WE BELIEVE IN...

THE PURSUIT OF GREATNESS = BETTER EVERYDAY

THE POWER OF RELATIONSHIPS = STRONGER TOGETHER

PERSONAL RESPONSIBILITY = PREPARED FOR LIFE
In Pursuit of Personal Excellence

The requirements for a diploma from Perry High School have been established by the Perry Board of Education and are based in part upon state and local requirements. Perry High School has established a tradition of excellence and high expectations. In order to meet those expectations, our course offerings meet or exceed entrance requirements for most universities and colleges in the United States. Our courses also include specific curricula that will prepare students for other post-secondary options. The Perry High School curriculum is based on state and national standards that will prepare our students for their future. Listed below are the requirements for students graduating from Perry High School:

**GRADUATION REQUIREMENTS**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 credits</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4 credits</td>
</tr>
<tr>
<td>Science</td>
<td>4 credits</td>
</tr>
<tr>
<td>Social Studies</td>
<td>4 credits</td>
</tr>
<tr>
<td>Health</td>
<td>1/2 credit</td>
</tr>
<tr>
<td>Physical Education or *PE Waiver</td>
<td>1/2 credit</td>
</tr>
<tr>
<td><strong>Electives &amp;/or Additional Credits</strong></td>
<td>7 credits</td>
</tr>
<tr>
<td><strong>Credits to Graduate</strong></td>
<td>24</td>
</tr>
</tbody>
</table>

See page 43 for ODE Testing Requirements by graduation year.

*Students exercising the PE Waiver will be required to complete ½ credit in another course of study.*

**Students must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.**

This registration guide specifically describes the options students have as they progress toward graduation. Available courses provide skills that students must possess in order to succeed beyond high school. The content, understandings, processes and skills imbedded in each of the courses are based on clear standards for student achievement at every level. I highly recommend that students and parents take the time to read and discuss their future plans with each other as well as with their teachers and counselors. Having this information will allow the student to register for the classes that will allow them to pursue their post-secondary goals.

Sincerely,

[Todd Porcello](#)
Principal
NOTE: all courses currently approved by the Board of Education are listed in the Registration Guide and may be requested by students and families. The decision to offer a course will be based on student requests, enrollment, staffing and scheduling considerations. A minimum enrollment of fifteen (15) students will be required for courses to be offered at Perry High School.
English I and English II are state high school graduation requirements that include a state end-of-course (EOC) exam. Four English credits are required for graduation. See your guidance counselor with any questions.
Biology is a state science high school graduation requirement that includes a state end-of-course (EOC) exam; the AP Biology exam may be a substitute exam for the Biology end of course State exam. Four science credits are required for graduation. See your guidance counselor with any questions.
This course is a state Social Studies graduation requirement that includes a state end-of-course (EOC) exam - The AP US History exam may be a substitute EOC exam for the American History course. The AP Government exam may be a substitute EOC exam for the American Government course. Four social studies credits are required for graduation. See your guidance counselor with any questions.
Math 5 or Math 5/6 → Math 6 or Math 6/7 → Math 7 or Math 7/8

Geometry or Geometry by Design or Honors Geometry

Geometry or Geometry by Design or Honors Geometry → College Algebra or Honors Trigonometry

College Algebra or Honors Trigonometry → Applied Calculus

Applied Calculus → Calculus AB

Calculus AB → Calculus BC

Math 8

Honors Algebra 1*

Honors Algebra 1/ Honors Geometry

Algebra 1*

Algebra 2 or Honors Algebra 2

Statistics

AP Statistics

*Course is a state Math graduation requirement and includes a state end-of-course (EOC) exam. Four math credits are required for graduation (this must include Algebra I, Geometry, and Algebra II). See your guidance counselor with any questions.
*Dual Credit courses: high school and CCP credit
PATH 1

- Spanish 5 (IFL)
  - Intensive Foreign Language (Level 1B)
  - Novice High Proficiency by end of Gr. 5

- Spanish 6 (IFL)
  - Intensive Foreign Language (Level 2A)
  - Novice High Proficiency by end of Gr. 6

- Spanish 7 (IFL)
  - Intensive Foreign Language (Level 2B)
  - Novice High Proficiency by end of Gr. 7

- Spanish 8 (IFL)
  - Intensive Foreign Language (Level 2C)
  - Intermediate Low Proficiency by end of Gr. 8

PATH 2

- Exploratory Spanish 6
  - Novice Mid Proficiency

- Spanish 7 (Level 1A)
  - Novice High Proficiency by end of Gr. 7

- Spanish 8 (Level 1B)
  - Novice High Proficiency by end of Gr. 8

PATH 3

- HS Spanish 1
- HS Spanish 2
- HS Spanish 3
- HS Conversational Spanish
- HS Spanish 4
- HS Spanish AP
- Spanish for Heritage Speakers I
- Spanish for Heritage Speakers II

Expectations for language proficiency
- Level 1 Proficiency: Novice Mid
- Level 2 Proficiency: Novice High
- Level 3 Proficiency: Intermediate Low
- Level 4 Proficiency: Intermediate Mid
*Graduation Requirement – All students must earn 1 fine art credit in grades 9-12, or a fine art waiver may be granted if the student completes 2 semesters any time in grades 7-12. Students taking a career-technical pathway are exempted from the fine arts requirement.
COLLEGE CREDIT PLUS COURSES (On PHS Campus taught by Lakeland professor)

Students will need to complete the full application & registration process through Lakeland Community College to receive college credit. (See pg. 49 for procedure).

**ENGLISH/LANGUAGE ARTS COMPOSITION I (A) (ENGL 1110)**
Prerequisite: placement test
3 college semester hours/1 HS credit

This course focuses on the writing process and on the composition of expository writing assignments, including personal, informational, and critical essays. Students will read and analyze expository and imaginative texts (fiction, nonfiction, poetry, or drama). Because of duplication in course content, students who have taken ENGL 1111 English/Language Arts Composition I (B) should not take this course.

**ENGLISH/LANGUAGE ARTS COMPOSITION II (A) (ENGL 1120)**
Prerequisite: ENGL 1110 or ENGL 1111
3 college semester hours/1 HS credit

This course analyzes argumentative strategies, models, and texts. Students will focus on the research process: identifying sources through electronic and print-based research strategies, evaluating research materials, and integrating and synthesizing research material. The course culminates in the production of a fully documented argumentative paper.

**CALCULUS AND ANALYTICAL GEOMETRY III – IVDL Course (MATH 2700)**
Prerequisite: MATH 2500, MATH 2600, or permission of instructor
4 college semester hours/1 HS credit

This is the third course in a three-semester sequence study of differential and integral calculus. Topics include differential calculus of functions of more than one variable, directional derivative, gradients, applications of partial derivatives, multiple integration, and in integrals. Students will need to supply a graphing utility; the instructor will provide details.

Interactive Video Distance Learning (IVDL) is a delivery method where the instructor is at a different site providing the instruction via a projector or monitor. Please schedule a meeting with your guidance counselor for further information if needed.

**DIFFERENTIAL EQUATIONS – IVDL Course (MATH 2850)**
Prerequisite: MATH 2700 or permission of instructor
4 college semester hours/1 HS credit

This course includes a study of techniques for solving first order differential equations, techniques for solving linear differential equations, elementary applications, power series solutions, the Runge-Kutta method, the Laplace transform, and applications of differential equations to physical problems. Students will need to supply a graphing utility; the instructor will provide details.

Interactive Video Distance Learning (IVDL) is a delivery method where the instructor is at a different site providing the instruction via a projector or monitor. Please schedule a meeting with your guidance counselor for further information if needed.

**INTRODUCTION TO PSYCHOLOGY (PSYC 1500)**
Prerequisite: None
3 college semester hours/1 HS credit

This course provides a general introduction to the discipline of psychology. It considers most central theories, concepts, findings, and applications in the following areas: biological bases of behavior, the scientific method, learning, perception, thinking, development, memory, individual differences, personality, abnormal behavior, and social behavior.
# FINE ARTS DEPARTMENT

**ART 1**  
**9-10-11-12**  
1 credit  
One Semester  

Art 1 is an introductory course recommended for all students. It is an instructional course centered on the elements and principles of design and color in which many new techniques and materials are introduced. Experimentation in all of the following areas will be provided: drawing, painting, printmaking, ceramics, and computer art. Students are also expected to build and use a vocabulary, which helps them with art criticism and art appreciation.

**ART 2**  
**10-11-12**  
Prerequisite: Art 1  
1 credit  
One Semester  

Art 2 continues the study of design and color and their application to drawing, design, painting, sculpture, lettering, and poster design. The projects presented in the course should stimulate the student to think creatively and to develop an alert, interested attitude. Students will continue to build an art vocabulary, which will help them with art criticism and art appreciation. There will be a focus on major art movements in history.

**ART 3**  
**10-11-12**  
Prerequisite: Art 2  
1 credit  
One Semester  

Emphasis is placed on the improvement of skills, techniques, and the creative interpretation of subject matter in all art forms. Most assignments are lengthy, requiring the student to thoroughly explore and understand the media being studied. An emphasis will be placed on developing the students’ skill in art criticism and aesthetics as well as studio art. Only those students who have demonstrated above average artistic ability or interest should elect the third year of art.

**ART 4**  
**11-12**  
Prerequisite: Art 3  
1 credit  
One Semester  

Only those who understand the basic art principles and who have a talent in drawing and painting should complete a major in art. The objective of the fourth year student is to satisfactorily complete a portfolio displaying samples of their art projects completed throughout their four years of art. Students are expected to challenge themselves by selecting projects that will increase their skills and appreciation.

**AP STUDIO ART**  
**11-12**  
Prerequisite: Teacher Consent  
1 credit  
One Semester  

The AP Studio Art Portfolios are designed for students who are interested in the practical experience of art. The quality and breadth of the work in the portfolios should reflect first-year college-level standards. This will include home hours as well as classroom hours. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year.
AP courses should address three major concerns that are constants in the teaching of art: (1) a sense of quality in a student’s work; (2) the student’s concentration on a particular visual interest or problem; and (3) the student’s need for breadth of experience in the formal, technical, and expressive means of the artist. AP work should reflect these three areas of concern: quality, concentration, and breadth. The drawing portfolio is designed to address a very broad interpretation of drawing issues and media. Light and shade, line quality, rendering of form, composition, surface manipulation, and illusion of depth are drawing issues to be addressed through a variety of media, as well as abstract observational, and inventive works, may qualify. A total of 29 works will make up the portfolio, divided into three categories: Quality (5 works), concentration (12 works), and breadth (12 works). Further information about the course can be found at the Internet site apcentral.com. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.

**CERAMICS**

1 credit

This course is for anyone interested in learning how to build projects out of ceramic clay. It will involve students in a variety of hand building techniques as well as wheel thrown forms. Students will also study and practice surface decoration, glazing, and firing of pottery and sculpture. Students may be beginners with clay or advanced to participate in this class. This course will allow students the opportunity to explore and develop their creative and technical skills in a three-dimensional medium.

**ADVANCED CERAMICS**

Prerequisite: Ceramics, teacher approval & received no lower than a B in ceramics

1 credit

Students in this course have the passion to work independently in order to make ceramics of the highest quality. These students work independently and continue to master the skills and learning that were developed in Ceramics. Students will undertake creative projects that push their artistic abilities.

**BAND**

Prerequisite: Ability to play an instrument. Private instruction, if just beginning band

1 credit

During the fall, the high school band performs as a marching band. The “Pride of the Pirates” performs at all varsity football games and other select community events. The concert and symphonic bands begin immediately upon completion of the regular football season and continue through the remainder of the school year, performing various concerts including the winter and spring concerts, commencement and OMEA Large Group AE. A placement audition may take place in October with the intent of creating two bands based on musical proficiency. The results of the audition will be used to determine a student’s placement into one of the two concert bands. Forming two bands for the winter and spring concert seasons is based on the overall size of the band and other factors. Required performances take place outside normal school hours and are graded as summative assessments. Band students also have an opportunity to participate in Solo and Ensemble, area honors ensembles, and other extracurricular ensembles such as Jazz Band and Basketball Pep Band. Every four years, the band takes a major performance tour over Spring Break. A high level of musicianship and citizenship is expected of all participants. Students participating in performing ensembles at PHS are required to wear a specific uniform for all performances. Class will be held in the band room, Goodwin Theatre and Alumni Stadium. Band fees for new marchers are approximately $150 which includes: Camp Fee $60, Uniform Cleaning Fee $16, Band Shoes $31, Gloves $2, Polo $30, Lyres and Flip Folders $10. All students are required to wear a concert uniform. The two options are: pants, dress shirt and tie or a standard concert dress available for purchase $60 or yearly rental $15. (Note: pricing is subject to change and used equipment may be available to students to borrow if requested when there is a financial need.)

**CHORALE**

Prerequisite: Quality singing ability

1 credit

Chorale is intended for students who wish to further their experience and skills in vocal music. A high level of musicianship is expected of all choir members. Emphasis is placed on balance and quality vocal
production through the performance of SATB literature. The choir performs at the winter and spring concerts, and the LCMEA Choir Festival each year. These performances, often taking place outside normal school hours, are required for those registered for the course and are graded as summative assessments. Students are encouraged to participate in solo and ensemble contests. Students participating in performing ensembles at PHS are required to wear a specific uniform. Men have to purchase black pants, black dress shirt and black tie on their own. All female students will be required to wear a standard concert dress for concert performances, available for purchase $60 or yearly rental $15.

TREBLE CHOIR
Prerequisite: Quality singing ability
1 credit

Women: 9-10-11-12

One Year

Treble Choir is intended for women who desire to improve individual singing technique. Emphasis is placed on musical literacy and producing a quality tone through the performance of SSA and SSAA literature. The choir performs at the winter and spring concerts, and 1 other event through the course of the year. These performances, often taking place outside normal school hours, are required for those registered for the course and are graded as summative assessments. Students are encouraged to participate in solo and ensemble contests. Students participating in performing ensembles at PHS are required to wear a specific uniform. All female students will be required to wear a standard concert dress for concert performances, available for purchase $60 or yearly rental $15.

HISTORY OF POPULAR MUSIC (2021-22)
1 credit

One Year (3 year rotation)

This course will focus on the history of popular music from 1900 to current, with the majority of the course covering the growth and development of Rock and Roll. Through listening examples, analysis, discussion, readings, and film, students will explore the music of each time period and the social and cultural contexts behind the creation of this music, as well as how it was experienced by its listeners. Class assignments will be organized around song analysis, small group discussions, and course readings. Students will listen to a large amount of music and work toward an understanding of important topics including, but not limited to, the Roots of Rock and Roll, Folk Music, Motown Music, Rhythm and Blues, Protest Music, The British Invasion, Hard Rock/Heavy Metal, Punk Rock, and Modern/Contemporary Rock. Pending approval, the class will conclude with a field trip to the Rock and Roll Hall of Fame in late April or May.

MUSIC TECHNOLOGY (2020-21)
1 credit

9-10-11-12

One Year (3 year rotation)
Skinny

This course focuses on the creation and editing of music with computers using music notation and music sequencing software. Students produce various audio & visual projects demonstrating basic understandings of music notation, MIDI, and the editing of sounds. The course also explores the latest developments in music technology including online music sources, multimedia technologies, and audio recording equipment. (Offered every other school year)

MUSIC THEORY (2019-20)
1 credit

9-10-11-12

One Year (3 year rotation)
Skinny

Music theory class provides an opportunity to learn the basic elements of musical theory. Contents of the course include studies of musical notation, pitch, rhythm, intervals, major and minor scales, major and minor key signatures, harmonic system, voicing, chord structure, basic harmony, cadential design, and the study of musical examples. Students who are interested in learning the “nuts and bolts” of how music works should consider taking this course. (Offered every other school year)

BUSINESS & TECHNOLOGY EDUCATION DEPARTMENT

FINANCIAL MANAGEMENT
1 credit

9-10-11-12

One Semester
Why does all my money disappear? How do I purchase a car? How can I afford my own place after high school? How can I have all the things I want and be able to pay for them? This course will help you to take charge of your financial future and develop the skills necessary to achieve personal financial wellness. Topics include: understanding credit and credit scores, paying for college, budgeting, careers, savings, investing, banking, identity theft, insurance, and more. Project based learning and real life scenarios will be the basis for understanding these incredibly valuable concepts. 

GAME DESIGN AND DEVELOPMENT  
9-10-11-12  
1 credit  
One Semester  

Ever wanted to be a video game designer? In this hands-on course, you will learn a variety of technology skills through designing and programming games from the ground up, from brainstorming the idea to coding the instructions to producing graphics and sound. Students will use software that allows for quickly learning key concepts in programming logic. Students will learn programming logic, graphic and sound applications, troubleshooting and problem-solving skills, and creativity through technology.

ADVANCED GAME DESIGN AND DEVELOPMENT  
9-10-11-12  
Prerequisite: Game Design and Development  
1 credit  
One Semester  

Continue your Game Design experience! In this student-led independent study, students take what they learned in Game Design to the next level as they pursue projects of their own interest and choosing after completing introductory projects. Students will use a visual drag-and-drop software, or Unity, a C# and JavaScript-based game engine, or Blender, a 3D modeling and animation program, along with other tools to accomplish creative undertakings. They will also assist the Game Design students in the classroom. This class may be repeated with instructor approval.

WEB DESIGN  
9-10-11-12  
1 credit  
One Semester  

If you’ve ever wanted to try creating your own website, this is the course for you! This course provides introductory programming and intermediate techniques in layouts, troubleshooting, problem-solving, and using creativity through technology to create and manage web pages. Students will explore ways of presenting text, data, and graphics in a browser based environment. Students will explore the use of several HTML editing tools to aid in site management and learn how to code websites using HTML and CSS. They will also use a visual website builder to experience creating websites using a graphical interface.

ADVANCED WEB DESIGN  
9-10-11-12  
1 credit  
One Semester  

Push your Web Design experience to the next level! This course introduces intermediate and advanced techniques using various markup languages for the Internet. Students will use previously mastered techniques and concepts to develop websites using Internet programming languages, and other advanced techniques as the languages and protocols evolve. This self-directed independent study is facilitated by the instructor, and students will enhance their website-building expertise as they pursue projects of their own interest and choosing after completing introductory projects. Students will undertake creative projects and complete the course with advanced projects showcasing their abilities. This class may be repeated with instructor approval.

