



# Howland High School Academic Catalog

**2023-2024**



**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 and TCTC we offer an immense amount of curricular opportunities from required courses for graduation in core academic areas to electives in STEM, Programming, and Digital Media, Family and Consumer Sciences, Foreign Languages, Fine Arts, Performing Arts, Physical Education, CCP, AP, CBI and much more. Whether your future plans are to Enlist, Enroll, or become Employed upon graduation we have a College and 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

<p>You are here to <b><u>SUCCEED</u></b></p> <p>Respect is <b><u>ESSENTIAL</u></b></p> <p>Self-Discipline is <b><u>MANDATORY</u></b></p> <p>Character counts! <b><u>NO EXCUSES</u></b></p>	<p><b>L - LEARNER</b></p> <p><b>E - EMPOWER OTHERS</b></p> <p><b>A - ACCOUNTABLE</b></p> <p><b>D - DISCIPLINE</b></p> <p><b>E - EMBRACE DIVERSITY</b></p> <p><b>R - REFLECT</b></p> <p><b>S - SERVE OTHERS</b></p>
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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
- 0.5 credit Health / Wellness
- 0.5 credit Physical Education or PE Opt Out
- 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 and 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 and 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	Credits	Letter Grade	Point Value
AP English 3	1	A	5.0
Chemistry	1	B	3.0
Honors Pre-Calculus	1	B	3.5
AP U.S. Government	1	B	4.0
3D Design Art	1	B	3.0
Spanish III	1	A	4.0
<b>GPA = total points ÷ number of course credits</b>			
<b>GPA = 22.5 ÷ 6</b>			
<b>GPA = 3.75</b>			



# **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:***

## **Students in the classes of 2023 and Beyond:**

State law introduced new, permanent graduation requirements for students in the class of 2023 and beyond. Students entering ninth grade **after July 1, 2019**, must meet the [new requirements](#) outlined in state law.

***Access this link for the graduation requirements for the [classes of 2023 & beyond](#) or refer to the Ohio Department of Education Information in the appendix.***

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***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 .***

FOR MORE INFORMATION CLICK HERE: [GRADUATION SEAL CAPSTONE PROJECT](#)

***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 students may be removed from a class with the approval from the head principal, teacher and counselor. This is an administrative decision deemed to be in the best interest of the student.
- 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 AND HONORS

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

## Graduation Honors:

Summa Cum Laude	4.2 weighted cumulative GPA and above	(Silver Graduation Cord)
Magna Cum Laude	4.1-4.19 weighted cumulative GPA	(Gold Graduation Cord)
Cum Laude	4.01-4.09 weighted cumulative GPA	(Bronze Graduation Cord)

## Honor Roll

- Students maintain a minimum weighted cumulative avg. of 3.3 (C & Above) are recognized quarterly.

## 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 (Black/White 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
	CC+ Composition 1		CC+ Statistics
	CC+ Composition 2		CC+ Trigonometry
Science	Honors Physical Science	Social Studies	Honors World History
	Honors Biology		Honors U.S. History
	Honors Intro Chemistry		AP Government
	AP Physics I		AP Economics
	AP Chemistry		
	CC+ Science Courses		
<b>Elective Courses</b>			
AP Art History			
AP 3D Design			
AP 2D Art & Design			
AP Music Theory			
AP Programming II			
CC+ Italian			
CC+ Spanish			
Honors German IV			

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, 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.





## **Tri-Alpha**

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 recognition pin and a certificate.
- Third-time winners receive a silver pin and a certificate.

## **National Honor Society**

### **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 with application instructions 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 will be recognized at graduation. (*Blue Graduation Cord for all students*)

### **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

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

<b>Math</b>	4 units
<b>Science</b>	4 units, including 2 units of advanced science
<b>Social Studies</b>	4 units
<b>World Languages</b>	3 units of one world language or 2 units of each of two world languages studied
<b>Fine Arts</b>	1 unit
<b>GPA</b>	3.5 on a 4.0 scale
<b>ACT/SAT</b>	ACT: 27 or higher/SAT: 1280 or higher

*Science – Advanced science refers to courses that are inquiry based with laboratory experiences. They must align with the grades 11/12 standards (or above) or with an Advanced Placement science course or entry-level college course (clearly preparing students for a college freshman-level science class, such as anatomy, botany or astronomy).*

*GPA – GPAs must be calculated on an unweighted 4.0 scale.*

## CAREER-TECH HONORS DIPLOMA

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

<b>Math</b>	4 units
<b>Science</b>	4 units, including 2 units of advanced science
<b>Social Studies</b>	4 units
<b>World Languages</b>	2 units of one world language
<b>Electives</b>	4 units of career-technical courses
<b>GPA</b>	3.5 on a 4.0 scale
<b>ACT/SAT/WorkKeys</b>	ACT: 27 or higher/SAT: 1280 or higher/WorkKeys: 6 or higher on Reading for Information and 6 or higher on Applied Mathematics
<b>Field Experience</b>	Complete a field experience & document the experience in a portfolio specific to the student's area of focus.
<b>Portfolio</b>	Develop a comprehensive portfolio of work based on the student's field experience or a topic that is related to the student's area of focus.
<b>Additional Assessments</b>	Earn an industry-recognized credential or achieve proficiency benchmark for appropriate Ohio Career-Technical Competency Assessment or equivalent.

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



## **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.

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## **Ohio Means Jobs Readiness Seal & Tiger Pride Report**

The Ohio Means Jobs Readiness 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"). The five Ohio Means Jobs criteria that will be evaluated in the Tiger Pride Report are: Reliability, Work Ethic, Discipline, Professionalism and Leadership.

The quarterly Tiger Pride Report provides families a summary detailing their HHS Senior's strengths, & areas needing improvement from a performance, employability, attendance and timeliness standpoint.

In the process, students would be satisfying five of fifteen the Ohio Means Jobs requirements to get a special seal on their diplomas. In a competitive post-secondary environment, this seal can set Howland High School students apart from students who choose not to earn the seal on their graduation diploma.



