Students must participate in at least two (2) seasons for a Board Approved Interscholastic Athletic Team.  
*\*In order to successfully complete an interscholastic season, the student must meet all requirements of the athletic season as set forth by the Coach / Activities Department. A student must complete the season to the full extent. A student injured during a season with a physician medically diagnosing an injury would be noted by the Coach / Activities Department as a completed season.*
2. **OPTION 2** - Students must participate in at least two (2) years in a Board Approved Club or Activity.  
*\*In order to successfully complete a year of participation, the student must meet all requirements of the club or activity for the year as set forth by the Board Approved Advisor. The Advisor will certify a roster at the end of the year for the school counselors.*
3. **OPTION 3** - Students must complete at least two (2) years of a Board Approved vocational / work program (TCTC, CBI, Apprenticeship, etc.).  
*\*In order to successfully complete a year of participation, the student must meet all requirements to be proficient in the course or program per their transcript & instructors. The Student Services Specialist will certify a roster at the end of the year for the school counselors.*

### Fine and Performing Arts Seal

1. **OPTION 1** - Students participates in at least three (3) years of 1 of the **Academic** areas OR at least 2 years in at least 2 of these areas:
  - a. *Participation in Instrumental Music Courses- AP Music Theory, TCTC Band, Symphonic Band, Concert Band, and/or Jazz Band*
  - b. *Participation in Choral Music Courses - A Cappella, Treble, and/or Chamber Choir*
  - c. *Participation Art Education Courses- See Academic Catalog for Art Education Courses Offered*
  - d. *Participation Media Courses- See Academic Catalog for Media Education Courses Offered*
2. **OPTION 2** - Student participates in three (3) years of one of the following **Extracurriculars** OR at least 2 years in at least 2 of the these areas:
  - a. *Participation in Marching Band and/or Majorettes*
  - b. *Participation in Choir Performances*
  - c. *Participation in Art Club*
  - d. *Participation in Yearbook Club and/or Broadcast Media Club.*
  - e. *Participation in a Drama Club (2 productions each year)*



# Ohio's High School Graduation Requirements Classes of 2023 and Beyond



## It's Your **Future.** Get **Ready.**

**Before you know it, you'll be receiving your high school diploma. Ohio is giving you new ways to show the world what you can do with it.**

As a student entering ninth grade on or after **July 1, 2019**, Ohio's new high school graduation requirements give you more flexibility to choose a graduation pathway that builds on your strengths and passions – one that ensures you are ready for your next steps and excited about the future.

### **First**, cover the basics

You must earn a minimum total of 20 credits in specified subjects and take your required tests. Then, decide how you will round out your diploma requirements.

English language arts	4 credits
Health	½ credit
Mathematics	4 credits
Physical education	½ credit
Science	3 credits
Social studies	3 credits
Electives	5 credits

#### **Other Requirements**

You also must receive instruction in economics and financial literacy and complete at least two semesters of fine arts. Your district may require more than 20 credits to graduate.

### **Second**, show competency

Earn a passing score on Ohio's high school Algebra I and English II tests. Students who do not pass the test will be offered additional support and must retake the test at least once.

**Is testing not your strength?** After you have taken your tests, there are three additional ways to show competency!

#### **Option 1.**

##### **Demonstrate Two Career-Focused Activities<sup>1</sup>:**

###### **Foundational**

- Proficient scores on WebXams
- A 12-point industry credential
- A pre-apprenticeship or acceptance into an approved apprenticeship program

###### **Supporting**

- Work-based learning
- Earn the required score on WorkKeys Earn the OhioMeansJobs Readiness Seal

#### **Option 2.**

##### **Enlist in the Military**

Show evidence that you have signed a contract to enter a branch of the U.S. armed services upon graduation.

#### **Option 3.**

##### **Complete College Coursework**

Earn credit for one college-level math and/or college-level English course through Ohio's free College Credit Plus program.