CISCO NETWORKING ACADEMY  
9-10-11-12  
*Dual Credit (1 HS credit weighted and 2 college credits/per course I, II, III, IV)  
Four Concurrent Semesters  
Instructor: Perry High School teacher  

Have a home network? Then this course is for you. The Cisco Networking Academy program gives students an opportunity to explore the demanding and challenging computer networking industry. The Cisco Networking Academy is a four-semester program that provides comprehensive, project-based training in computer network design, set up, maintenance, troubleshooting, and administration. Throughout the four semesters students are learning about network operations and management, including wireless technologies, network security, and Internet connectivity. Students participate in hands-on projects that provide experiential learning to enable the development of valuable skills that can enhance your ability to utilize computers and networks to maximize your productivity on the job. What’s that mean: improved employment opportunities! Students will be trained and ready for entry level employment in a field with high
income potential. Networking is one of the strongest, high-demand careers today. The courses prepare students for the CCENT (Cisco Certified Entry-Level Technician) and CCNA (Cisco Certified Network Associate) exams, two technology certifications recognized everywhere in the world. The four courses that make up the Cisco program are shown below, and must be taken in the order that they are listed.

*Students will need to complete the full application & registration process through Lakeland Community College to receive college credit. (See pg. 46 for procedure).

**Cisco Networking Technology I (CNET 1100)**
(1 high school credit weighted and option of 2 college credits)

This is the first course in a four-course sequence designed to provide students with skills needed to design, build, and maintain small to medium size networks. This course helps students prepare for the Cisco Certified Networking Associate Exam.

**Cisco Networking Technology II (CNET 1200)**
Prerequisite: CNET 1100
(1 high school credit weighted and option of 2 college credits)

This is the second course in a four-course sequence designed to provide students with skills needed to design, build, and maintain small to medium size networks. This course helps students prepare for the Cisco Certified Networking Associate Exam.

**Cisco Networking Technology III (CNET 1300)**
Prerequisite: CNET 1200
(1 high school credit weighted and option of 2 college credits)

This is the third course in a four-course sequence designed to provide students with skills needed to design, build, and maintain small to medium size networks. This course helps students prepare for the Cisco Certified Networking Associate Exam.

**Cisco Networking Technology IV (CNET 1400)**
Prerequisite: CNET 1300
(1 high school credit weighted and option of 2 college credits)

This is the last course in a four-course sequence designed to provide students with skills needed to design, build, and maintain small to medium size networks. This course helps students prepare for the Cisco Certified Networking Associate Exam.

**CISCO NETWORKING SECURITY**
10-11-12
Prerequisite: Cisco Networking Technology I & II
1 credit weighted
One Semester

Do you know how secure your network is? Cisco Networking Security prepares you to design, implement, and support security for networked devices. As people process data and things become more connected, the demand for security professionals is rapidly increasing. The Cisco Networking Security curriculum builds the skills you need to get hired and succeed in jobs related to network security. This course and the certification that you can test for are recognized by the U.S. National Security Agency (NSA) and the Committee on National Security Systems (CNSS) to meet the CNSS 4011 training standard.

Career pathways stemming from this course include: network security specialist, security administrator, network security engineer, information security professionals, and more.

**ENTREPRENEURSHIP 1: WALK THE PLANK**–PHS’s version of ABC TV’s SHARK TANK
9-10-11-12
1 credit
One Semester

Materials Needed: Flash Drive

Got an idea for a product or service that you think can make money? The entrepreneurial spirit is alive and well in Perry! You will have the opportunity to launch a real, money-earning company and try to earn support for it by pitching your idea to people from the local community. You will learn the essentials of starting your own business, including management, collaboration, marketing, financing, and more. What a sweet opportunity to begin building your resume for a successful career by taking your product or service idea and turning it into a for-profit business. Hey, maybe the next Bill Gates or Steve Jobs lives right here in Perry!
ADVANCED ENTREPRENEURSHIP 9-10-11-12
Prerequisite: Entrepreneurship 1
1 credit
Materials Needed: All data and materials developed during Entrepreneurship 1

Keep the dream alive! If you began your journey into the world of business ownership in Entrepreneurship 1, this follow-up course will give you the time to continue to turn your dream into a reality! Students will have the opportunity to finalize a business plan, including the development of the marketing mix, organizing the finances, and completing any legal matters before beginning possibly one of the greatest ventures you’ve ever tried. Now it’s time to make some money!

PRESENTATIONS 101 – Making Powerful Presentations 9-10-11-12
1 credit
Materials Needed: Flash Drive

Ever get nervous standing in front of an audience to give a presentation? This course will help you develop and improve your presentation skills. You’ll learn the correct structure of great presentations, how to get (more) comfortable speaking in front of an audience, and how to create and interact with your PowerPoint or other multimedia presentation program effectively. It’s an important skill to have for any job, and you’ll have fun learning the tricks of the trade!

MEDIA PRODUCTION I: Introduction to Video Production and Broadcast (MDIA 1200) 9-10-11-12
*Dual credit (1 HS credit and 3 college credits)
Instructor: Perry High School teacher

This course is an introduction to the operation and maintenance of professional and semi-professional video recording and editing equipment. Through lecture and a hands-on approach in various lab activities, the course presents the basic techniques of professional video production. It also explores video production and editing using professional broadcast-quality digital video cameras and computer-based edit and compositing systems. The course also stresses professional outcomes through videotaping activities in the studio as well as on campus (some requirements outside of the school day). Students in this course will become literate in the role media plays in our society as well as learn basic media production skills. In becoming media literate, students will learn to identify media and the roles it plays in our modern society, as well as how to critically analyze various forms of media as they work to become quality media producers and explore different media careers. The students will decipher what form of media and what production techniques will best communicate their message. As the students work through the production process, they will learn scripting, storyboarding, camera shot techniques, audio techniques, studio and post-production skills using various software programs to produce the different forms of media, including basic special effects and graphics. This course does not meet the Fine Art graduation requirement.

*Students will need to complete the full application & registration process through Lakeland Community College to receive college credit. (See pg. 46 for procedure).

MEDIA PRODUCTION II (MDIA 1080) 9-10-11-12
Prerequisite: Media Production I (MDIA 1200)
*Dual credit (1 HS credit and 1 college credit)
Instructor: Perry High School teacher

Students in this class will expand on and apply the skills learned in the Media Production I course. The students enrolled in this class will create various types of media programming for Channel 22, the school webpage, the school social media sites, the school film festival and the school announcements (Pirate Nation News) as an open forum for the development of sound, video, radio, and interactive media programming skills. Through direct application of media industry crafts, students will learn the skill of media engineering as well as related business techniques required for success in the industry. Projects provide direct demonstrations of students’ abilities as an engineer, a producer, a project leader, or a team member in both group and individual settings. The students will create a short film using all the conventions of film making in order to compete in the school film festival. This course requires work time outside of the normal school day. This course does not meet the Fine Art graduation requirement.

*Students will need to complete the full application & registration process through Lakeland Community College to receive college credit. (See pg. 46 for procedure).
ADVANCED MEDIA PRODUCTION – Action Videography and Video Techniques (MDIA 1205)

Prerequisite: Media Production II (MDIA 1080)
*Dual credit (1 HS credit and 3 college credits)
Instructor: Perry High School teacher

Students enrolled in this class may only sign up after instructor permission has been granted. The students in this course have the passion to work independently in order to create media productions of the highest quality, often producing work independently needed for the school district or local businesses for Perry High Productions. These students are driven to compete in local and national media production contests and may be given an opportunity to attend conventions related to media production. The students in this class are not enrolled in an individual class period, but because they are able to work independently, they may enroll into any period available in their own schedule. This class may be repeated and **does require work time outside of the normal school day. This course does not meet the Fine Art graduation requirement.**

*Students will need to complete the full application & registration process through Lakeland Community College to receive college credit. (See pg. 46 for procedure).

**FAMILY & CONSUMER SCIENCE DEPARTMENT**

**CAREER SEARCH (2020-21)**

1 credit 9-10-11
One Semester

What should I do after graduation? How do I prepare for college? What should I expect? In this course students will discover the various college and career opportunities available after high school. Course topics will include self-identity, making ethical choices, career goal setting, lifelong learning skills, comparing educational choices, applying for jobs, interviewing skills, technology trends, conflict resolution and coping skills. Guest speakers will include college representatives, school counselors, and other career professionals. This course is designed for any student interested in learning about the options available after graduation and how to get started on the correct path to achieve personal career goals. Upon completion of this class each student will have an individualized future and career blueprint.

**POSITIVE YOU**

1 credit 9-10-11
One Semester

What can I do to take charge of my personal success? What foods are healthy for me? How do I become more independent? In this course students will focus on healthy food choices and how foods consumed contribute to optimal wellness. Students will learn proper nutrients and what nutrients do within the human body, how to prepare healthy meals, food preparation, safety and sanitation, menu planning and being an informed consumer in relation to food. Lifestyle choices will be explored to help focus on maintaining a healthy body image through exercise, diet and good nutrition. Students will evaluate information related to food technology, nutrition, and the impact of consumer choices on the environment and the global community. Students will also learn how to prepare for the challenges and choices they will face in school, work and at home. Students will investigate topics that pertain to teenagers today. Topics include goal setting, relationships, leadership, organizational skills, time and stress management, decision making, and much more.

**GLOBAL FOODS (2019-20)**

Prerequisite: Positive You 10-11
1 credit One Semester

Have you ever wondered where food dishes originated from? Do you like preparing food? Trying new food dishes? This class will introduce fundamental cooking skills associated with the preparation of international and ethnic specific cuisines. Students will focus on specific cooking techniques from worldwide regions while utilizing authentic ingredients and tools in a hands-on lab setting. Investigation of history, geography, climate and traditions specific to each culture will be studied. Students will comprehend recipe modification, safe food handling practices, and food science principles. This course teaches students to recognize the social and cultural factors that influence individuals. Students will explore careers in culinary and pastry arts while participating in entrepreneurial endeavors. Any student interested in a career in culinary, hospitality and tourism and event planning are encouraged to take this course.
CHILD DEVELOPMENT (2020-21)
Prerequisite: None
1 credit
One Semester

Explore the world of children and how development occurs within the context of family, community, culture and relationships. This course is a study of child growth and development from conception through adolescence. Emphasis will be placed on physical, intellectual, emotional and social development at various ages and stages of life. Students will investigate child development and psychology theories and learn ways to provide proper growth and development. By the end of this course, students will be able to apply knowledge of children at different stages of development to foster proper support for success. Students will participate in field experiences with children, and civic engagement. Any student interested in a career in the field of teaching/education, health/medicine, social work, psychology, and childcare will benefit from this course along with anyone who will be involved in the life of a child.

TEXTILE AND INTERIOR DESIGN (2019-20)
Prerequisite: None
1 credit
One Semester

Do you like designing spaces? Do you watch HGTV? Would you like to learn how to sew? This course introduces students to the field of design through interiors, fashion and textiles. Students will learn the elements and principles of design, color theory, basic sewing and machine embroidery skills and presentation techniques. Students will apply knowledge and technical skills to create authentic projects and portfolio creations. Students will explore the various career opportunities related to interior design and fashion fields. Any student interested in careers in the field of design will benefit from this course along with anyone who would like to learn technical skills that can be applied in life.

WORLD LANGUAGE DEPARTMENT

SPANISH 1 (Novice)
Prerequisite: None
1 credit
One Semester

In level I, emphasis is on learners becoming proficient in the four skills of listening, speaking, reading, and writing at a very basic level. The student is introduced to basic vocabulary and grammatical structures and gradually builds a foundation in understanding and communicating in the target language. Students begin to create with the language, communicate with other students, and learn to talk and write about their personal interests and activities. Reading simple texts and listening to native speakers discuss topics familiar to the student help develop comprehension of authentic language as well as insight into cultural similarities and differences. Basic grammar concepts are introduced at this level to support effective communication. Interactive computer opportunities enable direct contact to the target language and culture.

SPANISH 2 (Beginner Intermediate)
Prerequisite: Spanish 1
1 credit
One Semester

Emphasizes language proficiency as students develop more fully their ability to communicate, create and problem-solve in the target language through the use of a wide variety of materials. Proficiency further develops as students deepen and broaden their knowledge about personal and cultural topics through the use of authentic media, and as they discuss and write about what they have heard and read. Instruction continues to focus on the use of authentic materials, but also includes dialogs, short stories, and brief literary works. Students expand their study of basic target language vocabulary and culture. The study of contextualized grammar continues at this level to support the increasing demands of students' more sophisticated knowledge and skills. Interactive computer opportunities enable direct contact to the target language and culture both in and out of the classroom.

SPANISH 3 (Intermediate/Mid)
Prerequisite: Spanish 2
1 credit
One Semester

In Level 3, students deepen, broaden and refine their comprehension and communication skills. Through more challenging grammar as well as listening, speaking, reading and writing activities and assessments, students increase their proficiency in all aspects of language. They work with challenging authentic print
and recorded materials, and they are required to read and respond to a wide variety of publications and literature in the target language. They work on sharpening their skills in the language in order to further language control. They continue to expand their vocabulary base in order to have the ability to articulate their ideas on a wide range of topics. The study of culture is a prominent feature at this level, and students are able to respond to topics with a higher degree of cultural appropriateness. In this upper level course, the individual student’s motivation and dedication become essential in achieving success and making the transition to level 4 of the language.

**SPANISH 4 (Intermediate/High)**

Prerequisite: Spanish 3

1 credit

In Level 4, students continue to deepen, broaden and refine their comprehension and communication skills. Through listening, speaking, reading and writing activities and assessments, students increase their proficiency in all aspects of language. They work with increasingly more sophisticated, authentic print and recorded materials, and they are required to read and respond to a wide variety of publications and literature in the target language. Their sharpened control of language structure combined with an expanding vocabulary base supports their ability to articulate their ideas on a wide range of topics. The study of culture remains a prominent feature at this level, and students are able to respond to topics with a higher degree of cultural appropriateness. In this upper level course, the individual student’s motivation and dedication become essential in achieving success and making the transition to college level language study.

**AP SPANISH**

Prerequisite: Spanish 4

1 credit weighted

AP Spanish is intended for all students who wish to develop a high proficiency in all four language skills: listening, speaking, reading and writing. Students need to have substantial coursework accomplished in the language. There is an expectation that students have mastered all tenses covered in Spanish I-IV, have attained a reasonable proficiency in listening comprehension, speaking, reading, and writing and have a basic understanding of the culture of Spanish-speaking peoples. After completing the course, students will be able to comprehend formal and informal spoken Spanish, read and comprehend authentic materials in Spanish, compose expository and narrative passages and express ideas orally with accuracy and fluency. A large emphasis will be placed on vocabulary acquisition. The course content can reflect intellectual interest shared by the teacher and students. This course will have a significant portion online through Blackboard. Independent work will be encouraged. **Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit.** Perry Local Schools will pay for exam fees.

**CONVERSATIONAL SPANISH**

Prerequisite: Spanish 3

1 credit

The focus of this class is conversation and the topics will include current events, and comparisons of lifestyles in the U.S., Europe and in Latin America. This class also helps students to broaden their communication skills as well as their knowledge of art, history, geography, slang, and popular culture. The goal of this course is to enhance fluency and the development of communicative competence in Spanish. Students will be asked to self-assess their own progress towards established goals at different intervals throughout the semester. Class is conducted in an immersion-type environment where active participation is a key to success. Also, recommended for students that are interested in continuing on to AP or students that would like to maintain or improve their languages skills.

**SPANISH FOR NATIVE/HERITAGE SPEAKERS I**

Prerequisite: see description

1 credit

Spanish for native speakers is designed specifically for native/heritage speakers of Spanish who already have oral/listening language proficiency. The purpose of this course is to enable students whose heritage language is Spanish to develop, maintain and enhance proficiency in Spanish by providing them with the opportunity to listen, speak, read and write in a variety of contexts and for a variety of audiences including family, school and the community. Emphasis will be placed on usage appropriate to academic and professional settings. **Prerequisite:** Ability to understand and speak Spanish (Intermediate/Advanced level) Also, non-native speakers that have completed AP Spanish.
SPANISH FOR NATIVE/HERITAGE SPEAKERS II  
Prerequisite: Spanish for Native/Heritage Speakers I  
1 credit

Native/heritage students will develop strategic Spanish reading skills, while investigating the literary genres of expository essay, myths, fables, legends, poetry, short stories, and novels. Extended reading and literary selections are taken from adopted texts and recommended reading. Students will produce writing in various formats and genres including well-developed paragraphs, literary response items, expository essays, short stories (narrative), historical documents, and technical documents, while continuing to develop skills in the correct use of grammar, spelling, punctuation, and capitalization.

HEALTH AND PHYSICAL EDUCATION DEPARTMENT

HEALTH  
1 credit

The health course is designed to enable students in obtaining accurate information, developing lifelong positive behaviors, and making good decisions which will impact the wellness of themselves and others. Study will include: Health Promotion and Disease Prevention, Reducing Health Risks, Using Communication Skills to Promote Health and Setting Goals for Good Health.

STRENGTH AND FITNESS  
1 credit Physical Education

The purpose of this course is to learn basic skills and knowledge associated with resistance training, aerobic conditioning and anaerobic conditioning. Students will gain knowledge of the different muscle groups and which machines or activities will develop specific muscle groups. The course will also include activities to develop and improve flexibility, nutrition and wellness.

PERSONAL FITNESS FOR LIFE  
1 credit Physical Education

This class is individualized and offered to students who would like to maintain or improve overall fitness levels. Activities include but are not limited to high/low impact aerobics, Step aerobics, kickboxing, circuit training, interval training, Pilates, core training, P90X, Insanity, T-25, yoga, Jazzercise etc. Basic techniques/fitness fundamentals will be covered. Emphasis will be on developing lifetime individual fitness/health habits.


Effective with the 2010-2011 school year, students who have participated in interscholastic athletics, marching band, or cheerleading for at least two (2) full seasons as defined in the athletic handbook, while enrolled in grades 9 through 12, and as documented by the athletic director and approved by the high school principal, may be excused from the high school physical education requirement. Students electing such an excuse shall complete one-half (1/2) unit of at least sixty (60) hours of instruction in another course of study which is designated by the Board as meeting the high school curriculum requirements.

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

DESIGN LEARNING DEPARTMENT  
Connecting content to problem-solving and collaborative global citizenship

EXPLORING ENGINEERING 1  
1 credit

The major focus of the Exploring Engineering 1 course is to expose students to design process, research and analysis, teamwork, communication methods, engineering standards, and technical documentation. Students will have an opportunity to investigate engineering and other high-tech careers and develop skills and understanding of course concepts through activity-, project-, and problem-based learning. Students will
be challenged to continually hone their interpersonal skills, creative abilities and understanding of the design process.