## 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.

## Middle School Courses taken for High School Credit

Any high school courses taken by a middle 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.

## 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 and Senior Year. Potential candidates and 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 and attend commencement exercises and continue to have accessibility to all of the same extracurricular opportunities as students on the HHS campus.

*Students who are accepted and enroll at TCTC 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 and Guidance office for more information about the programs and opportunities at TCTC.*



# 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 EGCC, Kent State, and Youngstown State. 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](#)

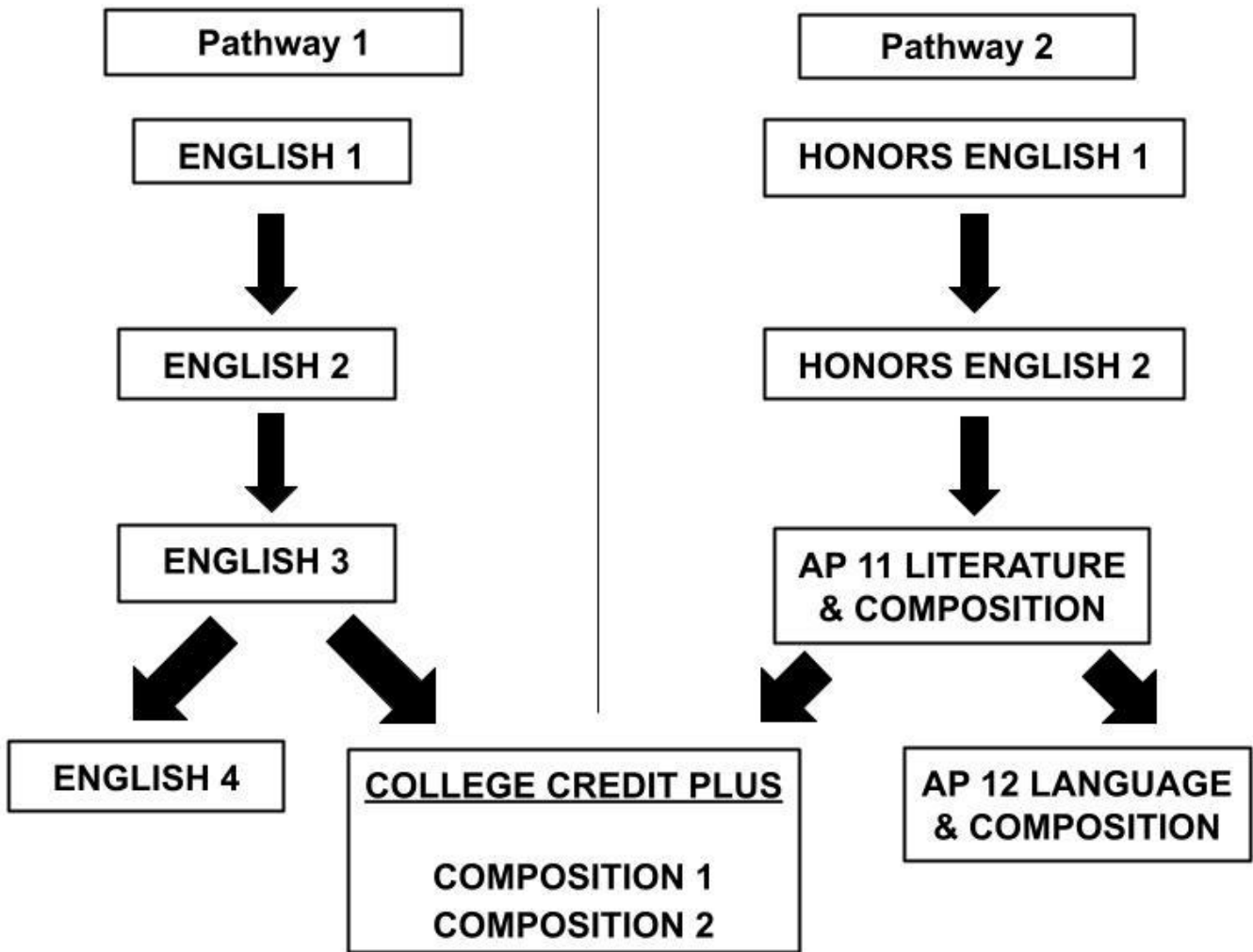
**Scan QR code or click the link to access the CCP Course Request Form & Letter of Intent.**





# 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, and speaking assignments. Students will analyze and interpret various longer works.

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

**Prerequisite current English 8 student: "A" average and Teacher Recommendation**

<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, and listening. Students will cover short stories, non-fiction, poetry, drama, epic, and the novel. Grammar is integrated with the literature studied and writing produced. Students will learn how to use technology for the study of English with one to one technology.

**Prerequisite: Passing grade in English 8**

<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 and 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 and documentation. Students will begin using technology more frequently in the completion of their daily assignments and 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 student: "A" average and Teacher Recommendation**

<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 and 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 and documentation. Students will begin using technology more frequently in the completion of their daily assignments and 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 and 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 student: "A" average and Teacher Recommendation. Meet the recommended ACT Score.**



<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, and novels. The focus of the course is learning to read literature critically and independently, drawing connections between the text, the reader, and 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 and to introduce basic research skills. Emphasis is placed on writing associated with brainstorming, free writing, clustering, drafting, revising, editing, and 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, and vocabulary skills. The literature studied is the prose and 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, and thematic relationships. Students in this course will spend much of their time reading and 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 and Teacher Recommendation. Meet the recommended ACT Score.**

<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, and large group communication models. Students will read about, discuss, and 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 and writing argumentative responses and 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 and to introduce basic research skills. Emphasis is placed on writing associated with brainstorming, free writing, clustering, drafting, revising, and editing. Students are required to produce a variety of essays demonstrating skills and are introduced to library and 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 and arts. The course focuses on argument and on how to approach essay writing and essay exams in various disciplines. Students are required to produce writing demonstrating these skills. Students are introduced to APA documentation style of documentation, and 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 Eastern Gateway 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.**

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**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 and intervention to further develop skills in ELA to supplement their general education course and 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, and writing, speaking and listening skills.