<sup>1</sup>At least one of the two must be a Foundational skill



### **Third, show readiness**

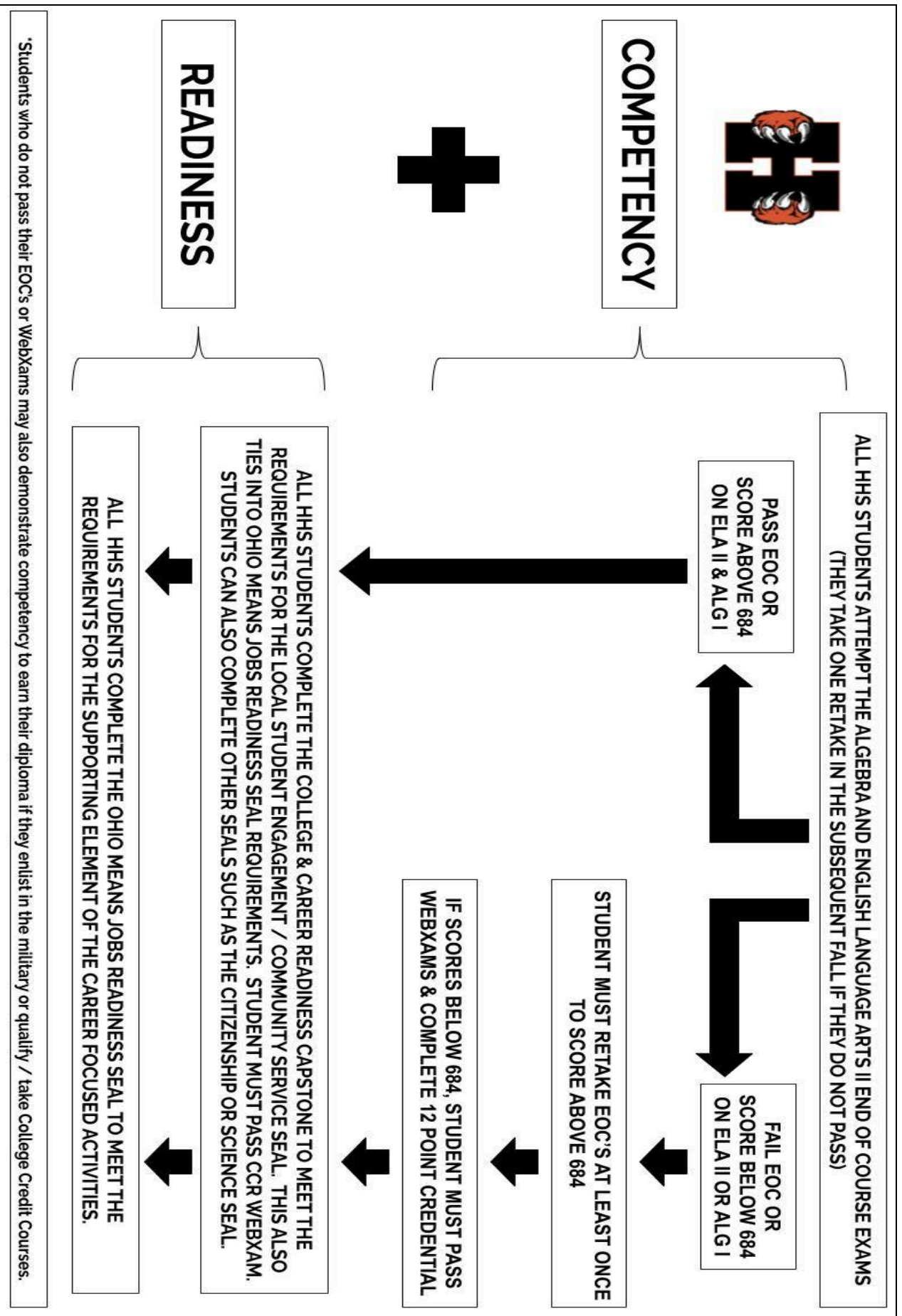
Earn two of the following diploma seals, choosing those that line up with your goals and interests. These seals give you the chance to demonstrate academic, technical and professional skills and knowledge that align to your passions, interests and planned next steps after high school.

**At least one of the two must be Ohio-designed:**

- OhioMeansJobs Readiness Seal (Ohio)
- Industry-Recognized Credential Seal (Ohio)
- College-Ready Seal (Ohio)
- Military Enlistment Seal (Ohio)
- Citizenship Seal (Ohio)
- Science Seal (Ohio)
- Honors Diploma Seal (Ohio)
- Seal of Biliteracy (Ohio)
- Technology Seal (Ohio)
- Community Service Seal (Local)
- Fine and Performing Arts Seal (Local)
- Student Engagement Seal (Local)

**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](http://education.ohio.gov/graduation)







# HHS SCHEDULE CHANGE REQUEST FORM

## **STUDENTS ARE PERMITTED TO:**

- Prior to the end of the 1st week of a semester, drop an elective for a study hall only if the student has a full schedule and needs a study hall. A full schedule is 7 periods, AP/CCP may count as more pending administrative discretion.
- Notify your counselor of a scheduling error such as a missing course or multiple study halls per your course requests.

## **STUDENTS ARE NOT PERMITTED TO:**

- Change courses on their schedules, rearrange classes on their schedules
- Request specific teachers, change study hall periods, or instructional class periods
- Make changes that were not reflected on the prior year's course selection

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- This policy is reviewed during the year with students and families at the beginning of the year meetings, during the scheduling process, and posted in the academic catalog.
  - Families are encouraged to participate in their students scheduling and course request process during February and March of the preceding school year.
  - The policy and procedures are necessary because staffing and teaching positions are based on student course requests. Once students request their courses, the number of required course sections are determined, which then determine staffing.
  - Schedule changes outside the given parameters would undermine the integrity of the scheduling process, but more importantly, class sizes become imbalanced, inequity may exist, and student learning is severely impacted.
  - All students should carry 6 courses and we highly encourage our student athletes to carry 6 courses for eligibility concerns. It is the student and parents responsibility to ensure that 6 courses are on their student's schedule.
  - Thank you for your support as we best assist our students in making informed decisions during the scheduling process that meet their academic and post-secondary goals.