**EXPLORING ENGINEERING 2**

Prerequisite: Exploring Engineering 1

1 credit

The overall goal of this course is to further develop skills learned in Engineering Design 1. Students will deepen their 3D modeling skills through the implementation of the design process. Projects will be based on creating solutions to real-world problems within the school and surrounding community thus expanding the design skills of the student. Students will be introduced to engineering practices and procedures common to multiple engineering fields to better prepare them for post-secondary engineering programs of study. This course will utilize professional grade software and tools on a daily basis along with develop strong collaboration and presentation skills.

**INTRODUCTION TO DESIGN AND FABRICATION**

1 credit

This course is divided into three areas that serve as an introduction to engineering design, metallic manufacturing processes and woodworking. Throughout the engineering portion of the course students will be exposed to and employ the design process, technical sketching, measurement and 3D solid modeling. During the metallic manufacturing and woodworking portions of the course students will study machine and lab safety, common manufacturing processes, development of plans, and become proficient in basic manufacturing procedures all through project based/design learning assessments. This course is the prerequisite for Manufacturing Design and Fabrication 1 and Design and Fabrication1.

**MANUFACTURING DESIGN AND FABRICATION 1**

Prerequisite: Intro. to Design and Fabrication or Geometry by Design and Modeling

1 credit

The focus of this course is to provide students with an intermediate level understanding of designing and fabricating metallic products that have been developed through the use of professional grade 3D modeling software by the student. Projects will build upon skills learned in prerequisite courses and ultimately allow students to create precision models of their designs potentially leading to a career in engineering and/or manufacturing. Students will become proficient in modern manufacturing techniques including sheet metal fabrication, forging, casting and machining along with a basic understanding of various types of welding. Technologically advanced processes such as 3D printing and CNC machining are introduced in this course. This course is designed to foster the problem solving skills in students that are essential in all career fields.

**MANUFACTURING DESIGN AND FABRICATION 2**

Prerequisite: Manufacturing Design and Fabrication 1

1 credit

The focus of this course is to apply problem-solving skills by designing and fabricating metallic products that have been developed through the use of professional grade 3D modeling software. The skills gained in this course will aide students in obtaining an entry level machining position or prepare them for other post-secondary educational opportunities in the engineering/design industry. Coursework is highly individualized based upon the interests and/or intended career path of the student. Typically a great deal of focus is placed on developing intermediate to advanced level machining skills along with a greater understanding of CNC machining and 3D printing. The overarching goal of this course is to better prepare students to enter careers or post-secondary programs of study related to manufacturing and engineering. Many students further pursue content related to this course through internships or shadowing experiences with local industry partners.

**DESIGN AND FABRICATION 1**

Prerequisite: Intro. to Design and Fabrication or Geometry by Design and Modeling

1 credit

Upon completion of this course, students will become proficient in the construction of intermediate to advanced level wood joints. The content areas of this course include planning, designing, furniture construction, the properties of various woods and the proper use of hand and power equipment. During the planning and design phases the students will select, design and plan the construction of their individual projects with the use of 3D modeling software. The furniture construction unit stresses the different types of joints and assembly methods used in furniture making. Proper safety practices are an essential part of
this course and are expected at all times. Students will also explore modern woodworking processes and procedures.

**DESIGN AND FABRICATION 2**

Prerequisite: Design and Fabrication 1

1 credit

Upon completion of this course, students will become proficient in the construction of advanced level wood joints and project design. The skills gained in this course will aide students in obtaining an entry level construction position or prepare them for other post-secondary options in the engineering/design or construction industry and/or internship opportunities. The content areas of this course include planning, designing, furniture construction, the properties of various woods and the proper use of hand and power equipment. Students will be expected to fully develop their own projects from start to finish with limited direction from the instructor. Students will also explore modern woodworking processes and procedures along with mass production processes. 3D modeling skills will be built upon from previous courses.

**Want to FLIP A HOUSE?**

Prerequisite: Design Fab 1 (general construction students)

1 credit (flex credit opportunities available)

Do you want to get out of the classroom and work on an amazing project that has a final product? Looking for a hands-on opportunity where you can make an impact in the Perry Community? We have the opportunity just for you. Join us as we take the learning to the community/streets and take part in a real life learning experience in all roles associated with Flipping A House. We need students to fill the following roles: general construction, marketing and sales, project planning, financing, architecture and interior design, videography, and more! Students will have the opportunity to work alongside Perry High School teachers and community partners. Additionally, students will be expected to complete an application for the program available through guidance and attend an organizational meeting in the spring. Students can spend anywhere from 1 hour a week up to 20+ hours a week. Credit Flex opportunities available.

Student/worker descriptions:

- **General Construction (12+ Students):** students will work on all aspects of the construction associated with rehabbing a house. Students will gain skills necessary to become employed in the construction field.
- **Videography/Sales/Marketing (5+ Students):** chronicle the process and maintain a YouTube channel and other (social) media outlets to generate awareness of the project and ultimately help the house get sold.
- **Project Planning/Architecture/Interior Design (5+ Students):** students will schedule and design the structural and architectural elements of a home. Students will also help coordinate the purchase of required materials for the construction of the home, establish the selling price of the home, and begin the search and financing of the next home to be flipped.

NOTE: Perry High School is currently seeking grant funds. This course may not run based on receipt of grant funds.

**ENGLISH/LANGUAGE ARTS DEPARTMENT**

**ENGLISH I**

1 credit

This course is designed to give the students a background and an understanding of the novel, short story, drama, nonfiction, and poetry. Through an in-depth approach, the students are given opportunities to develop skills in literary analysis. Oral and written presentations are required in every phase of the program. In addition, students will have the opportunities to develop research skills by working independently and with small groups. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

**HONORS ENGLISH I**

1 credit weighted

Honors English I is part of the Advanced Placement path and is designed to prepare intellectually curious students for the rigors of future high school and university course work. Students enrolled in the class will focus on academic reading and writing. On average, students will be expected to read forty pages of text
per night, to compose one to three revised pieces of writing weekly, and to actively engage in class activities and discussion daily. Honors English/Language Arts I students must have sound time management skills, good study habits, academic self-discipline, and the will to learn independently in order to satisfactorily complete course requirements. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

Students and their parent(s)/guardian(s) should note that summer reading and summer writing are required. In addition, homework will be assigned over weekends and breaks.

**ENGLISH II**

**Prerequisite:** English/Language Arts I

**1 credit**

This course provides a study of text for comprehension and analysis with a focus on American Literature. Students will explore fiction, poetry, nonfiction documents, articles, letters and essays within the cultural and historical context of the period. Students will write essays, persuasive papers and a variety of functional documents, while also strengthening their communicational and presentational skills. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

**HONORS ENGLISH II**

**Prerequisite:** B or higher in Honors English/Language Arts I or English/Language Arts I

**1 credit weighted**

Honors English II is the second class of the Advanced Placement path. Like Honors English I, it is designed to prepare intellectually curious students for the rigors of future high school and university course work. Students enrolled in the class will focus on academic reading and writing. Active participation in class discussions, performances, and presentations is required as is an extensive research paper. Most reading and writing occurs outside of class and class time is spent responding to the readings, sharing writing, and critiquing others’ writing. In addition, students will be required to submit a literary research paper to earn credit for the course. Honors English II students must have sound time management skills, good study habits, academic self-discipline, and the will to learn independently in order to satisfactorily complete course requirements. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

Students and their parent(s)/guardian(s) should note that summer reading and summer writing are required. In addition, homework will be assigned over weekends and breaks.

**ENGLISH III**

**Prerequisite:** English/Language Arts II

**1 credit**

This class is designed primarily for college bound students. It provides a study of text for comprehension and appreciation supported by historical perspective, correlating to the history of England with its literature. Students will write essays and a required research paper, as well as analyzing poetry, drama, fiction and nonfiction pieces. The purpose of the course is to enable students to read texts at literal, critical, and evaluative levels and to write prose to prepare them for college courses.

**HONORS ENGLISH III**

**Prerequisite:** English/Language Arts II

**1 credit weighted**

This class is a survey course of various genres of literature and diverse modes of communication. It is designed for the intrinsically motivated and curious student, who appreciates analyzing literature, who is willing to share his/her own work and who wants to be challenged. Active participation in class discussions, performances, and presentations is required as is an extensive research paper. Most reading and writing occurs outside of class and class time is spent responding to the readings, sharing writing, and critiquing others’ writing. The curriculum is similar to English III, but this course moves at a quicker pace, involves more analytical discussion and requires more sophistication in the writing. Students enrolled in this course will be exposed to AP English Language and Composition. **Summer reading is required.**

**AP ENGLISH - LANGUAGE AND COMPOSITION**

**Prerequisite:** English/Language Arts II

**1 credit weighted**
This course engages students in becoming skilled readers of prose written in a variety of periods, disciplines and rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. The course allows students to write in a variety of forms and on a variety of subjects including an extensive required research paper. The purpose of the course is to enable students to read complex texts with understanding and to write prose with sufficient richness and complexity to communicate effectively with mature readers. **Summer reading is required. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted AP credit. Perry Local Schools will pay for exam fees.**

**ENGLISH IV**
Prerequisite: English/Language Arts III
1 credit

Designed primarily for college bound students, this course provides a study of traditional and contemporary texts for reading comprehension and appreciation supported by historical perspective and contemporary world events. Students will critically respond to fiction and nonfiction texts, including poetry, drama, short stories, novels, essays as well as current articles and research on social issues and world events. This course is intended to enable students to read texts with understanding and to write prose to prepare them for college courses.

**AP ENGLISH - LITERATURE AND COMPOSITION**
Prerequisite: English/Language Arts III
1 credit weighted

The purpose of AP English IV is to prepare students for the AP English Literature and Composition exam. Students who plan to enroll in the class should be ready for the rigors of a college-level English/Language Arts class. They should be willing to spend one to two hours per night studying and writing about a variety of texts. In addition, they should be willing to frequently participate in discussions. Students do a variety of intellectual work: they survey a variety of the world’s best literature; they analyze essays, poetry, drama, and fiction; they write college essays; they learn to do research and compose a college-level research paper; and they write many out-of-class essays. **Summer reading is required. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.**

**ENGLISH/LANGUAGE ARTS COMPOSITION I (A) (ENGL 1110)**
Prerequisite: placement test
3 college semester hours/1 HS credit

This course focuses on the writing process and on the composition of expository writing assignments, including personal, informational, and critical essays. Students will read and analyze expository and imaginative texts (fiction, nonfiction, poetry, or drama). Because of duplication in course content, students who have taken ENGL 1111 English/Language Arts Composition I (B) should not take this course.

**ENGLISH/LANGUAGE ARTS COMPOSITION II (A) (ENGL 1120)**
Prerequisite: ENGL 1110 or ENGL 1111
3 college semester hours/1 HS credit

This course analyzes argumentative strategies, models, and texts. Students will focus on the research process: identifying sources through electronic and print-based research strategies, evaluating research materials, and integrating and synthesizing research material. The course culminates in the production of a fully documented argumentative paper.

**ENGLISH IV for Non-college bound students**
Prerequisite: English III
1 credit

Focus of this class is on reading and writing that lead to basic life skills, including but not limited to: Job and informational interviews, Resume and cover letters, company and industry research and literature based on real world issues. Students will be expected to read articles and books both inside and outside of class as well as to participate in both information and mock interviews in the classroom and in a potential job setting. A research paper based on their career choice will be required.
PERRY SERVICE LEARNING
Prerequisite: English/Language Arts III (English/Language Arts 11)  Two Semesters  3 credits

Perry Service Learning is a course that combines English and social studies curricula with volunteer service to promote social involvement through education and service. Students will be volunteering for an instructor-approved social service agency, community organization, or government office position that will enhance their classroom discussions and projects. Students will provide their own transportation when volunteering. The volunteer placement expectations will involve students in significant tasks that will enhance their ability to understand social and community issues. The classroom expectations will be supported by a rigorous social issues curriculum and allow students to make connections between what they learn in class and experience in the community. Social and community issues will come alive for students through their experiences, classroom discussions and projects. The course will be two semesters in length and students will receive 3 credits (Social Studies, English 12, and Service Learning).

HONORS PERRY SERVICE LEARNING SEMINAR
Prerequisite: English/Language Arts III (English/Language Arts 11)  Two Semesters  3 credits weighted

Perry Service Learning Honors Seminar is designed to extend the traditional PSL course by exploring real world issues from multiple perspectives, and gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. As in the traditional PSL course, students will be volunteering for an instructor-approved social service agency, community organization, or government office position that will enhance their classroom discussions and projects. The volunteer requirements will involve students in significant tasks that will enhance their ability to engage in social and community issues. The Honors Seminar will be addressed through a blended learning approach that utilizes individual conferences, group seminars, independent research, collaborative teamwork, as well as asynchronous learning opportunities. Using an inquiry framework, students will cultivate their ability to engage in disciplined and scholarly research.

CREATIVE WRITING (elective)
1 credit  One Semester

This course encourages students to experiment with various forms of creative writing as each discovers his or her individual voice and develops a personal writing style. Students will be introduced to and work within a workshop atmosphere providing and accepting critiques of their work and the work of others. In addition, there will also be in-depth discussion of both classic and contemporary work by established writers in all genres. This course requires extensive writing and reading in the focused genres and a completed portfolio at the end of the semester exhibiting their work. Students will be required to submit work for publication. Prerequisite: Must be a Junior or Senior to take this course.

JOURNALISM I (elective)
1 credit  9-10-11-12  Two Semesters Skinny

This course is designed to introduce the students to all phases of the journalistic process. Emphasis will be placed on the major types of journalistic writing, including, but not limited to, reporting (news and sports), editorials, feature writing, and commentaries. The course will also introduce the students to the basic publishing concepts, such as layout, copy, type, and preliminary newspaper production skills.

JOURNALISM II, III or IV – SCHOOL’S NEWSPAPER (elective)
Prerequisite: Journalism I, II, III  Two Semesters Skinny  1 credit

This course is designed to involve students in all phases of the publication process. Emphasis will be placed on producing the “Privateer” Student Newspaper. Stories will be published on the Perry Local Schools website. The course will utilize all the skills learned in Journalism I as well as allow students to achieve editor status and begin building journalistic portfolios.

YEARBOOK I, II, III, IV (elective)
Prerequisite: Yearbook I, II, III  Two Semesters Skinny  1 credit

This course will include organization, graphic design, editing, publishing, layout, copy writing, marketing,
legal issues, and sales in conjunction with the basic experiences in journalism. As students will rely on computers and appropriate software applications, basic computer skills are expected. The culminating activity will be the "Treasure Chest," the Perry High School yearbook. Yearbook II, III, IV is for editor positions and is done through application.

**HONORS CONTEMPORARY NOVEL** *(elective)*  
Prerequisite: AP English/Language Arts III or AP English/Language Arts IV  
One Semester  
1 credit  
weighted

Students enrolled in Honors Contemporary Novel will explore the work of some of today’s most important writers and should be willing to read a minimum of sixty pages of text each night. Students will discuss literature as a group, will write in-class essays frequently, will compose five to eight page papers regularly, and write a college-level research paper.

The class will operate like a seminar, and students will negotiate a reading list with the instructor prior to the start of the semester. Because contemporary literature often explores controversial subjects and utilizes bare-knuckles diction to achieve its purpose and because some of the texts we read may be fresh off the presses, students planning to enroll in the course should receive written permission from parent(s)/guardian(s) to read all texts before they enroll.

**ACADEMIC DECATHLON: Reading Across the Disciplines** *(elective)*  
Prerequisite: Participation in Academic Decathlon  
Two Semesters  
1 credit

This class is designed to prepare intellectually curious students for the rigors of future high school and university course work. Students will read and study Academic Decathlon materials, write speeches, give impromptu speeches, polish interview skills, and write academic essays. On average, students will be expected to read twenty pages of text per night, to actively engage in class activities and discussion daily, and to attend one practice before school each week. In addition, students will be expected to participate in all scrimmages and competitions.

Students planning to enroll in the course should enjoy reading and talking about books. They must have sound time management skills, good study habits, academic self-discipline, and the will to learn independently in order to satisfactorily complete course requirements. Summer reading is required. In addition, homework will be assigned over weekends and breaks.

**MATHEMATICS DEPARTMENT**

**ALGEBRA I**  
Prerequisite: Grade 8 Math or Foundations of Algebra  
One Semester  
1 credit

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. Students will experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

- Students analyze and explain the process of solving an equation.
- Students explore many examples of functions, including sequences. Students use regression techniques to describe approximate linear relationships between quantities.
- Students extend the laws of exponents to rational exponents to rational exponents.
- Students compare the key characteristics of quadratic functions to those of linear and exponential functions.

**ALGEBRA II**  
Prerequisite: Algebra I  
One Semester  
1 credit

Building on their work in linear, quadratic, and exponential functions, students extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve
equations, including solving quadratic equations of the set of complex numbers and solving exponential equations using the properties of logarithm.

- Students develop the structural similarities between the system of polynomials and the system of integers.
- Students will solve exponential equations with logarithms.
- Students explore the effects of transformations on graphs of diverse functions.
- Students will identify and use appropriate functions to model a situation.

### HONORS ALGEBRA II

**Prerequisite:** Geometry or Honors Geometry

1 credit weighted

Honors Algebra II builds upon the concepts presented in Algebra 1 and Geometry. Topics include linear systems and quadratic, exponential, logarithmic, polynomial, rational, and periodic functions. Emphasis is placed on practical applications and modeling. Students are required to purchase and use a **TI-84 Plus or Silver graphing calculator** for instruction and assessment. Honors Algebra II provides the background for more advanced math courses including AP Calculus, and is especially designed for the college bound student. Honors Algebra II or Algebra II is the prerequisite for taking Advanced Math Concepts, Statistics, Introduction to C++/Java, or Pre-Calculus. In an honors course, a student will be challenged at a higher cognitive level and the material will be covered in greater depth.

- Students develop the structural similarities between the system of polynomials and the system of integers.
- Students will solve exponential equations with logarithms.
- Students explore the effects of transformations on graphs of diverse functions.
- Students will identify and use appropriate functions to model a situation.