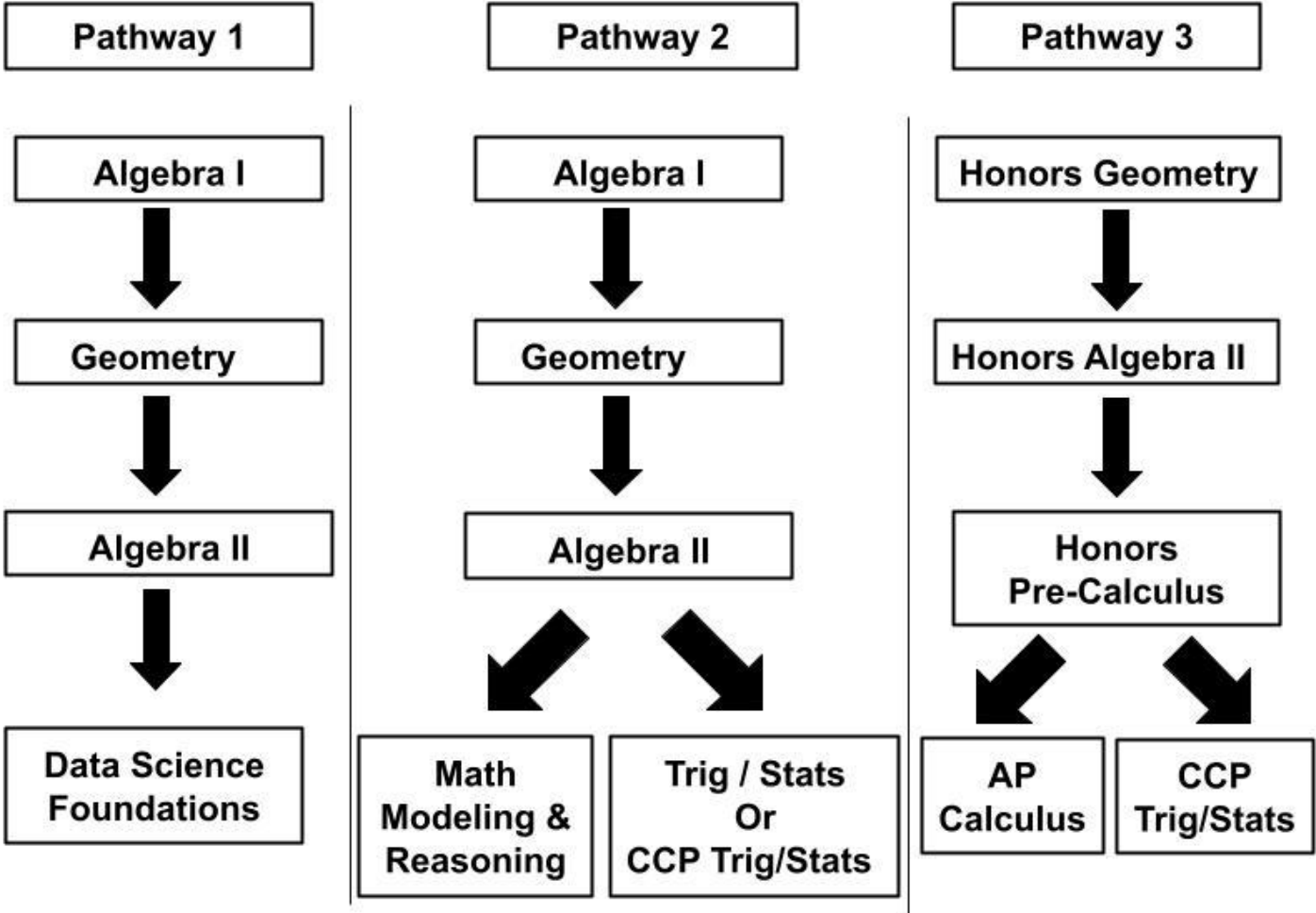
Vocational Reading focuses on reading skills needed to become a productive participant in society. Students will connect reading to their everyday lives and needs to gain successful employment and independent living. Students will build skills needed to function safely in daily activities. The course is offered as a PASS/FAIL elective 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 Statistics
- CCP Trigonometry

**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, and introduction to functions, systems of linear equations, inequalities in one and two variables, rational and irrational numbers, quadratic functions, and the basic elements of probability, statistics. Techniques of solving equations in two variables, and inequalities in one and two variables are studied and 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 four-year honors sequence and will be taught at a level and pace required to successfully 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, and solving problems involving right triangles. Advanced algebra skills will be required.

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

<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, and 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 and geometric concepts taught in previous courses. Fundamental skills of mathematics will be applied to such topics as functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, and systems of equations. Complex numbers and trig functions are also introduced. Technology will be used to expand on linear, quadratic, polynomial, radical, rational, exponential, and logarithmic functions and their graphs with a focus on application. The content of this course is important for students' success on both the ACT and 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 and Teacher Recommendation**

<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 and geometric concepts taught in previous courses. Fundamental skills of mathematics will be applied to such topics as functions, equations and inequalities, probability and statistics, logarithmic and exponential relationships, quadratic and polynomial equations, and systems of equations. Complex numbers and trig functions are also introduced. Technology will be used to expand on linear, quadratic, polynomial, radical, rational, exponential, and logarithmic functions and their graphs. The content of this course is important for students' success on both the ACT and college mathematics entrance exams. **Prerequisite: Passing grade in Geometry.**



<b>HONORS PRE-CALC</b>	<b>Grade 11</b>	<b>1 credit</b>	<b>Full Year</b>
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This rigorous course is designed to give the advanced math student the background skills needed for the study of AP Calculus. A special emphasis is placed on the study of functions including exponential, logarithmic, and trigonometric functions. Additional topics include polar coordinates, vectors, sequences, series, and matrices.