### Howland High School Counselors:

Mr. Michael D'Altorio (Last names A-L) [michael.daltorio@howlandschools.org](mailto:michael.daltorio@howlandschools.org)

Mr. Jon Mosora (Last names M-Z) [jon.mosora@howlandschools.org](mailto:jon.mosora@howlandschools.org)



# HHS SCHEDULE CHANGE REQUEST FORM

STUDENT LAST NAME: \_\_\_\_\_ STUDENT FIRST NAME: \_\_\_\_\_

EMAIL: \_\_\_\_\_ PHONE: \_\_\_\_\_

**CHECK THOSE ITEMS THAT APPLY - Student schedule is missing a course or has an error with the following:**

- \_\_\_\_\_ ENGLISH
- \_\_\_\_\_ SOCIAL STUDIES
- \_\_\_\_\_ MATH
- \_\_\_\_\_ REQUESTED ELECTIVE
- \_\_\_\_\_ SCIENCE
- \_\_\_\_\_ MULTIPLE STUDY HALLS IN THE SAME SEMESTER
- \_\_\_\_\_ COURSE WITHDRAW / FAIL REQUEST
- \_\_\_\_\_ OTHER ISSUE: \_\_\_\_\_

**\*YOUR SCHOOL COUNSELOR WILL MAKE CONTACT VIA PHONE AND/OR EMAIL TO WORK TOWARDS A RESOLUTION PRIOR TO THE END OF THE FIRST WEEK OF THE SEMESTER.**

**\*PLEASE BE AWARE THAT WHEN STUDENTS DROP A CLASS AFTER THE FIRST WEEK OF THE SEMESTER THAT A WITHDRAW WHICH IS EQUIVALENT TO A FAILURE WOULD BE REFLECTED ON A STUDENT TRANSCRIPT AND GPA.**

**\*I HAVE READ AND UNDERSTAND THE INFORMATION ON THE HHS SCHEDULE CHANGE REQUEST FORM.**

STUDENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

PARENT SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

COUNSELOR SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



# Howland High School

## Homework Policy

Homework contributes toward building responsibility, self-discipline, and lifelong learning habits. It is the intention of Howland High School faculty to assign relevant, challenging, and meaningful homework assignments that prepare students for new material and reinforce classroom learning objectives. Homework should provide students with the opportunity to apply information they have learned, complete unfinished classroom assignments, and develop academic independence. **CCP courses and AP courses follow college guidelines and are therefore an exception to this policy.**

Homework assignments should be differentiated to meet individual students' needs and may include:

- *Practice exercises to follow classroom instruction*
- *Preview assignments to prepare for subsequent lessons*
- *Extension assignments to transfer skills or concepts to new situations*
- *Creative activities to integrate many skills toward the production of a response or product*

### DURATION

Actual time required to complete assignments will vary with each student's work habits, academic proficiency, and course load. Students should expect to spend 20 to 30 minutes per period of class instruction on homework (2 to 3 hours total) per night. Students spending an inordinate amount of time (in excess of four hours) doing homework should discuss the issue with their guidance counselor. CCP courses and AP courses follow college guidelines and are therefore an exception to this policy.

### SUBMISSION

Students are expected to submit work on time. Students who turn in late assignments on a consistent basis may receive: partial credit, no credit, communication with parents/guardians, guidance intervention, or academic intervention via mandated tutoring which may result in disciplinary action for failure to attend.

Students who miss homework due to an excused absence will be given the opportunity to submit missed work. Students are given **one calendar day for each day absent** to submit the missing work.

### ASSIGNMENTS

**In-class Assignments:** Assignments completed during class do not factor into the homework requirement. Students are given an appropriate amount of time to complete in class assignments. If they are unable to finish, the work may become homework.

**Daily Assignments:** Homework may be assigned daily for each class.

- The task may be a written response, a reading assignment, or a routine to be followed or practiced.
- At least two days lead time must be given for assignments requiring a typewritten submission.

**Long Term Assignments:** Long term assignments must be announced at least two weeks before the due date.

- Lab reports, term papers, and projects should have a clear task, grading rubric (including punctuality of submission as a category), due date, and a sample model of exemplary practice available for student review.

**Vacation Assignments:** Vacations are frequently a time for families to spend time together, celebrate holidays, and/or travel. Many of our students are away from home during the vacation periods and cannot bring books and materials. Please be conscious of the "portability" of your assignments as many of students do not have laptops and cannot travel with textbooks. For the purpose of this policy, vacations shall be defined as: Thanksgiving Break, Winter Break, Spring Break and Summer Break.

**CCP courses and AP courses follow college guidelines and are therefore an exception to this policy.**

**If** assigning homework during a vacation period, follow the directives below:

- *Vacation homework can only be assigned for classes that terminate in an end of course exam.*
- *Vacation homework must be assigned at least one week prior to the vacation and should take no more time to complete than a typical weekend assignment.*
- *Any summer assignments given must be accompanied by instructions indicating how a student with questions would seek guidance/assistance during the summer.*