### GEOMETRY

**Prerequisite:** Algebra II or Honors Algebra II

1 credit

The fundamental purpose of the course in Geometry is to formalize and extend students’ geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

- Students use triangle congruence as a familiar foundation for the development of formal proof.
- Students will develop and use the Pythagorean Theorem and right triangle trigonometry.
- Students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the results of rotating a two-dimensional object.
- Students use a rectangular coordinate system to verify geometric relationships.
- Students will prove basic theorems about circles and graph the equation of a circle.
- Students use the languages of set theory to expand their ability to compute and interpret theoretical experimental probability for compound events.

### GEOMETRY BY DESIGN AND MODELING

**Prerequisite:** Algebra II or Honors Algebra II

1 math credit*

This is an integrated course utilizing Geometry concepts in a Building Trades, Construction and Manufacturing environment. The course is designed to prepare students for the natural progression to higher math courses, through a course rich in connections to engineering design and manufacturing technology projects that will generate interest in math and increase students’ likelihood of success. The applications throughout the course allow students to see the connections between mathematical concepts and real-world applications. The purpose of this course is to create on a daily basis a connection between theoretical geometry concepts and their concrete applications. Students can expect to see both traditional and nontraditional assessments such as projects. The curriculum is based on the Ohio Common Core Geometry Standards. The course will be co-taught by both a math and a manufacturing/STEM teacher.

**This course can be taken as an elective if a student has previously taken a geometry course.**

*This course meets the graduation requirement for a geometry course and counts toward one of the four-in-the-core for math. However, this course has not been approved by the NCAA.*
This course involves the study of formulas, properties, and theorems associated with both plane and solid geometry. Knowledge of these properties, as well as the ability to reason deductively is heavily emphasized with the application of direct proofs. Connections between Algebra processes and the properties of Geometric figures are examined. Honors geometry provides the background for more advanced math courses, including AP calculus. In an honors course, a student will be challenged at a higher cognitive level and the material will be covered in greater depth. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

- Students use triangle congruence as a familiar foundation for the development of formal proof.
- Students will develop and use the Pythagorean Theorem, right triangle trigonometry, Law of Sines and Law of Cosines.
- Students apply their knowledge of two-dimensional shapes to consider the shapes of cross-sections and the results of rotating a two-dimensional object.
- Students use a rectangular coordinate system to verify geometric relationships.
- Students will prove basic theorems about circles and graph the equation of a circle.
- Students use the languages of set theory to expand their ability to compute and interpret theoretical experimental probability for compound events.

Advanced Mathematical Concepts reinforces and expands the mathematical skills attained in Algebra I and II and is for students who need more remediation before taking College Algebra. It begins with an extensive review of Algebra II skills and includes the same topics typically found in a College Algebra course. Some of the topics covered in the course are equations and inequalities, logarithmic functions, and conics. This course is a good preparatory course for students wishing to take college level courses like College Algebra or Trigonometry at Perry High School or at local colleges under the postsecondary option. Students are expected to have a **TI-84 Plus or Silver graphing calculator** for use in the classroom and on tests.

This course is designed to provide students with an introduction to statistics: the science of collecting, organizing and interpreting data. While Statistics is offered as a mathematics course, students will examine data from science, sports, business, industry, education, and the social sciences. The course offers students an opportunity to work with real data from current newspapers, magazines, and other publications and to search their own conclusions as they examine the data. Students are expected to have a **TI-84 Plus or Silver graphing calculator** for use in the classroom and on tests.

AP statistics is a course in which students interpret graphical displays of distributions, summarize distributions, compare distributions, and explore bivariate data. Students study methods for collecting data and for planning and conducting surveys and experiments. Probability is explored through simulations, probability rules, random variables, normal distributions, binomial distributions, geometric distributions, and the Central Limit Theorem. Statistical inference is studied through confidence intervals for means and proportions and through tests of significance. Students will take the AP exam in May. Most 4-year degrees require that at least one Statistics course be taken. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.
This course investigates relations and functions numerically, analytically, and graphically. Topics include solutions of polynomial and rational equations and inequalities; exponential and logarithmic equations; systems of linear and non-linear equations; conic sections; sequences and series; trigonometric functions; and mathematical modeling. Students will need to supply a graphing utility; the instructor will provide details. This course provides a college-level study of algebra and also serves as a foundation course for the study of other advanced mathematics.

HONORS TRIGONOMETRY (Formerly Honors Pre-calculus) 9-10-11-12
Prerequisite: Honors Algebra II or College Algebra
1 credit weighted

This course includes the study of trigonometric functions and inverse trigonometric functions and their graphs; solutions of right and oblique triangles and their applications; solutions of trigonometric equations; the use of identities, vectors, and complex numbers; and graphs of polar and parametric equations. Students will need to supply a graphing utility; the instructor will provide details. This course serves as a prerequisite for the Applied Calculus and Calculus sequence, as well as a foundation course for Engineering and Science majors.

APPLIED CALCULUS 9-10-11-12
Prerequisite: College Algebra or Trigonometry
1 credit

Applied Calculus is a course designed for college-bound students interested in business, economics, management, and/or the social and life sciences. Real life applications and data show students how calculus is used to solve problems in virtually all fields. Emphasis is placed on doing and using calculations associated with the study of calculus rather than the theory behind the processes. Students are expected to have a TI-84Plus or Silver graphing calculator for use in the classroom and on tests.

AP CALCULUS (AB) 9-10-11-12
Prerequisite: Trigonometry and Applied Calculus
1 credit weighted

AP Calculus (AB) is a college preparatory course for students who plan on majoring in the study of mathematics, sciences, or related engineering fields at the post-secondary level. Topics will include analytic geometry, limits, differentiation, and integration as specified in the syllabus for AP Calculus at the AB level. The emphasis will be on the theory behind the procedures presented in Applied Calculus and in preparation for the AP examination in the spring. Students are expected to have a TI-84Plus or Silver graphing calculator for use in the classroom and on exams. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.

AP CALCULUS (BC) 9-10-11-12
Prerequisite: AP Calculus (AB)
1 credit weighted

AP Calculus (BC) is a college preparatory course for students who plan on majoring in the study of mathematics, sciences, or related engineering fields at the post secondary level. AP Calculus (BC) is a continuation of AP Calculus (AB). Upon completion of both classes, students will have completed the equivalent of two semesters of college calculus. Topics include limits, differential and integral calculus, trigonometric and logarithmic functions, infinite series, hyperbolic functions, and differential equations. Students are expected to have a TI-84Plus or Silver graphing calculator for use in the classroom and on exams. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.

MODELING & REASONING 11-12
Prerequisite: Algebra II
1 credit

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.

NOTE: Perry High School has applied to the State of Ohio to be part of a pilot program to provide this course. If PHS is not accepted, the course may not run.

ROBOT I PROGRAMMING: An Introduction to C (elective)  
Prerequisite: None  
1 credit

This course is the prerequisite for students who would like to take Robot II and AP Computer Science. Robot Programming is designed for students interested in solving problems by writing structured computer programs and developing logical thinking skills. The curriculum uses a scaffold approach to teach students how to program a robot. Students begin by learning to use, troubleshoot and code using a variety of C (text)-based software platforms. Students will work with a C-based programming language with a Windows environment for writing and debugging programs with a comprehensive, real-time debugger. This course allows students to learn the type of C-based programming used in advanced education and professional applications. Robots provide a hands-on opportunity to reinforce and teach math concepts, programming, teamwork, and problem solving. 'C' is one of the foundations for modern information technology (IT) and computer science (CS) and is required for the CS major in almost all universities. 'C' is the most commonly used programming language in industry and is the base for almost all popular programming languages.

ROBOT II PROGRAMMING: An Introduction to Java (elective)  
Prerequisite: Robot I  
1 credit

This course is the prerequisite for students who would like to take AP Computer Science. Students will be introduced to more advanced topics in computer science, further development of C-based programming language, introduction to Python and Java programming languages. Topics include algorithmic design, fundamental programming structures, object-oriented programming and elements of good programming style. Student’s programming skills and conceptual understanding are developed through a problem-solving approach. The course will focus on planning and organizing programs, as well as the grammar of the Python, C and Java programming languages. The principles of object oriented programming will be introduced using Karel J Robot. Students will also learn about the broader field of computer science and algorithmic thinking, the fundamental approach that computer scientists take to solving problems.

AP COMPUTER SCIENCE: An Introduction Using JAVA (elective) (2019-20)  
Prerequisite: Robotics II  
1 credit weighted

This course structure is equivalent to a first semester college course in computer science. Because JAVA is a large and complex language, it will not be covered in its entirety. Instead, we will use the AP Computer Science subset of JAVA. The AP subset includes those features fundamental to introductory computer science concepts and program design. Programming methodology, including program design, implementation, and analysis, will constitute the core of the course while standard algorithms and data structures will also be studied. A focus on problem solving and algorithm development is integrated into the study of the above topics. Coursework will prepare students to take the AP Computer Science level A exam. All AP Students are expected to take the AP exams.

*This course only offered every other year.

SCIENCE DEPARTMENT

INTEGRATED SCIENCE  
1 credit

Integrated Science is an introductory-level science course that serves as a prerequisite for 10th grade biology and the Biology EOC exam. The standards in Integrated Science present the foundations of chemistry, biology, and scientific inquiry. These standards build the knowledge base that prepares the student for the next three years of science where the rest of the Ohio Science Standards will be addressed. Integrated Science is a course where students learn the big ideas in life science and physical science
through experiential learning, project based units and scientific inquiry. Students will develop habits of mind and study skills in order to prepare for college and/or a career field.

**HONORS BIOLOGY I**
Prerequisite: Integrated Science 8 or Integrated Science
1 credit weighted
One Semester

Honors Biology I serves as a faster-paced and greater depth introduction to the life sciences. The course will provide the student with a detailed study of cellular structure and cellular processes. Investigation of cellular and hereditary genetics help the student build a solid foundation to deal with current genetic issues. The addition of mechanics of evolution and ecological systems allows students to trace the problems facing wildlife and the health of our planet in our growing society. Inquiry-based lab experiences help students prepare, test, and communicate their biological experiments within their community. These students will also be required to complete a customized set of OGT Science review modules.

**BIOLOGY I**
1 credit
One Semester

Biology I serves as an introduction to the life sciences. The course will provide the student with a detailed study of cellular structure and cellular processes. Investigation of cellular and hereditary genetics help the student build a solid foundation to deal with current genetic issues. The addition of mechanics of evolution and ecological systems allows students to trace the problems facing wildlife and the health of our planet in our growing society. Inquiry-based lab experiences help students prepare, test, and communicate their biological experiments within their community. These students will also be required to complete a customized set of OGT Science review modules.

**HONORS CHEMISTRY I**
Prerequisite: Honors Biology or General Biology and Honors Algebra II or Algebra II
1 credit weighted
One Semester

Honors Chemistry is a college preparatory course designed to prepare students for General Chemistry I (taken during a science major’s college freshman year) or AP Chemistry (the high school equivalent of university level General Chemistry I and II). This course will bridge the gap between mathematics and the physical sciences while forcing students to think abstractly about concepts that may at first glance seem concrete. Laboratory skills will also be developed in order to help the student develop a sound foundation for performing scientific chemical experiments that will ultimately lead to a better understanding of matter and the nature of the universe.

**CHEMISTRY I**
Prerequisite: Physical Science, Biology I, Algebra I, and Geometry
1 credit
One Semester

This course integrates a fundamental understanding of theoretical chemistry with an appreciation for timely environmental issues and practical applications of chemistry in the classroom and in the laboratory. Major units include atomic theory and atomic structure, nuclear chemistry, the periodic table, electromagnetic radiation, chemical bonding, the mole concept, gas laws, solution concentrations, and acid-base chemistry. Students are first assessed on their retention of basic physical science concepts, and pre-algebraic and measuring skills. Students write laboratory reports after both open- and closed-ended investigations. Cooperative learning strategies pervade the course, in the form of laboratory partnerships and small-group work.

**ENVIRONMENTAL SCIENCE**
Prerequisite: Successful completion of Biology and Chemistry
1 credit
One Semester

Environmental science incorporates biology, chemistry, and physical geology and introduces students to key concepts, principles and theories within environmental science. Investigations are used to understand and explain the behavior of nature in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications. Students will plan and participate in environmental service-learning projects to make a difference in the future of the world.
Physics I is a conceptual-based high school physics course covering many topics in physics. These topics include: motion, mechanical energy, heat energy, electricity, magnetism, optics and sound. Physics I studies the conceptual relationship between matter and energy, and is involved with the design of past, present, and future technologies. It is recommended for juniors or seniors and some sophomores who have successfully completed Chemistry I and Algebra II. Physics I is project-oriented whereby conceptual understanding is demonstrated through physics project events. Physics I is a non-weighted, 1-credit course. The mathematical skills required involve basic algebraic and trigonometric manipulations and graphing skills.

HONORS PHYSICS I
Prerequisite: Honors Chemistry I and Honors Algebra II
1 credit weighted

Honors Physics is a high school physics course covering many topics in physics. These topics include: motion, mechanical energy, fluid mechanics, heat energy, electricity, magnetism, optics, sound, and atomic physics. Physics studies the relationship between matter and energy, and is involved with the design of most past, present, and future technologies. It is strongly recommended for seniors or juniors and some sophomores planning on taking AP Physics B or other advanced science courses in their junior and senior years. It is beneficial that students intending on taking Honors Physics also have prior wood / metal shop experience. Honors Physics is a weighted, 1-credit course, which requires at least a grade of "C" in the prerequisite classes. The course focuses on problem-solving. Mathematical skills required involve advanced algebraic manipulations, analytical graphing skills, geometric and trigonometric applications. The course also utilizes electronic data acquisition equipment interfaced to computers for measuring physics laboratory project events.

*AP Science Courses could be offered on a rotating basis. Please see your guidance counselor to determine course availability.

AP PHYSICS I
Prerequisite: Strong recommendation from teachers in the Science Department
(no previous physics is required) or Honors Physics I or Physics I and re-calculus
2 credits weighted

AP Physics 1 is strongly recommended for all students bound for technical science engineering, medical, or pre-professional collegiate careers. AP Physics 1 is taught at the college level, being at a faster pace than a normal high school classes and requiring more responsibility by the AP student. AP Physics 1 is equivalent to two semesters of the freshman year college and is an algebra-based, introductory level Physics course. AP Physics 1 is a 2-credit weighted course, taught one block for the entire year. Students may receive college credit based upon the results of the Advanced Placement Exam (required to be taken in both AP Physics 1). Perry Local Schools will pay for the exam fees. AP Physics 1 explores topics in Newtonian mechanics (including rotational motion); work, energy, power; mechanical waves and sound; and introductory, simple electrical circuits. AP Physics 1 includes 25% of the time devoted to Inquiry-Based Investigations which will require students to ask questions, make observations and predictions, design experiments, analyze data, and construct arguments in a collaborative setting, where they direct and monitor their progress.

AP BIOLOGY
Prerequisite: Honors Biology and Honors Chemistry
2 credits weighted

This course is designed to be the equivalent of a college introductory biology course usually taken by biology majors during their first year. The AP Biology curriculum is prescribed by College Board. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology.

The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and to help students gain an appreciation of science as a process. The ongoing information explosion in biology makes these goals even more challenging. Course topics include biochemistry, cellular processes, genetics and heredity, organic evolution, and population ecology. Essential to the conceptual understanding of biology are a grasp of science as a process rather than as an accumulation of facts;
personal experience in scientific inquiry; recognition of unifying themes that integrate the major topics of biology; and application of biological knowledge and critical thinking to environmental and social concerns. **Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.**

**AP CHEMISTRY 11-12**
Prerequisite: Honors Chemistry and Honors Algebra II or Algebra II Two Semesters
2 credits weighted

AP Chemistry is equivalent to General Chemistry I and General Chemistry II, which are usually taken during a science major's freshman year of college. AP Chemistry is a very demanding, rigorous course. Students will have the opportunity to take the AP Chemistry Exam in early May. Significant emphasis is placed on theoretical aspects of chemistry, in-depth laboratory experiences, and problem solving. The curriculum for all AP classes is prescribed by the College Board. Units include atomic structure, periodicity, bonding, reactions, gas laws, stoichiometry, thermodynamics, kinetics, equilibrium, solution chemistry, and electrochemistry. Practical and problematic chemistry issues are integrated to illustrate and illuminate theoretical principles. Group problem solving is suggested and encouraged, both inside and outside the classroom. **Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.**

**SOCIAL STUDIES DEPARTMENT**

**MODERN WORLD HISTORY: Age of Revolutions Through the 20th Century 9**
1 credit One Semester

Ninth grade students continue the chronological study of world history in this course. As students study historic eras, they consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students gain a deeper understanding of the role of citizens and continue to develop their research skills. This course will embark upon the era of the Enlightenment and proceed into the age of Industrial Revolution. Students will continue with an analysis of the Age of Imperialism and analyze the causes and effects of World War I and II. The causes and consequences of the Russian Revolution will also be studied as well as the Cold War era.

**HONORS MODERN WORLD HISTORY: Age of Revolutions Through the 20th Century 9**
1 credit weighted One Semester

This course imparts the knowledge expected of students in the standard Global Studies class with more breadth and depth. Students are expected to make strong connections between the events of the past and their implications on the modern world. An understanding of the information at several different levels is expected. Readings from the Enlightenment, Industrial Revolution, and Imperialist eras will be emphasized as well as those of the two World Wars and Russian authors will also be highlighted. Students will be assigned projects and papers that expand their learning into activities that enhance their oral and written communication skills and prepare them for the future.

**AMERICAN HISTORY (RECONSTRUCTION TO THE PRESENT) 10**
Prerequisite: Modern World History One Semester
1 credit

U.S. History from Reconstruction to the Present is a required course for sophomores. Key topics include historical thinking and skills; Industrialization and Progressivism (1877-1920); Foreign Affairs from Imperialism to Post-WWI (1898-1930); Prosperity, Depression and the New Deal (1919-1941); From Isolation to World War (1930-1945); The Cold War (1945-1991); Social Transformations in the United States (1945-1994); and United States and the Post-Cold War World (1991 to Present). The course emphasizes student centered learning, critical reading, thinking, and problem solving activities. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

**HONORS AMERICAN HISTORY (RECONSTRUCTION TO THE PRESENT) 10**
Prerequisite: Modern World History One Semester
1 credit
Honors U.S. History from Reconstruction to the Present is an option for the AP US History bound student. Key topics include historical thinking and skills; Industrialization and Progressivism; Foreign Affairs from Imperialism to Post-WWI; Prosperity, Depression and the New Deal; From Isolation to World War; The Cold War; Social Transformations in the United States; and United States and the Post-Cold War World. As an honors course, students should expect a rigorous content level and pace. This course will demand greater independence and responsibility and concentrates on the development of higher level critical thinking skills, student centered learning and problem solving activities. The course is also reading and writing intensive. In addition, any end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

AP U.S. HISTORY 10-11-12
Prerequisite: U.S. History or Honors U.S. History One Semester
1 credit weighted

The AP U.S. History course is designed to be the equivalent of a general United States history course, usually taken during the freshman year in college, and a freshman composition course. The students will cover the span of American history from the pre-colonial era through the 1990’s. Students will be asked to read a wide variety of materials, including reading from their textbooks, historical documents and essays. The students will also be asked to write frequently, as a student of history, and to compose for a variety of purposes. The students will also be learning how to assess texts, identify issues and problems, infer connections, weigh evidence and interpretations, deal critically with materials, problem solve, present, and debate. Students are expected to register and participate in the Advanced Placement Examination for this course in order to receive weighted A.P. credit. Perry Local Schools will pay for exam fees.