**Prerequisite current Honors Algebra 2 student: "B" average or higher in Algebra 2 or Teacher Recommendation**  
**Prerequisite current Trigonometry or Statistics student: "A" average and Teacher Recommendation**

<b>TRIG/STATS</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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### TRIGONOMETRY

This course is designed to introduce the student to both circular trigonometry and right-triangle trigonometry. Students will be exposed to various advanced algebraic skills.

### STATISTICS

Students will develop a foundation in the study of statistics and probability. The students will be exposed to various advanced algebraic skills.

**Prerequisite - "C" average or higher in Algebra II**

<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 and modeling through thematic units focused on mathematical practices while reinforcing and extending content in Number and Quantity, Algebra, Functions, Statistics and Probability, and Geometry. Quantitative reasoning and modeling involve the application of mathematics to real-world situations, with careful attention to the choice of units and contextual challenges. Problem-solving requires analyzing an unfamiliar situation and devising a solution strategy. Problem-solving and modeling together provide opportunities for students to experience success with mathematics, not merely improve their self-perception. These habits and skills promote perseverance and cut across disciplines, thus providing a gateway into successful postsecondary education and 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. Although this course still is being developed, it 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 and 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 and integral calculus. An in-depth study of functions, limits, graphs, and continuity is included in the course. Students will learn how to find and apply derivatives, how to compute and 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.**



<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 12th grade year.***

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

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

**Prerequisite -**

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

**Students are recommended to meet Eastern Gateway 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 and intervention to further develop skills in Math to supplement their general education course and 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, and (5) mathematical computation, that are essential for high school coursework achievement in Algebra I, Geometry, Algebra II, Data Science Foundations and/or Math Modeling.

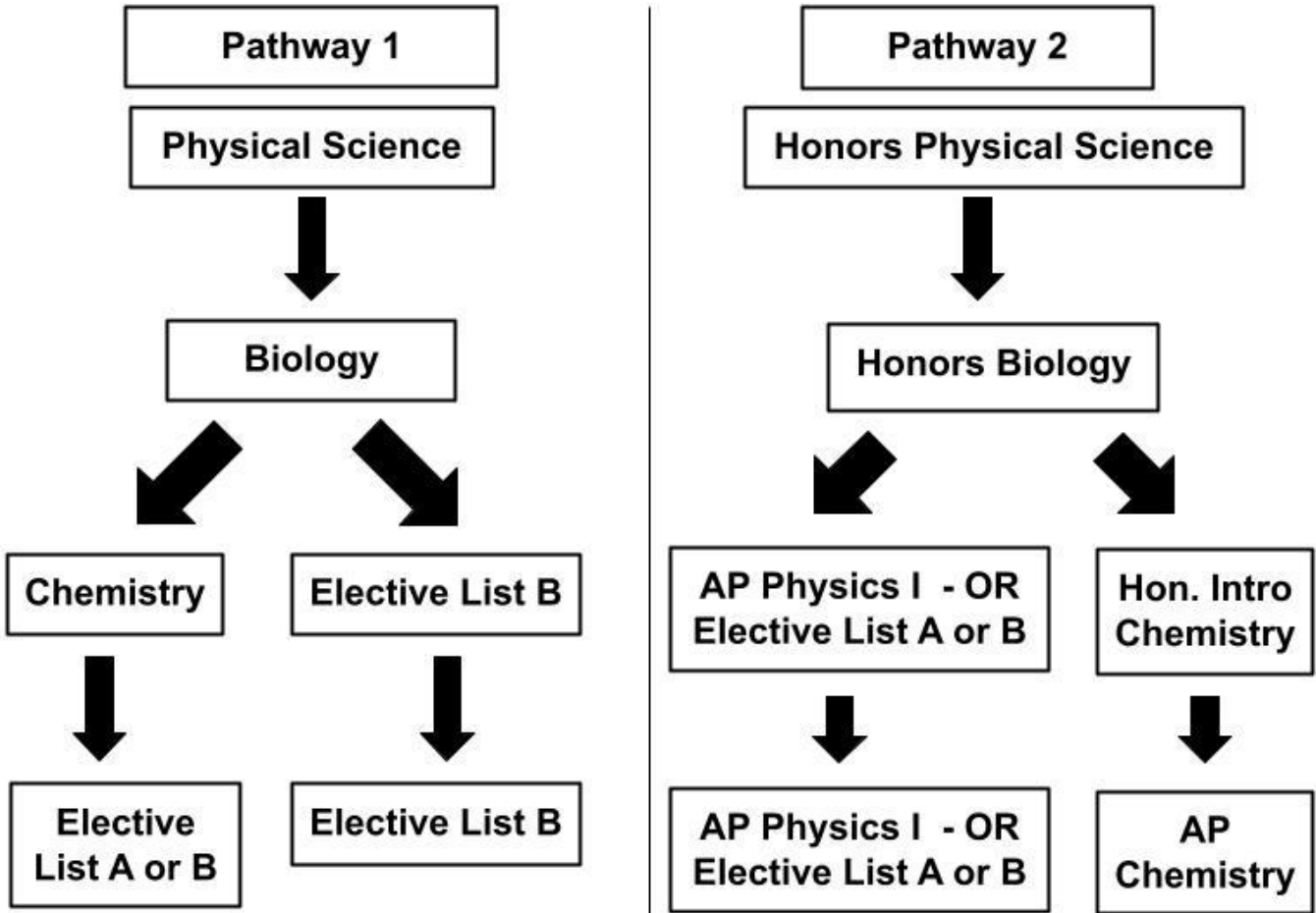
Students will understand that when they leave school that mathematics is more important than ever. They are more and more likely to use math in their work and everyday lives. The course is offered as a PASS/FAIL elective course recommended by teachers who identify students in need of further Math support.

**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**

  - 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 and physics topics and 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 and analyze data using graphs and charts. This course will also use lab experiments to further enhance topics taught in this class. Students will learn how to collect and analyze data produced during an experiment and 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 and independent labs that will be used in higher level honors courses.

**Prerequisite current Grade 8 Science student: "B" average or higher in 8th Grade Science or Teacher Recommendation**

<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 and the energy changes associated with them. They will explore the multiple trends of the periodic table and how they correlate with the nomenclature of compounds. They will write, balance, and 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 and labs so that they develop a conceptual understanding and 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, and development of proficient research skills which will be applied to written and oral assignments, with examinations to test the student's knowledge in the following areas of study: Molecular and Cellular biology, Cellular Reproduction, Genetics, Evolution, Classification, and Infectious Diseases. In addition to the biology coursework, students will be required to do research on each of the course topics and 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 and Teacher Recommendation.**

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

**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 and Ecology during Odd School Years while CCP Biology I and 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, and many other areas. The role of humans as destroyers and conservationists in nature will be studied. Natural- and human-caused hazards and prevention will be investigated. This course will also provide an overview of the dynamics of the abiotic factors contributing to ecosystem structure and function. The course will include water resources and flood hazards, environmental hazards, soils, and waste management. It will deal both with natural factors and 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, and field trips to introduce students to the hands-on observation of significant environmental issues. The course has four required half-day field trips and 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, and 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 and water, wetland preservation, endangered species, logging, ozone depletion, global warming, and 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 and physical foundations of life, structure and function of cells, cellular organelles, bioenergetics, metabolism, photosynthesis, biosynthesis, cell division and growth, information coding and transfer, and basic Mendelian and 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, and animals. The course will emphasize the evolutionary history of life, plant and animal diversity, the present ecological adaptations of species, and 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>ANATOMY &amp; PHYSIOLOGY</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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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.

**Prerequisites:** Earned a B or higher in Biology and teacher recommendation.

<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 and concepts of chemistry, including composition of matter and the physical and chemical changes it undergoes, atomic structure, the periodic law, chemical bonding, chemical nomenclature, chemical equations and reactions, stoichiometry, physical behavior of gasses, solutions, and acid-base theory. The approach is both mathematical as well as conceptual. Lab skills will be developed to reinforce the understanding of chemical concepts and 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 and properties of chemical substances and to make predictions in regards to the movement of matter and energy in a system. By nature, this course is lab-based with special emphasis on quantitative and 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 and Teacher Recommendation

**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 and 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 and energy, atomic structure, chemical bonding, chemical reactions, stoichiometry, reaction kinetics and equilibrium, gasses, the behavior of solutions, acid-base reactions, oxidation-reduction reactions, thermochemistry, electrochemistry, nuclear chemistry, and organic chemistry. The approach is both mathematical as well as conceptual. Lab skills will be developed to reinforce the understanding of chemical concepts and principles. This option is recommended for students who are motivated to complete extra study and work demands and 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:** 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 and motion, work and energy, waves and 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 and examples. This course is highly recommended for students pursuing a career in advanced science topics such as engineering of any concentration, research and design, architecture, or other research based careers.

**Prerequisite current Honors Physical Science student: "B" average or higher or Teacher Recommendation**  
**Prerequisite current Chemistry student: "A" average and Teacher Recommendation. Meet the recommended ACT Score.**

**Math Prerequisite: Trigonometry or Honors Precalculus**

### 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 and techniques behind the work of forensic scientists. Content will be illustrated with numerous video/reading case studies, lectures, projects, guest speakers and 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, and 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 and 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 and the conditions, properties, and motions of bodies in space by means of lecture, video case studies, field trip, projects, and 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 and stars. (Field trips for this course may not be permitted if time or other restraints exist during the academic year.)

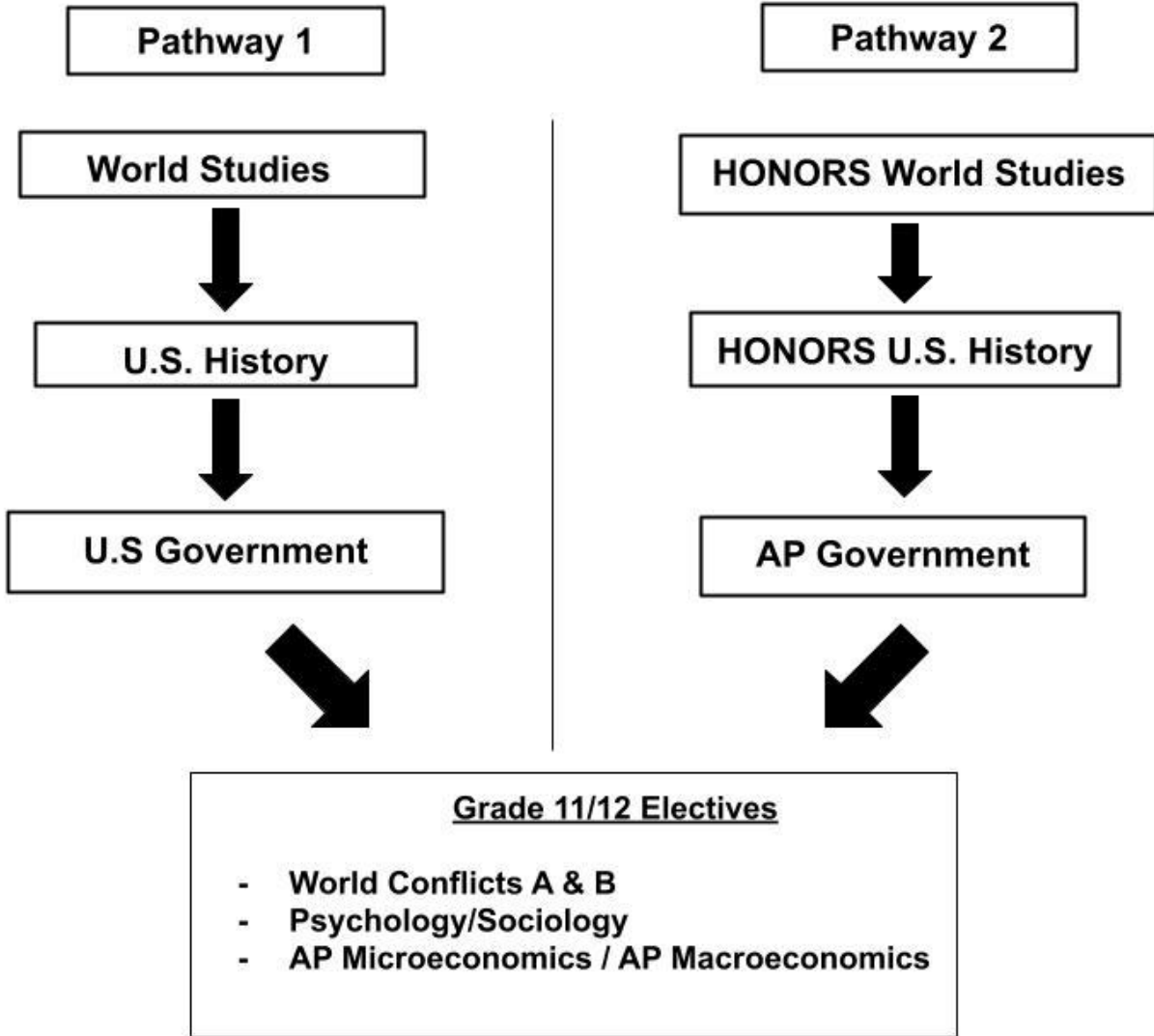
<b>HOW THINGS WORK</b>	<b>Grade 11, 12</b>	<b>½ credit</b>	<b>Semester Course</b>
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General Physics Elective - This semester course is designed for students to gain a better understanding of the world around them. This will be done through hands-on experimentation and 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, and reading. It will be conducted in a collegial style. The course begins with the ideas of the Renaissance and Enlightenment and those ideas that shaped our current world.