AMERICAN GOVERNMENT 11-12
Prerequisite: U.S. History One Semester
1 credit

This course explores the various ideas, structures and processes embedded within the political framework of the United States Government. The course covers the topics of civic involvement, civic participation and skills, principles of the U.S. Constitution, structures and functions of the federal government, the role of the American people, Ohio’s state and local governments, public policy, and the economy. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes and structures in modern United States Government, to train students to analyze current and historical evidence, and to develop in students their ability to analyze and express political understanding in writing. At the end of this course, the State of Ohio end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

HONORS AMERICAN GOVERNMENT 11-12
Prerequisite: U.S. History or Honors U.S. History One Semester
1 credit

This course explores the various ideas, structures and processes embedded within the political framework of the United States Government. The course covers the topics of civic involvement, civic participation and skills, principles of the U.S. Constitution, structures and functions of the federal government, the role of the American people, Ohio’s state and local governments, public policy, and the economy. The primary focus of the course will be to provide students with an opportunity to develop an understanding of some of the major themes and structures in modern United States Government, to train students to analyze current and historical evidence, and to develop in students their ability to analyze and express political understanding in writing. This course will demand greater independence and responsibility and concentrates on the development of higher level critical thinking skills, student centered learning and problem solving activities. The course is also reading and writing intensive. At the end of this course, the State of Ohio end-of-course exam will be administered as part of the Ohio Department of Education graduation requirements.

AP GOVERNMENT 11-12
Prerequisite: Honors U.S. History or AP U.S. History One Semester
1 credit weighted

This course is an introductory collegiate or university level class that students would normally take during their first or second year of college. This AP level course seeks to prepare students to successfully complete the AP Government exam given by the College Board in May. In addition, AP Government will provide students with an opportunity to further develop their skills of critical thinking, writing, and expression through the exploration of the United States’ government structures and processes. Nightly reading from a college-level textbook will be required to complete all the coursework. It is highly recommended that you have
already completed and been successful in an Honors or AP U.S. History class before taking AP Government. A summer homework assignment given by the teacher must be completed before this course can be taken. Students are expected to take the College Board AP Government Exam in May, after the completion of this course.

**CONTEMPORARY WORLD ISSUES**  
1 credit  

| 10-11-12 | One Semester |

This class is designed as an opportunity to explore current world events, building upon background knowledge to understand their cause. Emphasis will be on events that affect the United States as a nation involved in international affairs. This course will focus on human and cultural geography; ethnic conflict; environmental concerns; and global economic interdependence. The intent is to encourage students to recognize and respect multiple perspectives on current world issues. It is recommended that a student take Modern World History and American History before taking this class.

**PERRY SERVICE LEARNING**  
Prerequisite: English 11  
3 credits  

| 12 | Two Semesters |

Perry Service Learning is a course that combines English and social studies curricula with volunteer service to promote social involvement through education and service. Students will be volunteering for an instructor-approved social service agency, community organization, or government office position that will enhance their classroom discussions and projects. Students will provide their own transportation when volunteering. The volunteer placement expectations will involve students in significant tasks that will enhance their ability to understand social and community issues. The classroom expectations will be supported by a rigorous social issues curriculum and allow students to make connections between what they learn in class and experience in the community. Social and community issues will come alive for students through their experiences, classroom discussions and projects.

The course will be two semesters in length and students will receive 3 credits (Social Studies, English 12, and Service Learning).

**HONORS PERRY SERVICE LEARNING SEMINAR**  
Prerequisite: English/Language Arts III (English/Language Arts 11)  
3 credits weighted  

| 12 | Two Semesters |

Perry Service Learning Honors Seminar is designed to extend the traditional PSL course by exploring real-world issues from multiple perspectives, and gathering and analyzing information from various sources in order to develop credible and valid evidence-based arguments. As in the traditional PSL course, students will be volunteering for an instructor-approved social service agency, community organization, or government office position that will enhance their classroom discussions and projects. The volunteer requirements will involve students in significant tasks that will enhance their ability to engage in social and community issues. The Honors Seminar will be addressed through a blended learning approach that utilizes individual conferences, group seminars, independent research, collaborative teamwork, as well as asynchronous learning opportunities. Using an inquiry framework, students will cultivate their ability to craft, communicate, and defend evidence research, and will practice disciplined and scholarly research skills.

**MOCK TRIAL / LAW (elective)**  
1 credit  

| 9-10-11-12 | One Semester |

This course prepares students to participate in the statewide mock trial competition conducted annually by the Ohio Center for Law Related Education (OCLRE). In addition to preparing for the competitions, students will learn about the law, court procedures, judicial system and legal careers while also improving their critical thinking skills. It is important to understand that not only are student members of the class, they are also members of PHS’ Mock Trial Team. Each student, no matter their team role (attorney, witness or legal researcher/timekeeper) will be accountable to their fellow teammates for participating in the competitions.
REAL WORLD EXPERIENCES

EXPLORING PATHWAYS (elective) 9-10-11-12
1 credit One Semester

Exploring Pathways assists students in examining the components of career choice. It focuses on career awareness, personal awareness, and educational awareness as they relate to the process of career choice. Career planning skills and self-assessment inventories will help students identify and explore various career options. Exploring Pathways students make strategic decisions for their hope-filled futures. Students leave the Exploring Pathways course with the confidence they need to implement the "next steps" (volunteer experiences, internships, entrepreneurial ventures, enrolling in CCP, or starting at Auburn Career Center). Students will also develop strategic job seeking skills and learn the importance of goal setting. This course is recommended for students who are eligible for CCP credit and who are undecided about their career choice. Students who take the course for college credit can earn 3-general elective credits.

LEARNING THROUGH INTERNSHIPS (elective) 11-12
1 credit One Semester

Interns benefit from learning in a high-skill environment. Through the Internship course interns observe all aspects of the company’s operations and discover how the knowledge gained in classes like mathematics, English, Science, and Social Studies is applied in the workplace. Internship experiences are based on individual student interests and preferences related to potential future career plans. Interns report to the Learning Through Internship class everyday (M-F) for the first 2-3 weeks of the semester. Class time will largely focus on fine tuning the interns’ soft skills to ensure that they are ready to enter a professional work environment. Classroom lessons are geared towards communication, team work, and problem solving as interns process their internship experience. Once internships begin interns only report to class on Tuesdays and Thursdays.

BLENDED COURSE OFFERINGS (elective) 9-10-11-12
1 credit One Semester

These courses allow a student to combine the power of technology (online learning) with his or her passion/interest to explore a future career and start to gain knowledge and experience in that field. A Perry High School teacher will be available to help design a learning path for each blended course offering and create a capstone project or experience that allows the student to be involved with hands on learning in real life settings. NOTE: A minimal course fee might apply depending on course selection.

CREDIT FLEX 9-10-11-12
1 credit One Semester

There are a variety of options for flex credit that include: testing out or demonstrating mastery of course content, distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects. If you have an experience in mind that allows you to show demonstrated student competency and knowledge, see a guidance counselor to complete a plan to earn credit in a non-traditional manner.

SCHOOL-TO-WORK

TEACHER AIDE/COMMUNITY SERVICE 11-12
Prerequisite: Juniors and Seniors Only* One Semester/Year
No credit

Students may select community service as an option during the school day. This is a privilege, not a right. Students must meet the following criteria:
1. GPA of at least 2.0 and meet PHS eligibility requirements.
2. Attendance/absences: 6 days or less prior to semester of service.

*Administration reserves the right to place underclassmen in the Community Service/Teacher Assistance Program.
Early release or late arrival is available to Juniors and Seniors in good standing (at/above expected credits for grade level) with the approval of either the Building Administrator or Guidance Counselor. Students will not be considered for both late arrival and early dismissal in the same term. Students with final letter grades of “D” or “F” in core courses in the previous semester will not qualify for early release/late arrival.
PRINCIPLES OF SOCIOLOGY (SOCY 1150)  9-10-11-12
Prerequisite: None  One Semester
3 college semester hours/1 HS credit

This course provides an introduction to the theoretical perspectives and research methods used by sociologists to understand and interpret our social world. Major components of the course include a sociological analysis of culture, social institutions, stratification, and social change within society.

INTRODUCTION TO HUMANITIES (HUMX 1100)  9-10-11-12
Prerequisite: None  One Semester
3 college semester hours/1 HS credit

This introductory course explores the impact of the humanities on people's lives. Emphasis is placed on understanding an artist's message as expressed through music, art, architecture, literature, and film. The course also focuses on the common bonds of humanity.

BASIC ECONOMICS (ECON 1150)  9-10-11-12
Prerequisite: None  One Semester
3 college semester hours/1 HS credit

This course provides an introduction to basic economics and its implications for economic problems and policies. The course aids students in the development of the understanding of the American economic system. This course is not recommended for students who intend to take or who have taken ECON 2500 Principles of Macroeconomics or ECON 2600 Principles of Microeconomics.

INTRODUCTION TO FINANCIAL ACCOUNTING (ACCT 1100)  9-10-11-12
Prerequisite: None  One Semester
4 college semester hours/1 HS credit

This course examines financial accounting and reporting with emphasis on analysis and interpretation from a user perspective. The course covers the accounting principles underlying the accounting cycle, income measurement using accrual accounting, asset valuation, ratio analysis, and cash flow. Students will study the major components of the financial statements included in the corporation annual report.

EFFECTIVE PUBLIC SPEAKING (COMM 1000)  9-10-11-12
Prerequisite: None  One Semester
3 college semester hours/1 HS credit

This course introduces students to the essential strategies and techniques employed by effective public speakers. The course covers strategic audience adaptation throughout the communication process. It provides suggestions for improving speeches in all facets, including invention, organization, style, and delivery. The course emphasizes the critical analysis of the effective and ineffective practices of historical, cultural, and contemporary speakers. It also provides opportunities for students to gain practical experiences in the art of self-expression.

INTRODUCTION TO AMERICAN SIGN LANGUAGE I (ASLI 1100)  9-10-11-12
Prerequisite: None  One Semester
4 college semester hours/1 HS credit

This introductory course focuses on developing an understanding of Deaf and nonverbal populations and ways to communicate effectively with them using American Sign Language. The course introduces fingerspelling/manual alphabet and basic grammar and vocabulary.

INTRODUCTION TO AMERICAN SIGN LANGUAGE II (ASLI 1200)  9-10-11-12
Prerequisite: ASLI 1100 or proficiency test  One Semester
4 college semester hours/1 HS credit

This course builds on the knowledge and skills developed in ASLI 1100 Elementary American Sign Language I, focusing on increasing speed, fluency, vocabulary, receptive skills and knowledge of grammatical structures. It introduces proper translation of English idiomatic expressions and colloquialisms.
# Lakeland CCP Schedule- Option B

## Fall 2019

<table>
<thead>
<tr>
<th>Room</th>
<th>Time</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>College Credits (Sem. Hrs.)</th>
<th>High School Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>159</td>
<td>7:20-8:10</td>
<td>MATH 2700</td>
<td>Calc III</td>
<td>MATH 2700</td>
<td>Calc III</td>
<td>MATH 2700</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>305</td>
<td>7:55-9:10</td>
<td>ENGL 1110</td>
<td>Comp I</td>
<td>ENGL 1110</td>
<td>Comp I</td>
<td></td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>153</td>
<td>9:20-10:45</td>
<td>ENGL 1110</td>
<td>Comp I</td>
<td>ENGL 1110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>159</td>
<td>9:20-10:45</td>
<td>COMM 1000</td>
<td>Effective Public Speaking</td>
<td>COMM 1000 Effective Public Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>151</td>
<td>10:50-12:10</td>
<td>ASL I 1100</td>
<td>Intro to ASL I</td>
<td>ASL I 1100</td>
<td>Intro to ASL I</td>
<td>ASL I 1100</td>
<td>Intro to ASL I</td>
<td>4</td>
</tr>
<tr>
<td>159</td>
<td>10:50-12:10</td>
<td>PSYC 1500</td>
<td>Intro to Psych</td>
<td>PSYC 1500</td>
<td>Intro to Psych</td>
<td>PSYC 1500</td>
<td>Intro to Psych</td>
<td>3</td>
</tr>
</tbody>
</table>

## Spring 2020

<table>
<thead>
<tr>
<th>Room</th>
<th>Time</th>
<th>M</th>
<th>T</th>
<th>W</th>
<th>TH</th>
<th>F</th>
<th>College Credits (Sem. Hrs.)</th>
<th>High School Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>159</td>
<td>7:20–8:10</td>
<td>MATH 2850</td>
<td>Diff EQ</td>
<td>MATH 2850</td>
<td>Diff EQ</td>
<td>MATH 2850</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>311</td>
<td>7:55-9:10</td>
<td>ENGL 1120</td>
<td>Comp II (Rm. 311)</td>
<td>ENGL 1120</td>
<td>Comp II (Rm. 311)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>153</td>
<td>7:55-9:10</td>
<td>SOCY 1150</td>
<td>Principle of Sociology</td>
<td>SOCY 1150</td>
<td>Principle of Sociology</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>153</td>
<td>9:20-10:45</td>
<td>ENGL 1120</td>
<td>Comp II</td>
<td>ENGL 1120</td>
<td>Comp II</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>159</td>
<td>9:20-10:45</td>
<td>HUMX 1100</td>
<td>Intro to Humanities</td>
<td>HUMX 1100</td>
<td>Intro to Humanities</td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>151</td>
<td>10:50-12:10</td>
<td>ASL II 1200</td>
<td>Intro to ASL II</td>
<td>ASL II 1200</td>
<td>Intro to ASL II</td>
<td>ASL II 1200</td>
<td>Intro to ASL II</td>
<td>4</td>
</tr>
<tr>
<td>153</td>
<td>10:50-12:10</td>
<td>ECON 1150</td>
<td>Basic Economics</td>
<td>SOCY 1150</td>
<td>Principle of Sociology</td>
<td>ECON 1150</td>
<td>Basic Economics</td>
<td>SOCY 1150</td>
</tr>
</tbody>
</table>

Subject to change based on student enrollment and Lakeland professor availability. Rev: 12/18/2018
Perry High School has created clear academic pathways for students entering ninth grade. Through a personalized “path” for future success, our students will start answering these questions and have opportunities to explore future careers through traditional courses, dual enrollment offerings, blended courses, flex credit opportunities, shadowing experiences and eventually internships.

1. What are my strengths and interests?
2. What do I want to be?
3. How do I get there?
4. Once I get there, will I be successful?

**BELL PATHWAY**
One of four interest-based pathways, the BELL Pathway emphasizes Business, Education, Leadership and Law. This pathway fosters an entrepreneurial spirit and development of leaders and personal responsibility. Students are provided an opportunity to explore career and personal interest with a focus on leadership and entrepreneurial endeavors.

**ENCORE PATHWAY**
Through personalized and performance-based curriculum, students will have an opportunity to explore their creative side in an academic setting, collaborating with students and teachers to produce quality performances and products.

**H2 PATHWAY**
The H2 pathway provides students a dynamic learning opportunity that focuses on health sciences and service learning. There are many career opportunities associated with this pathway.

**STEM PATHWAY**
The STEM pathway emphasizes science, technology, engineering and mathematics. This pathway can lead to a variety of career options.

You will find as you explore this registration guide that many of our course offerings are designed for students to explore areas within these pathways, allowing students the opportunity to determine their academic interests and strengths.
<table>
<thead>
<tr>
<th><strong>STEM (Science, Technology, Engineering, Mathematics)</strong></th>
<th><strong>H2 (Health &amp; Human Services)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>AP Computer Science</td>
<td>Blended Courses</td>
</tr>
<tr>
<td>Blended Courses</td>
<td>Career Search</td>
</tr>
<tr>
<td>Career Search</td>
<td>Child Development</td>
</tr>
<tr>
<td>CISCO Networking</td>
<td>Community Service</td>
</tr>
<tr>
<td>Design &amp; Fabrication</td>
<td>Global Foods</td>
</tr>
<tr>
<td>Exploring Engineering I &amp; II</td>
<td>Learning Through Internships</td>
</tr>
<tr>
<td>Game Design / App Development &amp; Advanced</td>
<td>Perry Service Learning</td>
</tr>
<tr>
<td>Global Foods</td>
<td>Personal Fitness for Life</td>
</tr>
<tr>
<td>Introduction to Design &amp; Fabrication</td>
<td>Positive You</td>
</tr>
<tr>
<td>Learning Through Internships</td>
<td>Presentations 101</td>
</tr>
<tr>
<td>Manufacturing Design &amp; Fabrication</td>
<td>Principals of Biomedical Science</td>
</tr>
<tr>
<td>Positive You</td>
<td>Textile and Interior Design</td>
</tr>
<tr>
<td>Principles of Biomedical Science</td>
<td>World Language (Spanish or French)</td>
</tr>
<tr>
<td>Robot Programming</td>
<td>College Credit Plus</td>
</tr>
<tr>
<td>Technology Communications</td>
<td>Introduction to Psychology</td>
</tr>
<tr>
<td>Textile and Interior Design</td>
<td>Career Exploration</td>
</tr>
<tr>
<td>Web Design 1, 2</td>
<td>Principles of Sociology</td>
</tr>
<tr>
<td><strong>College Credit Plus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Exploring Pathways</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ENCORE (Fine Arts and Humanities)</strong></td>
<td><strong>BELL (Business, Education, Leadership, and Law)</strong></td>
</tr>
<tr>
<td>Academic Decathlon: Reading Across the Disciplines</td>
<td>Blended Courses</td>
</tr>
<tr>
<td>Art (1, 2, 3, 4, AP Studio, AP Art History, Ceramics)</td>
<td>Career Search</td>
</tr>
<tr>
<td>Band</td>
<td>Child Development</td>
</tr>
<tr>
<td>Blended Courses</td>
<td>CISCO</td>
</tr>
<tr>
<td>Career Search</td>
<td>Entrepreneurship 1, 2</td>
</tr>
<tr>
<td>Child Development</td>
<td>Financial Management</td>
</tr>
<tr>
<td>Chorale</td>
<td>Game Design and App Development</td>
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<tr>
<td>Creative Writing</td>
<td>Global Foods</td>
</tr>
<tr>
<td>Global Foods</td>
<td>Learning Through Internships</td>
</tr>
<tr>
<td>History of Popular Music</td>
<td>Mock Trial</td>
</tr>
<tr>
<td>Journalism 1, 2, 3, 4</td>
<td>Perry Service Learning</td>
</tr>
<tr>
<td>Learning Through Internships</td>
<td>Positive You</td>
</tr>
<tr>
<td>Media Production 1, 2 &amp; Advanced</td>
<td>Technology Communication</td>
</tr>
<tr>
<td>Music Technology</td>
<td>Textile and Interior Design</td>
</tr>
<tr>
<td>Perry Service Learning</td>
<td>Web Design 1, 2</td>
</tr>
<tr>
<td>Positive You</td>
<td>College Credit Plus</td>
</tr>
<tr>
<td>Textile and Interior Design</td>
<td>Accounting</td>
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<tr>
<td>The Contemporary Novel</td>
<td>Economics</td>
</tr>
<tr>
<td>Treble Choir</td>
<td>Exploring Pathways</td>
</tr>
<tr>
<td>World Language (Spanish or French)</td>
<td></td>
</tr>
<tr>
<td>Yearbook 1, 2, 3, 4</td>
<td></td>
</tr>
<tr>
<td><strong>College Credit Plus</strong></td>
<td></td>
</tr>
<tr>
<td><strong>English/Language Arts Composition I &amp; II</strong></td>
<td></td>
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<tr>
<td><strong>Introduction to Psychology</strong></td>
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<tr>
<td><strong>Exploring Pathways</strong></td>
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<tr>
<td><strong>Principles of Sociology</strong></td>
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<tr>
<td><strong>Humanities</strong></td>
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</tbody>
</table>
Classes at Perry High School are scheduled by blocks. Each class is approximately 85 minutes in length and continues for one semester. Students can earn 8 credits each year and need 24 credits to graduate from Perry High School. Block 4 is divided into parts “a” & “b”. Students may have a class shorter in length during 4th block (called a “skinny” class). If a student takes Band only or Choir only, they typically register for another skinny class.

Class registration begins in February. An information session will be held in the evening for all high school students and their parents to learn more about graduation requirements, course offerings, and the technical aspect of the registration process. In addition, the high school counselors will present to the eighth grade classes to ensure they understand the process as a first time registrant. Every student is encouraged to meet with their counselor and consult with their teachers about their course choices based on their future plans for careers and/or continued education. Students will register for their courses through the Student Infinite Campus Portal. Students must pick 12 courses: 8 regular and 4 alternates. There will be no schedule changes once requests have been processed. Students and parents should select courses based on individual need and plans. The registration process closes at the end of February. The master schedule is developed based on student requests and it is the goal of the high school administration and counselors to issue schedules prior to summer break.

Things to consider when proceeding with a course change request:
1. Does the student still meet the minimum course load requirement?
   a. 9th and 10th grade must take at least four (4) courses per semester.
   b. 11th and 12th grade must take at least three (3) courses per semester.
2. Does dropping this course have an adverse effect on graduation requirements?
3. Does dropping this course affect eligibility for an honors diploma, Val/Sal/Student of Distinction and/or athletic eligibility?

A course drop may occur within the first ten (10) days of a semester without notation of appearing on the student’s record. One of the following criteria must be met to have a schedule change:
1. If a student wants to move up a level (e.g., Honors English III to AP English III).
2. If a student’s schedule has an error.
3. Successful completion of summer school courses.
4. Failure of a prerequisite course.
5. College Credit Plus option.

A student may withdraw only if they have met one of the six (6) criteria and a notation of a “W” will appear on his/her transcript after the first ten (10) days of a semester. If a student wishes to drop a course after the first ten (10) days of a semester, a meeting must take place involving the student, parent(s), teacher, and counselor to discuss and review what is in the best interest of the student. Any withdrawal after the first six (6) weeks will be noted with a “W/current grade” (W/A, W/B, etc.) appearing on the student’s transcript. No classes can be added to a student’s schedule after ten (10) days of a semester.

The transcript provides academic information to educational institutions and outside organizations regarding high school level courses. Any course attempted resulting in high school credit will appear on the Perry High School transcript.

When courses are transferred in from another high school, the following will take place:
1. If the course has been completed, we will place the course on the transcript and report the grade provided to us through official documentation.
2. If a course has not been 100% completed and credit has been granted by the previous school, the student will receive a pass/fail placed on their transcript for that specific course.
3. Incoming courses will be weighted appropriately to match the Perry High School grading scale. For example: AP Government at PHS carries a 5.0 scale and would be reported accordingly.
4. ACT and SAT scores are reported through the Perry High School transcript. Students have an opt out option and should complete the ACT/SAT Opt Out Form online.
COURSE CREDIT & GRADUATION REQUIREMENTS

For a student to receive credit for a course, they must remain in the course for its entire length and receive a final grade of “D” or better. Partial credit will not be granted for unfinished courses, except in unusual circumstances which will require the principal’s approval.

Tests Required for Class of 2018 & Beyond: see below or Ohio Department of Education

High School Graduation Requirements: Beginning with the Class of 2018

House Bill 487 updated Ohio’s graduation requirements to ensure that all students are ready for success in college and work. As a result, the Class of 2017 (10th-graders in the 2014-2015 school year) will be the last students to take the current Ohio Graduation Tests. The new requirements take effect with students entering ninth grade in the 2014-2015 school year (Class of 2018). Additionally, every student in the Class of 2018 and beyond will have the opportunity to take a nationally-recognized college admission exam free of charge in Grade 11. The honors diploma remains another option for students.

<table>
<thead>
<tr>
<th>PHS (UNCHANGED)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics¹</td>
</tr>
<tr>
<td>Science²</td>
</tr>
<tr>
<td>Social Studies³</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Physical Education or PE Waiver</td>
</tr>
<tr>
<td>*Electives &amp;/or Add'l Credits⁴,⁵</td>
</tr>
<tr>
<td>Credits to Graduate</td>
</tr>
</tbody>
</table>

MEET ONE OF THE FOLLOWING THREE:

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

   End-of-course exams are:
   • Algebra I and geometry or integrated math I and II
   • Biology
   • American history and American government
   • English I and English II

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

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

3. College and career readiness tests
   Students earn “remediation-free” scores in English language arts and mathematics on a nationally recognized college admission exam. The state of Ohio will pay one time for all 11th grade students in the classes of 2018 and beyond to take either the ACT or SAT free of charge. The student’s district selection applies to all schools in the district for one school year. Test selection may change from one school year to the next.

¹Mathematics units must include one unit of algebra II or the equivalent of algebra II. Students on a Student Success Plan may be exempted from taking algebra II.

²Science units must include one unit of physical sciences, one unit of life sciences and one unit advanced study in one or more of the following sciences: chemistry, physics or other physical science; advanced biology or other life science; astronomy, physical geology or other earth or space science. Students on a Student Success Plan may be exempted from advanced study in science.

³Social studies units must include ½ unit of American history and ½ unit of American government.

⁴Electives units must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

⁵All students must receive instruction in economics and financial literacy during Grades 9-12 and must complete at least two semesters of fine arts taken any time in Grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.
Students must complete at least two semesters of fine arts taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

Weighted courses taken in grade 8th include: Algebra I, Geometry, and English 1. World Languages are not weighted in 8th grade. Students taking these courses in 8th grade have the option of receiving credit if they earn a C or higher. They also can select not to receive credit if a grade of C is received, but will need to re-take at the high school. Students who received D or F will not receive credit, and will automatically retake the course.

**Students who do not complete all graduation requirements will not be permitted to participate in commencement exercises.**

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**COLLEGE ENTRANCE REQUIREMENTS**

Perry High School is chartered and approved by the Department of Education of the State of Ohio. Perry High School offers courses that will meet the entrance requirements of most universities and colleges in the United States. It is suggested that students’ study the entrance requirements of the college they expect to attend and plan courses accordingly.

When colleges consider an applicant, they are concerned with the overall qualifications of the student. Emphasis is placed on such things as high school preparation (grades, rank in class, and course rigor), scores on college entrance examinations, high school and community activities and recommendations of the high school principal, counselor, or teacher.

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**THE ADVANCED PLACEMENT PROGRAM**

**What is the Advanced Placement Program?**

The College Board’s Advanced Placement (AP) Program is an opportunity for students to pursue college-level studies while still in secondary school and to receive advanced placement, credit, or both, in college. By challenging and stimulating students, the AP Program provides access to high quality education, accelerates learning, rewards achievement, and enhances both high school and college programs.

Students can benefit from taking AP courses by learning a subject in greater depth, developing skills that will be critically important to successful study in college, and demonstrating to colleges their willingness to undertake a challenging course.

**Who Benefits?**

The AP Program benefits students in many different ways. Perry High School currently ranks in the top 10% in the state Ohio in regards to participation rate. PHS students are encouraged to seek rigorous course work as they prepare for future endeavors. Here are a few examples:

- **Students demonstrate scholarship on national and international academic levels.** Taking an AP Examination enables students to compare their knowledge and understanding of a college-level subject with the high academic standards established by college faculty. The challenge of conquering these national and international standards gives students a tremendous sense of accomplishment.
  
  Students who plan to attend a university outside the United States may also be eligible to receive the Advanced Placement International Diploma for Overseas Study, which is recognized by universities throughout the world.

- **Students study in greater depth.** Students who take AP courses are able to learn a subject in depth, develop analytical reasoning skills, and form disciplined study habits that can contribute to continued success at the college level.

- **Students improve their chances of being accepted by the college of their choice.** College admissions personnel view AP experience as one indicator of future success at the college level. Successful performance in a college-level AP course is, therefore, a great advantage to a student who wishes to attend a highly selective college.

- **Students are often exempted from introductory courses at college.** Course exemption gives students time to broaden their college experience by exploring additional subject areas, participating in internships, and studying abroad, for example.

- **Students may be granted sophomore standing.** Students who earn satisfactory grades on enough AP Exams may be granted a full year's credit by their college or university.

- **Students are eligible to earn AP Scholar Awards.** The AP Program offers several prestigious awards to recognize high school students who have demonstrated college-level achievement on specified numbers of AP Exams.

I. **THE PROGRAM**
Advanced Placement course offerings at Perry High School include: English, Mathematics, History, Science, Government, World Languages and Art.

II. **OBJECTIVES**
The AP accelerated/honors program has specific objectives. General objectives for students are listed below:
- To explore the complexities of a given subject area beyond the traditional high school curriculum.
- To provide an opportunity for productive, creative interaction among students in a given field of study.
- To study the theories, concepts, and philosophies inherent in a given subject and to apply them in ways which require critical, analytical, and creative thinking.
- To prepare for college-level study while still in high school.
- To encourage/require independent learning both for short-term and long-term goals.

III. **FORMAT**
Advanced Placement courses present challenging, enriched content. Furthermore, they are designed to promote the independence and self-direction that is vital to success in later studies. There is an assumption that the students in the program are highly motivated and willing to engage in rigorous academic work. Students who are not committed to developing their academic abilities to the fullest, who have extended absences or who have other commitments that cause them to be overextended will have difficulty achieving success in the program.

IV. **ADVANTAGES OF PARTICIPATION**
A) **Weighted grade points**
The school recognizes the additional demands these courses place upon students by assigning a weighted grade to those who successfully complete an Advanced Placement course. These weighted grades positively affect grade point average and class rank.

B) **Greater breadth and depth of content**
Not only are students able to pursue a given course in greater depth, they can advance the sequencing of the content in a given subject at an accelerated rate.

C) **An Enhanced College Application**
Advanced Placement courses represent a school’s most rigorous offerings and participation in the program suggests to colleges that a student is willing to accept the challenge demanding academic work.

D) **Opportunity for college-level coursework**
This national program, sponsored by the College Board, allows students to pursue college-level studies while still in high school. Students who successfully participate in the program may earn college credit and/or advanced placement in many of the nation’s colleges and universities.

E) **Financial Benefit**
The opportunity to earn college credit or advanced placement while still in high school is a significant financial benefit.

F) **Expanded Opportunities in College**
Students who receive advanced placement status in college as a result of their performance on AP Exams, have an opportunity to pursue further study in their major or to explore elective credits.

G) **Superior Preparation for College**
Since AP courses are, in fact, college-level courses, they offer the best preparation for subsequent college courses. Many universities that do not provide AP credit do offer proficiency examinations to incoming students. The rigor of the AP courses makes them the best preparation for these exams.

H) **Assessment of Academic Strengths**
Students participating in the AP program may identify and more fully develop areas of academic strength while in high school. All AP students are required to take the AP exams. Potential college majors and career areas may be identified and explored while a student is in high school.

V. **THE CURRICULUM**
A) **Perry Advanced Placement Program**
The College Board provides Perry with curriculum outlines and materials for the college-level courses listed below. Perry, in turn, offers its students AP courses which follow the College Board outline and prepares them for the AP examinations. Please see course listings for descriptions and requirements of these AP courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>AP American Government</td>
<td>AP Statistics</td>
<td>AP Spanish</td>
</tr>
<tr>
<td>AP U.S. History</td>
<td>AP Chemistry</td>
<td>AP English III (Literature/Composition)</td>
</tr>
<tr>
<td>AP Calculus AB</td>
<td>AP Physics 1</td>
<td>AP English IV (Language/Composition)</td>
</tr>
<tr>
<td>AP Calculus BC</td>
<td>AP Biology</td>
<td>AP Computer Science</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AP Studio Art</td>
</tr>
</tbody>
</table>
B) The Examinations
The AP examinations are developed for the College Board by the Educational Testing Service in Princeton, New Jersey. Each May the exams are administered at Perry and at other participating high schools throughout the United States. All exams include an essay or problem solving section as well as multiple choice questions. Most exams last approximately three hours.

C) Cost
Students are encouraged to take the AP exam. The district will cover the cost of the AP exams upon the request of the student.

D) Evaluation
All AP students are required to take the AP exams. All examinations are evaluated according to the following five-point scale: 5–Extremely well-qualified, 4–Well-qualified, 3–Qualified, 2–Possibly qualified, 1–No recommendation.

E) College Credit
Each college is free to follow its own procedure in considering AP grades. Many colleges grant both credit and advanced placement for qualifying work on the examinations; others grant either credit or placement. Students interested in the AP policy of a particular college/university are encouraged to contact the admissions office of that school.

F) Demands
The AP program represents Perry’s most rigorous academic challenge. Students who enroll in an AP course will require excellent attendance and sustained effort if they are to succeed.

G) Admission Requirements
The following pages contain brief descriptions of the AP courses available at Perry. Please note that students are not required to enroll in a full AP program but may select a single course in which they have demonstrated an ability and interest. Please check the prerequisite requirements listed in the course description section of this guide. Interested students and/or parents are encouraged to contact a counselor for further information.

H) Opt Out Option
As part of registering for an Advanced Placement course offered by Perry High School, all teachers and administrators begin the year with the expectation that students prepare for and take the AP exams for each AP course in May. We strive to provide rigorous opportunities for students in preparation for college and career, but understand that students sometimes are maxed out between the number of AP courses one is taking in addition to the number of extra-curriculars many of our students are involved with. The Perry Local Schools desires to support those financially through funding the cost of the exam for those students willing to give 100% effort in reaching their full potential on the AP Exams. Students should commit to the following:

- Attend prep sessions during the months of April and May.
- Follow the recommendation made by the teacher of the amount of time necessary to spend outside the school day preparing for the AP exams.
- Give one’s best effort on test day.

If for various reasons, a student is unable to commit to the above, the student, with permission from the teacher, an administrator, and his/her parent may opt out of the May AP Exam.

**COLLEGE CREDIT PLUS PROGRAM**

The College Credit Plus program was established to permit students in grades seven through twelve to earn college and high school graduation credit through the successful completion of college courses. Payment for college courses taken for high school credit may be made by Perry Local Schools. This program provides expanded opportunities for qualified high school students to experience coursework at the college or university level. Any high school student admitted to a course by a college or university will, however, be expected and required to perform at the same level as the institution’s regular students.

A mandatory meeting involving parents, students and college representatives is scheduled for the spring to review specifics, discuss advantages and disadvantages of the program and to clarify parental, student and school responsibilities.

Students who fail or withdraw after the set date are responsible for the cost of tuition.
WHAT COLLEGE COURSES ALIGN TO HIGH SCHOOL SUBJECT AREAS FOR WEIGHTING PURPOSES?

As required in Ohio Administrative Code 3333-1-65.2(B)(7), if a school weights an advanced standing (IB, AP) or honors course, then the school must also weight a CCP course in the same subject area. A subject area is a broad categorization of courses. The following subject areas are based on primary high school graduation requirements:

- English Language Arts: Any college course in literature, composition, journalism, speech, applied communication
- Mathematics: Any college math course
- Science: Any college science course
- Social Studies: Any college course in social science, humanities, psychology, western civilization, political science, history, government, philosophy
- World Language: Any college world language course

### Procedure to Register for College Credit Plus (CCP)

**1/24/19**

Attend CCP information night.

**Before 3/22/19**

Complete Lakeland’s online application. Other college paper applications must be completed and submitted to your PHS Guidance Counselor.

Register for and take Accuplacer test (Lakeland only). (The Accuplacer test can be waived if the student has obtained an ACT score of 18 in English and 22 in Math; or a SAT score of 450 in Critical Reading, 430 in Writing, and a 500 in Math. See your counselor with any questions.)

**Before 4/12/19**

Your high school counselor will send the application along with a copy of your transcript to the college.

**Before 6/1/19**

After acceptance, student must make appointment with a college advisor to register. Student must abide by drop/add policy of the college.