**Prerequisite current 8th Grade U.S. History: "B" average or higher in 8th Grade U.S. History or Teacher Recommendation**

<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, and personalities that have been pivotal in shaping our world. Special attention is paid to other cultures and their perspectives. World Studies also incorporates the significance of geography and economics into the decisions made in the world arena. Students will focus on Age of Imperialism, World War 1 and 2, Vietnam War, Cold War and Modern Issues in Worlds Studies A. Students will focus on Enlightenment, Industrial Revolution, American Revolution, French Revolution and 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 and Teacher Recommendation**

<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 and 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 and discussions. Course requirements include essay writing, objective examinations, quizzes, and book reviews and/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 and 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 and socialization, civil liberties, and civil rights, citizen participation and influences, policy making, and political institutions. The class will develop aptitudes to acknowledge government process and influence beyond the walls of the classroom. The use of multiple assessments such as interpretive free response questions, problem based learning, inquiry based questions, and cooperative learning will be used to cultivate knowledge among the students.

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

**Prerequisite for U.S. History student: "A" average and Teacher Recommendation. Meet the recommended ACT Score.**



<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) and 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.

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

### **Social Studies Electives**

<b>WORLD CONFLICT A&amp;B</b>	<b>Grade 11, 12</b>	<b>1 credit</b>	<b>Semester Courses</b>
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World Conflicts was created to help students understand the greater world systems through the roles of international organizations as well as studying the economic, political and military means used to gain influence throughout the world community. Subject matter will relate to world conflicts conducted throughout the past century to the present day. Each semester is devoted to different world conflicts pertaining to but not limited to; the Second World War, the Vietnam War, Cold War era, or the post 9-11 world.

World Conflicts is offered for students with an extreme interest in modern or military history as well as students who may be interested in history, government or the social studies field in college. World Conflicts is offered for a full year, but may be divided at the student's discretion. World Conflicts offers a study of history from a deeper and more complex perspective, and from multiple viewpoints.

<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, and explain economic concepts." This will also allow students to analyze the decisions made by people and the businesses they run and why.

Students will also learn about taxes, regulations and government legislation, allocation of resources, and how that affects the resources they use and the overall effect of the market it will have. They will also go more in depth learning about the law of supply and demand and the effects that has on different goods and 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. Students in this course complete the Ohio Means Jobs Process for a graduation pathway.



# Foreign Language Courses

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

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

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

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

<b>LEVEL 1</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 and 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</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 and write in the foreign language at a higher level along with learning more about the culture of the language being studied. **Prerequisite: Level I**

<b>LEVEL III</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 and studying foreign cultures. **Prerequisite – Level II**

<b>LEVEL IV</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 and speaking and writing the language. **Prerequisite - Level III**

<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 and speaking and 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>1 credit</b>	<b>Semester Course</b>
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In this course students will intensely train students in understanding, speaking, reading and 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 11, 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 and 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 information in alignment with the National Health Standards. Students will examine materials on personal health and wellness; health behaviors; decision making; prevention and control of diseases; community health; mental health; nutrition and diet; CPR; safety; the structure and functions of body systems; human sexuality; dating violence; drug abuse; the use and misuse of tobacco, alcohol, and other drugs.

<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 and 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 and 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 and Mindfulness is a class that would focus on mindfulness and basic yoga poses. This class would teach one how to slow down the mind, release stress and anxiety, and help one to stay relaxed and focus at school and 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 and stress reduction.



# Family and 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 and 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 and social factors that affect the body weight and healthy lifestyles. Students evaluate information related to advances in food technology, nutrition and safety. Students will evaluate the impact of consumer choice on the environment and 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 and the recognition, selection and proper use of tools and equipment. An emphasis will be placed on mise en place, the management of time, ingredients and equipment. Students will apply standard recipe conversions using proper scaling and measurement techniques.. 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 and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choice and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes. 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 compare cuisines, ingredients and preferred cooking methods of various cultures. The influence of traditions and regional and cultural perspectives on food choice and culinary practices will be emphasized. Students will examine the issues and conditions that affect the availability and quality of food in the global market, and apply advanced cooking techniques, including the use of specialty and advanced equipment in the preparation of food dishes. WebXam required. Course offered every other year with Global Foods.