### College/University Costs

<table>
<thead>
<tr>
<th>College/University</th>
<th>Cost Per Credit Hour</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kent State University</td>
<td>$40.00 + textbooks</td>
<td>Perry High</td>
</tr>
<tr>
<td></td>
<td>$120.00 + textbooks</td>
<td>Kent State</td>
</tr>
<tr>
<td>Lake Erie College</td>
<td>$41.50 + textbooks</td>
<td>Perry High</td>
</tr>
<tr>
<td></td>
<td>$100.00 + textbooks</td>
<td>Lake Erie</td>
</tr>
<tr>
<td>Lakeland Community College</td>
<td>$41.64 + $35.00</td>
<td>Lakeland/Perry</td>
</tr>
</tbody>
</table>

Subject to change after publishing the PHS Course Guide.

Students should notify the guidance office in a timely manner if interested in registering for CCP courses.
LCC Course Number & Credits
Listed below are examples of the courses that a student could take to complete 30 credit hours (Junior and Senior year) or 15 credit hours (Senior year only):

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Junior Year</th>
<th>17 credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 1110 (3)</td>
<td></td>
<td>Comp 1</td>
</tr>
<tr>
<td></td>
<td>English 1120 (3)</td>
<td></td>
<td>Comp 2</td>
</tr>
<tr>
<td>Math</td>
<td>Math 1650 (4) or Math 1700 (3)</td>
<td></td>
<td>College Algebra Trigonometry</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Pols1300 (3)</td>
<td></td>
<td>U.S. National Government</td>
</tr>
<tr>
<td>Science</td>
<td>Biol2210 (4)</td>
<td></td>
<td>Anatomy &amp; Physiology I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Senior Year</th>
<th>15 credits</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 2290 (3) or Comm 1000 (3)</td>
<td>Survey of British Literature Effective Public Speaking (elective)</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math 2500 (5)</td>
<td>Analytical Geometry &amp; Calculus</td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>Pols2100 (3) or Psych 1500 (3) or Socy 1150 (3)</td>
<td>*State and Local Gov. (elective) Introduction to Psychology Principles of Sociology</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>Biol2220 (4)</td>
<td>Anatomy &amp; Physiology II</td>
<td></td>
</tr>
</tbody>
</table>

*Does not fulfill government credit

College Credit courses offered on PHS campus:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance Media Production – Action Videography and Video Techniques (MDIA 1205)</td>
<td>CISCO Networking Academy (CNET 1100, 1200, 1300, 1400)</td>
<td>Intro. to American Sign Language I (ASLI1100)</td>
</tr>
<tr>
<td>Media Production I: Introduction to Video Production and Broadcast (MDIA 1200)</td>
<td>Effective Public Speaking (COMM1000)</td>
<td>Intro. to American Sign Language II (ASLI1200)</td>
</tr>
<tr>
<td>Media Production II (MDIA 1080)</td>
<td>English/Language Arts Composition I (ENGL 1110)</td>
<td>Introduction to Financial Accounting (ACCT1100)</td>
</tr>
<tr>
<td>Basic Economics (ECON1150)</td>
<td>English/Language Arts Composition II (ENGL 1120)</td>
<td>Introduction to Psychology (PSYC1500)</td>
</tr>
<tr>
<td>Differential Equations (MATH2850)</td>
<td>Intro. to Humanities (HUM 1100)</td>
<td>Learning Through Internships – Career Exploration (COUN 1100)</td>
</tr>
<tr>
<td>Calculus and Analytical Geometry III (MATH2700)</td>
<td></td>
<td>Principles of Sociology (SOCY1150)</td>
</tr>
</tbody>
</table>

The CCP law states the school district can pay up to 30 credits per school year with a maximum of 120 for the student’s total time in the program. The 30 credits is a combination of high school and college credits using the formula above. A student that chooses to go over 30 credits per school year will be financially responsible for the overage and will be charged the per credit rate of that college for the entire course that pushes the student over the credit limit.

If a Perry High School student receives a failing grade at the end of a College Credit Plus (CCP) course at any college or university or withdraws from or drops the college course per the drop-date guidelines established at the college/university where the course is being attempted, the Perry Local School District will bill the student/family for the cost of the course.
Auburn Career Center offers educational opportunities that focus on the acquisition of skills within a career cluster to students from Berkshire, Cardinal, Chardon, Fairport, Harvey, Kenston, Kirtland, Madison, Newbury, Perry, and Riverside high schools. Students need to apply to ACC during their sophomore year. Career & Technical or College Prep are the two pathways offered at ACC. College credit may be earned in the College Tech Prep Pathway. Students may continue their education at a (two-year or four-year) college or technical school or opt to enter the workforce directly following high school graduation. Acceptance at ACC is based on:

- Student’s interest area (Individual Career Plan)
- Credits and grades earned at (your school)
- Parental approval
- ACC approval

PHS students should have successfully completed the following courses by the end of their sophomore year:

- English I & II
- Modern World History & US History
- Algebra I & Geometry
- Integrated Science & Biology
- Health & Physical Education

Students enrolled in courses at Auburn must enroll for their required academic classes at Perry High School. Bus transportation is provided to Auburn Career Center for all career/technical students.

Ohio’s Credit Flexibility Program

Ohio SB 311 provides for the issuance of academic credit based on demonstrated student competency and knowledge, instead of or in combination with completing hours of classroom instruction. This allows students to: show what they know and move on to content they are ready to learn; and learn subject matter for credit in ways not limited solely to seat time and the walls of a school building. Students may earn credits by: Completing coursework; Testing out of or demonstrating mastery of course content; or pursuing one or more “educational options” (for example, distance learning, educational travel, independent study, an internship, music, arts, after-school/tutorial program, community service or other engagement projects and sports). *Applies only to students earning high school credit. Elements of the plan include: Any student capable of meeting the conditions necessary to earn credit flexibility will be eligible under this provision; schools and students will pre-identify and agree on the learning outcomes and measures of success; teachers could use a multi-disciplinary team, a professional panel or a performance-based assessment to determine what learning has occurred; credits earned through this alternative means will be reflected on students’ high school transcripts, like any other class; The Board of Education will adopt the local policy for flexible credit and communicate this provision annually to parents and students; The Ohio Department of Education will work with school districts to build system capacity; the state will encourage the development of regional learning opportunities tied to local economic development; and Web communications featuring research and support for interested parties will be established.

Online Learning

Some online course offerings are available to students. Students may take an online course based on the criteria listed below. The course is selected based on the following:

- Enrichment - This includes an AP course that Perry High School does not currently offer or a course within a career field that a student would like to explore.
- Credit Recovery - A student has previously failed a traditional course and is not on pace to graduate with his or her cohort.
- Scheduling Conflict - A student needs a specific course to graduate, but cannot fit the course into his/her schedule. This does not include a conflict with late arrival or early release.
- Online Health - Please note that Online Health is offered in the summer and during the school year.
CLASS STANDING

Student(s) of Excellence and Student(s) of Distinction

Special Note:
A committee of students, parents, and staff members reconvened in the fall of 2017 to review and make recommendations for future changes.

After much discussion and consideration, the committee was able to find a solution that we believe will work to promote high standards, rigor, college/career/military preparedness, achievement and collaboration. Perry is not alone in trying to solve certain issues as many schools have moved to completely removing recognition of high achieving students. Maintaining recognition of high achieving students was a major focus of the committee.

Student(s) of Excellence:
1. A student must meet the following 3 benchmarks:
   a. Earn 35 Total Credits (includes high school credit earned at the middle school level).
   b. Successfully complete 10 AP or Weighted College Credit Plus Courses (CCP). This can be a combination of AP and Weighted CCP courses (example: A student can take 5 AP Courses and 5 weighted CCP courses and meet this benchmark).
   c. Achieve a 3.9 unweighted GPA or higher (calculated based on the courses taken as of the first day of summer following the successful completion of 8th grade).

Student(s) of Distinction:
2. A student must meet the following 3 benchmarks:
   a. Earn 33 Total Credits (includes high school credits earned at the middle school level).
   b. Successfully complete 7 AP or Weighted College Credit Plus Courses (CCP). This can be a combination of AP and Weighted CCP courses (example: A student can take 4 AP Courses and 3 weighted CCP courses and meet this benchmark).
   c. Achieve a 3.8 unweighted GPA or higher (calculated based on the courses taken as of the first day of summer following the successful completion of 8th grade).

GPA Determination
Starting with the class of 2020, Perry High School will not publish class rank. This was the recommendation of a committee based the detrimental impact it could have on students ranked outside of the top 10. (For example: a student could have a 4.2 GPA, but be ranked #30 in the class based on the competition level from class to class).

NOTE:
A. Completed Advanced Placement (AP) year-long courses will be awarded an additional one (1) point towards the 6 total AP/CCP courses.
B. Community service will not count towards the total credit benchmark.

For all High School Students:

<table>
<thead>
<tr>
<th>Non-weighted Courses</th>
<th>AP (weighted) Courses</th>
<th>Honors (weighted) Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A = 4</td>
<td>A = 5</td>
<td>A = 4.5</td>
</tr>
<tr>
<td>B = 3</td>
<td>B = 4</td>
<td>B = 3.5</td>
</tr>
<tr>
<td>C = 2</td>
<td>C = 3</td>
<td>C = 2.5</td>
</tr>
<tr>
<td>D = 1</td>
<td>D = 1</td>
<td>D = 1</td>
</tr>
<tr>
<td>F = 0</td>
<td>F = 0</td>
<td>F = 0</td>
</tr>
</tbody>
</table>

These values are for full credit courses. For example, an A in a half credit class would be worth only 2 points.
Class Advancement

Generally, credit requirements for class standing are as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0 – 5.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6 – 11.5</td>
</tr>
<tr>
<td>Junior</td>
<td>12 – 17.5</td>
</tr>
<tr>
<td>Senior</td>
<td>18+</td>
</tr>
</tbody>
</table>

Any student earning a final cumulative grade point average (GPA) shall receive academic honor recognition at commencement as follows:

<table>
<thead>
<tr>
<th>Honor</th>
<th>GPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cum Laude</td>
<td>GPA ranging between 3.300–3.499</td>
</tr>
<tr>
<td>Magna Cum Laude</td>
<td>GPA ranging between 3.500–3.790</td>
</tr>
<tr>
<td>Summa Cum Laude</td>
<td>GPA ranging between 3.800–or higher</td>
</tr>
</tbody>
</table>

ACADEMIC LETTER

Beginning with the 2015-2016 school year, Perry High School in collaboration with the Academic Boosters will award Academic Letters to students who meet specific requirements. We desire to have students achieve at a high level in the classroom (GPA) and participate on teams and groups outside of the traditional school day (Extracurriculars).

Requirements for consideration

1. Students must earn a cumulative term GPA of 3.75 (weighted). The most recent posted term grade will be used for the calculation. The following multipliers will be used to determine the term GPA*:
   - A course that is 100% completed will have a multiplier of 2
   - A course that is 75% complete will have a multiplier of 1.5
   - A course that is 50% completed will have a multiplier of 1

   -AND-

2. Active member of one of the following: Robotics, Science Olympiad, Academic Decathlon or Mock Trial during the school year. (Each coach/supervisor of the group will establish the expectations for practices and competitions).

*Note:
- Spring semester courses that do not have a term grade will not be factored in (e.g., CCP Spring Courses)
- Fall semester courses that do not have a term grade will use the posted transcript grade with a multiplier of 2 (e.g., CCP Fall Courses)

Timeline

Award winners will be recognized at the spring academic awards breakfast held annually in the month of May.

Awards

1st Time Award Winner: Academic Letter
Other Winners: Metal bar to attach to letter

HONORS DIPLOMA REQUIREMENTS

High school students can gain state recognition for exceeding Ohio’s graduation requirements through an honors diploma. Students challenge themselves by taking and succeeding at high-level coursework and in real-world experiences.

Ohio students have the opportunity to choose to pursue one of six honors diplomas:
- Academic Honors Diploma
- International Baccalaureate Honors Diploma
- Career Tech Honors Diploma
- STEM Honors Diploma
- Arts Honors Diploma*
- Social Science and Civic Engagement Honors Diploma

*includes dance, drama/theatre, music and visual art.
Perry School Counseling Statement of Philosophy

We believe:

- All students can achieve to their highest potential.
- All students are entitled to an opportunity to succeed in an individualized, stimulating and supportive environment.
- Differences exist in personal styles: learning, teaching, and parenting. We need to identify, recognize and honor these differences while still holding all accountable to high levels of performance.
- All students should have access to high quality guidance services which include academic, career, personal/social development.
- The guidance program has a primary responsibility of being an integral part of the academic, social/emotional, career development of every student through a collaborative, supportive and systematic program.
- The guidance program needs to be responsive to the ever-changing needs of the students being served.

The Perry school counseling program will:

- Provide by state credentialed school counselors, proactive, preventative guidance services in the areas of academic, career, personal/social while still meeting the immediate needs of students.
- Focus on what all students should know, understand and be able to do in the three domain areas: academic, career and personal/social.
- Be supportive of our district mission and goal.
- Be equally accessible to all students K-12.
- Be delivered in a systematic fashion to all students.
- Be an integral component of the school.

All school counselors in Perry will:

- Be advocates for students.
- Abide by the professional school counseling ethics as advocated by the American School Counselor Association.
- Participate in professional development activities essential to maintain a quality school counseling program.

All school counselors at Perry High School will:

- Assist all students in developing a four-year plan to prepare for educational and career options after graduation from Perry High School.
- Assist all students in developing schedules that balance their course requests.
- Be available for counseling services in the three domains outlined by ASCA – Academic, Career, and Personal/Social – and will be ready to refer students to other services when necessary, such as Crossroads.
- Facilitate groups to assist students with their needs to ensure academic success.
- Work with all students to develop post high school plans.
- Provide information regarding testing: Pre-ACT, ACT, PSAT, SAT and end of course exams.
- Facilitate Classroom Guidance lessons on various topics based on students social/emotional, academic and college career planning needs.
- Assist students with transitions including from middle school to high school, new students into the Perry district, and preparation for the transition out of high school.
- Meet with students during the school day from 7:30 a.m. – 3:30 p.m., or by appointment. Schedules are subject to change based on student and staffing needs.

ICE: INTERVENTION, CAREERS, & ENRICHMENT

ICE has been designed to provide all students with the tools they need to be successful in high school and beyond. This support comes in the form of direct academic intervention and enrichment in addition to goal setting and career exploration through Naviance. ICE allows for flexibility in intervention, increases classroom instructional time, and promotes student accountability. College representatives and career speakers are also scheduled during ICE.
Response to Intervention (RtI) is a multi-step approach to provide intervention supports for students to achieve at higher levels. At Perry, we believe when students struggle to achieve it typically is result of supports needed in one or more of the following areas: (1) academics, (2) social-emotionally, and/or (3) personal interests/career planning. A team approach can be powerful in supporting individual students so it is important that students, parents, teachers, or support staff contact teachers for academic intervention and contact guidance for social/emotional and career planning supports. To support academics, teachers provide instruction and interventions at increasing levels of intensity and monitor student progress in order to plan next instructional needs. While all students are involved in Career Mentoring monthly during ICE, a more intensive look at career search tools and personal interest inventories can be used to engage students in learning and connect personal interests to course content. Another area involves social-emotional success to include access to guidance, social workers, and/or mental health resources.

Rationale for Study Skills and Plagiarism Review

Perry High School staff believes students who plagiarize assignments or cheat on tests do so because they lack information or the skills necessary to complete an assignment/test. With that premise in mind, an option available to teachers is to assign students to a Plagiarism Review or Study Skills Boot Camp held after school in the PHS Media Center. Students work one on one with the Media Specialist to review information and skills to be successful. It is the student’s responsibility to schedule the hour long session once they have been referred by the classroom teacher. At the successful completion of the review, students will have the opportunity to work with the classroom teacher to redo the assignment or retake an assessment.

Individuals with Disabilities

All students identified with a disability and have and Individualized Education Program (IEP) are provided supports in the Least Restrictive Environment (LRE) as stated on the IEP. Support to the students is facilitated primarily by the intervention specialists, but all teachers are involved in providing the appropriate goals, accommodations and modifications needed to ensure student progress and achievement.

Extracurricular Eligibility

See Athletic Handbook
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Envirothon ............................................................................... 56
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United Way Club ..................................................................... 65
Varsity Club ............................................................................ 65
World Language Club ............................................................. 65

NOTE: Participants in all extracurricular activities (athletic, academic, arts, service, student governments, etc.) must meet PHS academic eligibility guidelines (see athletic handbook).
ACADEMIC DECATHLON

Eligibility Requirements
Open to all students.

Time Commitment
Decathletes should plan to study for approximately eight hours each week.

Procedure for Joining
Students wishing to join Decathlon should discuss their intentions with one of the coaches and attend the May organizational meeting.

Description
United States Academic Decathlon provides the following description: The Academic Decathlon® is a team competition wherein students match their intellects with students from other schools. Students are tested in ten categories: Art, Economics, Essay, Interview, Language and Literature, Mathematics, Music, Science, Social Science, and Speech. Please refer to usad.org for more details.

Meeting Time
Meeting times vary according to student needs and schedules. Students must be available for the entire state-level competition and the entire awards banquet the first weekend in March.

Advisor
Mr. Stavar

ART CLUB

Eligibility Requirements
Any student with an interest in the arts.

Time Commitment
Art Club can be very seasonal. It depends on the project we are pursuing. We meet every other week and more when involved with seasonal projects.

Procedure for Joining
Any art student, present or past, may join art club.

Description
Art Club exists for the students who wish to enhance their interest in the visual arts. We participate in a variety of activities. We are responsible for decorating for the Homecoming Dance for Student Council in the fall. We complete many community service projects when requested. These may include such things as wall paintings, lettering certificates, designing posters and brochures, window painting, etc. We also work on special art-related projects that we do not ordinarily get to do in art class. We also try to include at least one field trip to a museum or art show to enrich ourselves in the world of art.

Meeting Time
It varies according to the time needed. It is very seasonal. We meet twice a month, but we may meet as much as once a week. Many projects are optional. We meet during the zero block when needed.

Advisor
Ms. Suba

BUCCANEERS

Eligibility Requirement
Open to choir students. The size of the group varies from year to year and will be determined based on auditions.

Time Commitment
The Buccaneers work mostly once a week (usually Monday evenings) and perform 15-20 times during the school year throughout our surrounding area.

Procedure for Joining
Members are Advisored by the vocal music department, and each member of the Buccaneers must audition every year in May for the following school year. Auditions materials are available from Mrs. Singer and results are posted following auditions. Buccaneers are expected to be a member of the Chorale and/or Treble Choir.
Description
The Buccaneers are a group of performers selected through a vocal and dance audition. Churches, service organizations, and businesses often seek the Buccaneers show as a form of entertainment for banquets and meetings. They participate in a number of contests and festivals around Ohio, and occasionally travel outside of Ohio to perform.