<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 and understand how flavor, texture and appearance are affected during food preparation. Students will evaluate chemical reactions as they occur in cooking methods and assess how to control high-risk food safety situations. Food safety and sanitation techniques will align to industry-recognized certifications. WebXam required. Course offered every other year with Textile Design, Construction & Maintenance.

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

<b>TEXTILE DESIGN, CONSTRUCTION &amp; MAINT.</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 and fashion design. Students will identify, analyze and apply production processes and techniques to textiles. Additional topics will include the maintenance and alterations of textiles products, including home interior accessories and garments.. 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 and intellectual growth for a healthy lifestyle. An emphasis will be placed on lifespan wellness by managing stress through relaxation, physical activity and sleep. Additional topics will include human growth development, mental health management, personal hygiene and 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 and behavior. An emphasis will be placed on the cognitive development of a child and sensory and motor skills. Additional topics will include childhood diseases, immunizations, theories of development, learning styles and evaluating childcare services. 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 and skills to provide a strong foundation for successful lifelong learning. Throughout the course, students will research careers and occupations, review postsecondary admissions qualifications, develop interviewing skills and participate in internships. Additional topics will include principles and techniques of professionalism, networking, conflict-resolution, negotiation, leadership and 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 and citizen. An emphasis will be placed on in-service learning, leadership training and teambuilding opportunities. Additional topics will include public policy issues, community and global engagement. WebXam required. Students may partake in a screening and application process to qualify for the Leadership and Community Engagement Course.



# Programming, Digital Media, & Engineering Courses

Technology and 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 and computer programming. Students will make Android apps on MIT App Inventor, program self driving vehicle robots, and 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 and principles of computer programming. The course will require completion of a number of programming assignments using programming languages such as C++ and 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 and the mathematics related to programming. Students will also gain some graphics and 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, and 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 and manage content to promote Howland High School on all aspects including but not limited to: academics, fine and performing arts, athletics, and community connections. The purpose of this course is to foster an overall fun, positive school environment and 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 and beyond. The pace of the course and deadlines will mimic real world television production to create media content, focused on broadcast announcements. Strong oral and 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 and 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, and 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 and Illustration. The purpose of the class is to get students interested in digital art and learn how to incorporate that into the field of digital media. Students will complete projects in Photoshop, Illustrator, MediBang or Paint and have the choice to work in photography and 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, and engineering standards to identify and design solutions to a variety of real problems. They work both individually and in collaborative teams to develop and document design solutions using PLTW Engineering Notebooks and 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 and how it fits into the manufacturing process. Students will learn about types of 3D printers and when manufacturing 3D printing makes sense and does not make sense. Students will design and 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 and how they work to create the "internet of things" in today's world. Students will both wire the circuits and code the software to complete the tasks in the course. Students will learn such things as the difference between analog and digital circuits, basics of electricity, as well as learn about components such as sensors, solenoids, and stepper motors.

## Music Education Courses

<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>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 and a panel of judges selects the majorettes on the basis of their total performance. **Prerequisite - Majorettes by audition & selection.**

<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 and seniors and requires teacher recommendation.**

<b>TREBLE VOICES 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 co of upperclassman, 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 and 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>A CAPPELLA 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, sight-reading proficiency, a cappella singing, & 4-6 part singing. 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>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, and 4-8 complex part singing. Additionally, various styles of quality vocal literature are taught which expose the students to artistic beauty, develop musical sensitivity, and 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, and community functions and events. Chamber Choir members are required to be in all performances. **Prerequisites: Audition only, see choir director for audition schedule.**

<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 (and 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 and learn in the full band setting. Students are eligible to participate in band trips and attend the awards banquet in the Spring whether they choose to only participate in Marching Band in the fall, or participate in Marching Band and 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**

<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 and Painting is a course designed to examine and increase student ability in drawing and painting techniques. Students will gain experience working with several types of drawing and painting media. The course of study will reinforce student understanding of the elements and principles of art and design. The course will also examine color theory, use of appropriate painting tools, techniques, painting surfaces, color mixing, and compositional development. Students will learn to create, critique, evaluate, and appreciate works of art, as well as, explore and discuss their own aesthetic views about art. Art history will be infused throughout the course. **Prerequisite - Basic Art**

<b>DESIGN ILLUSTRATION A&amp;B</b>	<b>Grades 10, 11, 12</b>	<b>1 credit</b>	<b>Full Year</b>
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Design and Illustration is a studio art course that focuses on illustrative techniques and 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 and ink, computer generated media and printmaking. **Prerequisite - Basic Art**

<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, and acquire knowledge of art history through the ages, from the Paleolithic era to contemporary times. Through readings, research, viewing images and videos, virtual and real visits to art museums and galleries, students will come to know the significant artists and artworks from diverse historical and cultural contexts. A variety of art media and styles will be studied as the students look at architecture, manuscripts, painting, drawing, printmaking and sculpture, as a reflection of a given civilization and time period. Writing skills will be important in the description, analysis, and comparison of these works. Students will be asked to look, research, discuss, and write about art in relation to such issues as patronage, gender, politics, religion, and ethnicity.

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



<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 and 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 and engage in classroom critiques. **Prerequisites - Basic Art with 2 additional art credits and 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 and principles of design. The students will develop skills in a number of art forms: graphic design, typography, digital imagery, photography, illustration, painting and 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**

## Career Based Courses & Programs - Enlist & 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 and 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, and job search skills. Students will also learn the skills needed to succeed in the workforce while gaining an understanding of workplace ethics, workplace health and safety, and 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, and time and 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 and taxes/social security. CBI 2 will also teach skills to help students adapt to life changes, and find a healthy work/personal life balance. CBI 2 will also be introduced to entrepreneurial concepts and 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 and project-based learning with a focus on carpentry. The Career Connections curriculum has been reviewed and adopted by the Ohio Carpenters Apprenticeship program.

Trained and certified outreach specialists will support students through mentoring while also ensuring safe industry practices are being implemented. Tours of relevant training centers and 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 and 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 and tenth grade students. Students of the academy attend TCTC for a full day. Students will have opportunities to engage in hands-on learning and accelerate post-secondary goals through extensive career exploration. Instruction will concentrate on science, technology, engineering, and mathematics (STEM) with an emphasis on integrated academics.

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

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# 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 and 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 and 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 and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. Functional math skills such as telling time and 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, and 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 and develop inquiry methodologies related to the science fields. Students will develop skills in measurement, investigative techniques, and 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 and independent goals and skills such as activities of daily living, resumes, interviewing, social skills, job training, learning about local and state agencies for support, and financial literacy. The curriculum used is the Unique Learning System, for academic skills and transition curriculum.

The IEP-driven course is a unique educational strategy that combines on the job working and learning experiences with related classroom instruction in a career field directly related to a student's transition goals and objectives in the areas of postsecondary education, integrated employment and independent living. The fundamental purpose of cooperative education is to provide students with opportunities to learn under real-world conditions. Students will acquire prerequisite and 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 and 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 and depth to well-written paragraphs and essays. Students will be exposed to a variety of literature and genres, both fiction and nonfiction. Students will expand on their ability to write a response to literature.

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

Students will also be taught life skills such as budgeting, banking, interviewing and a variety of other real life math skills needed to live and function independently. Students will be challenged with higher level thinking skills and use technology in the classroom. After completing this course, students should be confident when taking the college placement exams without a calculator and 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 and 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 and 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, and 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 and 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 and 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, and map reading skills. Students will focus on basic Social Studies skills in preparation for End of Course Exams and 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</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, and build relationships in social situations, at school, in teams, and in the workplace. In this course, students will practice communicating, forming teams, and planning projects in a variety of contexts. By the end of the course, students will have the skills and knowledge to become successful as a communicator in the school setting and beyond.

Students will learn to advocate for themselves and 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, and reflect on team tasks.

<b>STUDY SKILLS &amp; GOAL SETTING</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, and self-advocacy. The following topics will be covered this year in the Study Skills course: Understanding the IEP, 504 Plan, or Academic Interventions for an individual student – Explain the purpose of planned intervention or assistance to promote self-advocacy, Learning Styles, Organization Skills – Strategies, Time Management Strategies, Note-Taking Skills, Following Directions, Listening Skills and 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 IEP goals and needs, this course teaches students how to make excellent everyday decisions. Students will discover the steps necessary to set, pursue, and achieve their academic and 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 and deal effectively with a problem, how to use their emotions as decision-making tools, and 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, and how to navigate when mistakes are made in a positive and productive manner.

<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 and recommended by the Ohio Department of Education. In this course, students will analyze personal physical, emotional, social and intellectual growth for a healthy lifestyle. Health Education stresses the individual's physical, mental, emotional, and 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 and CPR; diseases and disorders; mental health; stress; nutrition; the structure of specific body systems; human sexuality; and 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 and recommended by the Ohio Department of Education. Personal Finance & Financial Literacy. This course introduces students to real-world concepts related to personal finance and money management. More specifically, it examines financial matters such as saving, investing, student loans, debt repayment, credit cards, risk management, and budgeting. Students engage in hands-on scenarios in which they will learn to prepare for, overcome, and avoid financial crises. Based on the skills and knowledge applied in this course, students will develop financial goals, and create realistic and measurable objectives to be financially literate and money smart.





## Chain of Communication Protocol to Best Address Questions:



## 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="#">Science Seal</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="#">Honors Diploma Seal</a>	Earn one of six <a href="#">Honors Diplomas</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="#">Technology Seal</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="#">Community Service (locally defined)</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="#">Fine &amp; Performing Arts (locally defined)</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="#">Certified Student Engagement (locally defined)</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.



# 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\*:**

###### **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

\*At least one of the two must be a Foundational skill

#### **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.



### **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)

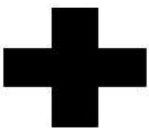
**Want to learn more?** Contact your school counselor or visit [education.ohio.gov/graduation](http://education.ohio.gov/graduation)







# COMPETENCY



# READINESS

ALL HHS STUDENTS ATTEMPT THE ALGEBRA AND ENGLISH LANGUAGE ARTS II END OF COURSE EXAMS (THEY TAKE ONE RETAKE IN THE SUBSEQUENT FALL IF THEY DO NOT PASS)

PASS EOC OR SCORE ABOVE 684 ON ELA II & ALG I

FAIL EOC OR SCORE BELOW 684 ON ELA II OR ALG I

STUDENT MUST RETAKE EOC'S AT LEAST ONCE TO SCORE ABOVE 684

IF SCORES BELOW 684, STUDENT MUST PASS WEBXAMS & COMPLETE 12 POINT CREDENTIAL

ALL HHS STUDENTS COMPLETE THE COLLEGE & CAREER READINESS CAPSTONE TO MEET THE REQUIREMENTS FOR THE LOCAL STUDENT ENGAGEMENT / COMMUNITY SERVICE SEAL. THIS ALSO TIES INTO OHIO MEANS JOBS READINESS SEAL REQUIREMENTS. STUDENT MUST PASS CCR WEBXAM. STUDENTS CAN ALSO COMPLETE OTHER SEALS SUCH AS THE CITIZENSHIP OR SCIENCE SEAL.

ALL HHS STUDENTS COMPLETE THE OHIO MEANS JOBS READINESS SEAL TO MEET THE REQUIREMENTS FOR THE SUPPORTING ELEMENT OF THE CAREER FOCUSED ACTIVITIES.

\*Students who do not pass their EOC's or WebXams may also demonstrate competency to earn their diploma if they enlist in the military or qualify / take College Credit Courses.





# 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.
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### Howland High School Counselors:

Mr. Michael D'Altorio	(Last names A-L)	<a href="mailto:michael.daltorio@howlandschools.org">michael.daltorio@howlandschools.org</a>
Mr. Jon Mosora	(Last names M-Z)	<a href="mailto:jon.mosora@howlandschools.org">jon.mosora@howlandschools.org</a>





# 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.*