Advisor
Mrs. Singer

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**DRILL TEAM**

Eligibility Requirements
Open to all students. Drill Team participants are encouraged to register for the High School Band course or Treble Choir. Students who do not play a band instrument can transition to Treble Choir when the marching band transitions to a concert band.

Time Commitment
The drill team/majorette squads practice during June, July and August, two weeks of camp, every Friday night football game, practice after school 2-3 days a week during the season and perform at all band events.

Procedure for Joining
Students need to try out for the squads in the spring. Clinics are held, and then auditions.

Description
The majorette/drill team is organized for students to allow them to enjoy performing/entertaining crowds during band shows and football games. It also offers great exercise value.

Meeting Time
2-3 days per week after school during football season.

Advisor
Mrs. Shaw

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**ENVIRONMENTAL ACTION CLUB**

Eligibility Requirements
Open to all students.

Procedure for Joining
Express interest to Mr. Soeder or Mrs. Trentanelli

Time Commitment
Members must attend at least 3 monthly meetings and participate in at least 3 projects.

Description
The Environmental Action Club seeks to promote the outdoors, provide opportunities for environmental activism, and increase sustainability on campus. Club members are invited to participate in hikes, volunteer in the PSL Giving Garden, develop recycling initiatives, implement the campus tree plan, and plan the annual Community Green Day festivities.

Advisor
Mr. Soeder and Mrs. Trentanelli

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**ENVIROTHERON**

Eligibility Requirements
Open to all students.

Time Commitment
Participation in Envirothon consists of signing up and participating in weekly practices on Wednesday's until 4:30pm and the Quad County Envirothon training event in October, and culminates in competing in the Northeast Ohio Area II Envirothon in April.

Procedure for Joining
Students become members of the Envirothon team by attending the September organizational meeting, signing up for competition events, and attending practices regularly. Ten students will be selected to represent 2 teams from Perry High School in the Northeast Ohio Area II Envirothon in April.
Description
The Envirothon is designed to stimulate, reinforce, and enhance interest in the environment and natural resources among high school students. The Envirothon tests students’ knowledge of soils, forestry, wildlife, aquatic ecology, and current environmental issues. In addition, the Envirothon encourages cooperative decision-making and team building. While each student on an Envirothon team is challenged to contribute his or her personal best, the score that counts at the end of an Envirothon is the team score. A team consists of five students, all from the same high school. Five “area Envirothons” are conducted around Ohio each spring. The top four teams from each of these area competitions progress to the Ohio Envirothon in June.

In Ohio, the Envirothon is Advisored by the Ohio Federation of Soil and Water Conservation Districts (OFSWCD) in cooperation with the Ohio Department of Natural Resources (ODNR). Natural resource and environmental specialists from many agencies, organizations, colleges, universities, park districts, and businesses devise the Envirothon questions and staff the various test stations.

Advisor
Mr. Crow

Eligibility Requirements
Auditions are open to all students regardless of whether or not the student has taken any theatre classes or worked with a previous production. This includes both acting and technical participation.

Time Commitment
The time commitment for the show involves rehearsals after school until 3:00-5:30pm, and later as show time approaches. Students who are cast or assume major technical responsibilities will be expected to be at all rehearsals for which they are scheduled. Students who wish to be involved in other activities at the same time may still be involved with the show to a lesser extent with minor tech duties or chorus parts (if the show allows a chorus). No student who wants to work with the Fall Play will be turned away.

Procedure for Joining
Students become members of the Fall Play cast by auditioning with a 90-120 second memorized monologue from a published play. Casting is done by the Director. Technical positions are assigned by the Director based on experience and interviews with the Director.

Description
The Fall Play is an opportunity for any student to become involved in one of the most rewarding activities offered at PHS. Students new to the high school will find participation in the fall play a comfortable and accepting place to be involved with new classmates.

Advisor
Mrs. Hunter and Mr. Kellogg

Eligibility Requirements
Open to all present or past Family and Consumer Science students.

Time Commitment
Varies

Procedure for Joining
Once enrolled in a Family and Consumer Science class you are eligible to join.

Description
Family, Career and Community Leaders of America (FCCLA) is a dynamic and effective national Career and Technical student organization that helps young men and women become leaders and address important personal, family, work, and societal issues through Family and Consumer Sciences Education. We participate in community service projects, and local chapter events. Students also may participate in their choice of FCCLA Competitive Star Events.

Advisor
Mrs. Bezzeg

Eligibility Requirements
Open to all students interested in fashion or the fashion industry.
Time Commitment
Varies, 1-2 meetings per month after school and during ICE.

Procedure for Joining
See Mrs. Bezzeg in room 200 for details.

Description
Fashion club brings students together who are interested in fashion and the fashion industry, as well as interior design. Students will make new friends while learning about fashion trends, practice fashion through DIY projects and listening to guest speakers in the field. Fashion Club is not only a place to discuss and appreciate different types of fashion, but also a place where you can learn how to create and share your own creations with the club members. Our club aims to create an inviting atmosphere to encourage self-expression and uniqueness in members. Meetings are held after school on a monthly basis.

Advisor
Mrs. Bezzeg

FRESHMAN CLASS OFFICERS

Eligibility Requirements
All freshmen are eligible to be a class officer.

Time Commitment
All officers must be available for monthly officer meetings, class activities, fund raising, and community service projects.

Procedure for Joining
Freshmen interested in becoming a class officer must write a short essay explaining the position they are interested in, the qualities that the student has that will make the student a good candidate, and how the freshmen class will benefit from having the student in this position. A student election is then held in September for the offices of president, vice-president, secretary, treasurer, and two student council representatives.

Description
The Freshmen Class Officers are responsible for providing class activities, raising funds and providing community service opportunities to students of the freshmen class.

Meeting Time
Officer meetings are usually held during the zero block, once or twice per month.

Advisor
Mr. Goodman

INTRAMURAL BOYS BASKETBALL

Eligibility Requirements
Participation is open to boys not participating in a winter sport (basketball, wrestling, and swimming).

Time Commitment
One hour games will be played twice per week starting in November and ending in January.

Procedure for Joining
Students sign up for the draft and pay for a team shirt prior to the start of the season.

Description
Intramural basketball is an officiated game of five-on-five basketball. A single elimination playoff tournament determines who wins the highly sought-after intramural basketball trophy.

Advisor
Mr. Crow

JAZZ BAND

Eligibility Requirement
Open to students through audition on their respective instrument. Size of the group determined by instrumentation needs.

Time Commitment
Jazz Band rehearses once a week for approximately two hours. Auditions are held in November/December. Music is distributed 2 weeks prior to auditions.
Procedure for Joining
Students may be accepted into the Jazz Band based on a prepared audition performance given each new school year.

Description
The jazz band performs at an April performance as well as other announced run-out performances. The band performs a variety of stage-band music of varying styles, including but not limited to, swing, Latin, ballad, and rock. A high level of musicianship is expected of all members, and participants are expected to meet rehearsal attendance policies to maintain their participation.

Meeting Time
Wednesday evening rehearsals

Advisor
Mr. Hruska

Eligibility Requirements
All juniors are eligible to be a class officer.

Time Commitment
Depends on the various projects. Officers meet weekly the second semester.

Procedure for Joining
Officers are elected by their peers.

Description
Juniors work to raise money to reduce the costs of the “Junior/Senior Prom”. Class Officers are responsible for organizing fundraising events and class community service activities. Class officers are responsible for all aspects of the prom.

Advisor
Ms. Suba

Library Council
Eligibility Requirements
Open to all students interested in reading books, talking about books and discussing ways to promote reading and intellectual discussion.

Time Commitment
Varies

Procedure for Joining
Students may join any time during the school year

Description
Library Council is made up of free thinkers who like to share their opinions and make positive changes to the school.

Meeting Time
Zero block

Advisor
Mrs. Rzeszotarski

Literary Magazine
Eligibility Requirements
Open to all students interested in writing or art.

Time Commitment
There isn't a specific time commitment, because the Literary Magazine relies on content created by students on their own time. The editing takes place either during Creative Writing class or zero block.

Procedure for Joining
Any art student, present or past, may be a part of the Literary Magazine. Creative Writing students work on the editorial part of the magazine.

Description
The Literary Magazine is an online publication of student work and new content is added throughout the year. Students can submit stories, poems, essays and artwork to me all year long through e-mail or in my mailbox.

Meeting Time
The submission time for the magazine is rolling, students may submit at any point during the school year. The actual work time varies; students meet during the zero block when needed.

Advisor
Mrs. Mielke

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**Eligibility Requirements**
Open to all students. Prerequisite is the Mock Trial Course held first semester

**Time Commitment**
The class meets every day. Second semester students meet at least once a week after school during the month of January and Saturdays and could extend as we move through the competitions.

**Procedure for Joining**
Try-outs are held in October to select attorneys, witnesses, and bailiffs. Students review the case and present short presentations of the case for the roles they wish to play.

**Description**
The Mock Trial is a statewide program Advisored by the Ohio Attorney General, The Ohio Supreme Court, The Ohio Bar Association, and the ACLU to help students experience how our legal system operates. After a case is prepared by the Ohio Center for Law Related Education, students prepare legal arguments with the help of school advisors and members of the legal community. A district competition is held in a real courtroom in front of a panel of judges against other high school teams. Points are awarded and the top three teams move on to the state competition.

**Meeting Time**
First Semester Mock Trial Course
January: After school one or two nights after school and every Saturday in January/February.

Advisor
Mrs. Rzeszotarski

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**Eligibility Requirements**
- Senior or Junior
- A cumulative GPA of 3.5
- 95% attendance (minimum) with medical exception
- 5% tardy rate (maximum) with medical exception
- Completion of requested information consisting of the following:
  a. one essay reflecting the four cornerstones of the organization-scholarship, leadership, service and character.
  b. activity forms expressing co-curricular activities, leadership positions, service activities, community activities and work experience, recognition and awards.
  c. one letter of recommendation from a Perry community member

**Time Commitment**
Members determine what projects they wish to complete. They may vary from year to year.

**Procedure for Joining**
Selection is determined based upon leadership, scholarship, service and character.

**Description**
NHS is an honorary organization rather than an extracurricular activity. Students perform at least one service project, recognize scholastic achievements of other students and raise money for a charitable cause by some type of a fundraiser.

**Meeting Time**
Meetings are held at least once a month.

Advisor
Mrs. Gigante
Eligibility Requirements
Open to all high school band members.

Time Commitment
The Pep Band performs at 5 girl's basketball and 5 boy's basketball games.

Procedure for Joining
No audition required for membership.

Description
The Pep Band allows students the opportunity to perform pop style music learned in class during marching band season in a small ensemble setting.

Meeting Time
1-2 times per week during basketball season. Rehearsal prior to games.

Advisor
Mr. Miller

PRIDE
Eligibility Requirements
Any student is welcome to join PRIDE.

Time Commitment
Meetings are held Mondays during ICE in the Media Center along with after school on Mondays and Fridays.

Description
To create a more accepting environment for everyone regardless of their identification by offering support and advocacy. We believe that students can ONLY be safe when they feel welcomed and accepted. Students choose activities to work on throughout the school year to foster tolerance, kindness and acceptance.

Advisor
Mrs. Rzeszotarski

ROBOTICS
Eligibility Requirements
Any students who have earned a B or higher in Robotics I, II or AP Computer Science (past or present). The Vex Team is open to Junior and Senior students. The Pit Crew is open to all students.

Time Commitment
Vex Traveling Team season will be from May of prior year until April of the current school year. Traveling Team has a mandatory planning meeting in May, with optional building time during summer. The teams meet at least twice a week after school during the months of August – April, and more frequently during the week prior to a competition. Traveling team members should plan a minimum of four hours of time after school each week. Vex Traveling Team members must be available to attend all scheduled qualifiers, State and World Championships. Unfortunately students will have to make choices due to the time commitment of the season. Students who are unable to meet the time commitments may choose to be a member of the Pit Crew. Pit Crew times are flexible.

Procedure for Joining
Students may be accepted as members of the Vex Traveling team by submitting team rosters to Mrs. Kovacic in May of the prior year for consideration. Students experiencing difficulty building a team should notify Mrs. Kovacic. Any students who have taken Robotics I, II or AP Computer Science, present or past, may be a member of the Robotics Pit Crew.

Description
In the VEX Competitions, presented by the Robotics Education & Competition Foundation, teams of students are tasked with designing and building a robot to play against other teams from around the world in a game-based engineering challenge. Classroom STEM concepts are put to the test on the playing field as students learn lifelong skills in teamwork, leadership, communications, and more. Tournaments are held year-round at the regional, state, and national levels; local champions go on to compete against the best in the world at VEX Worlds each April!

Advisor
TBD (see Mr. Porcello if interested)
SADD: Students Against Destructive Decisions

Eligibility Requirement
Open to all students interested in working in a group that attempts to focus on projects that help students make good decisions by supporting an alcohol/drug free environment, as well as, other positive decisions.

Time Commitment
Members meet twice each month. These meetings take place during zero block or ICE.

Procedure for Joining
Students become members by signing up in the fall with the club Advisor at the yearly organizational meeting. Students may sign up during the year by contacting the club advisor or officers.

Description
Students involve themselves in projects that attempt to promote an alcohol and drug free environment along with other safety concerns. These projects operate throughout the school year and are operated in conjunction with the local police and fire departments as well as community organizations such as PCAT (Perry Community Action Team). SADD coordinates with the Geauga County Sheriff's department to offer seniors the “Your Life Your Choice” event every spring.

Meeting Time
Meetings are held during zero block or ICE two times per month

Advisors
Mrs. Soeder

SCIENCE OLYMPIAD

Eligibility Requirements
Open to all students.

Time Commitment
An organizational meeting is held in October. Afternoon and/or evening practices are held once or twice a week, mid-October through late April. Attendance is expected.

Procedure for Joining
Students become members of the Science Olympiad team by attending the organizational meeting, signing up for competition events, and attending practices regularly.

Description
The high school Science Olympiad (Division C) is a diverse academic competition that combines pure scientific knowledge, creativity, and engineering skills in a full spectrum of scientific disciplines. PHS participates in three invitational tournaments in January and February, followed by the Regional Tournament at CWRU in late February. The top teams qualify for the State Tournament at OSU in April. Winners in the State Tournament move on to compete at the National Tournament, held in mid-May.

Advisors
Mr. Kiddey

SENIOR CLASS OFFICERS

Eligibility Requirements
All seniors with verification of active leadership participation are eligible to be a class officer.

Time Commitment
Students must be available for two meetings per month during zero block. However, additional meetings may be scheduled when necessary and as graduation draws closer. Class officers are also members of student council and must attend their required meetings as well.

Duties and Responsibilities
President: commencement “welcome address”
The main job of the senior class officers is to assist in the planning of all senior and graduation activities including the commencement ceremony itself. All officers select class announcement program, class gift, and commencement speaker. Also, all officers will plan and directly assist in senior activities, including the “senior days”, senior breakfast, senior picnic, commencement rehearsal, and actual commencement. Senior class officers are also expected to be active members of Perry’s student council.
**Procedure for Selection**
Must take out and complete a petition from current senior class advisor. Eligible candidates are then elected by their peers.

**Meeting Time**
Meetings take place as needed during 0 block, not every other week.

**Advisor**
Mrs. Koch

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**SOPHOMORE CLASS OFFICERS**

**Eligibility Requirements**
All sophomores are eligible to be a class officer.

**Time Commitment**
The class officers meet twice a month during zero block. Class officers must also attend any required student council meetings. Class community service projects or activities are scheduled approximately every other month.

**Procedure for Selection**
Sophomores interested in running for a class office should see the sophomore class adviser in the spring of their freshman year. Candidates will be required to fill out petition forms. The sophomore class, through an election, will select class officers.

**Description**
The sophomore class officers will to the best of their ability perform the duties of the office. This includes planning and promoting activities and projects for the sophomore class. The officers will also help the student council plan and carry out activities and projects for the students of Perry High School.

**Meeting Time**
Meetings are held during zero block, bi-monthly.

**Advisor**
Mrs. Anservitz

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**SOPRING MUSICAL (Main Stage)**

**Eligibility Requirements**
Auditions are open to all students regardless of whether or not the student has taken any theatre classes or worked with a previous production. This includes both acting and technical participation.

**Time Commitment**
Unfortunately, students will need to make choices. Although any student who wants to be involved with the show will be able to do something with it, those interested in principal roles or major technical roles need to attend all rehearsals for which they are scheduled. Rehearsals will typically be after school until 5:30 or 6 on school days, with some evening and/or weekend dance rehearsals (depending on the show). *Those unable to make the full time commitment may audition for chorus parts (if the show allows) or minor technical positions.*

**Procedures for Joining**
Auditions will typically be held before Christmas break. All auditioners (even those wishing only chorus parts) will be required to perform a 60 second memorized monologue from a published play, and sing 60-90 seconds of a song from a published musical of their choice. They should prepare two songs, just in case we need to hear them again. *Students should understand that they are auditioning to be part of the show, and not for a specific role.* Casting is done by the Director, with input from the Musical Director. Technical positions will be determined from experience and interviews with the Director.

**Description**
The Spring Musical is an opportunity to become involved with everything that Theatre is about: acting, singing, and dancing.

**Meeting Time**
Rehearsals will be every day after school until around 6, with some evening and/or weekend dance rehearsals, depending on the specific show. Performances will be in March. Students should read the “time commitment” section above carefully.

**Advisor**
Mrs. Hunter
Eligibility Requirements
Members of the Student Council are elected by the student body.

Time Commitment
Meetings may be called at any time the advisor or student council president think a meeting is necessary.

Procedure for Joining
Student council executive officers: in May of each year, the student council executive officers are elected for the following year by the student body. Student council members will meet the following qualifications:
1. Student Council President and Vice-president - shall be a junior or senior who have served at least one term in Student Council. These officers must maintain grade eligibility or forfeit the office.
2. Student Council Secretary and Treasurer - shall be the ability to perform the duties relevant to the office. These officers must maintain grade eligibility or forfeit the office.
3. Student Council Membership shall be determined according to constitutional guidelines.

Description
Student Council is involved in service to the school community and also acts as a representative of the student body.

STUDENT-DIRECTED ONE-ACT PLAY FESTIVAL

Eligibility Requirements
Auditions are open to all students regardless of whether or not the student has taken any theatre classes or worked with a previous production. Any student may apply to direct one of the plays. The activity Advisor will select the student directors and assign technical duties.

Time Commitment
Rehearsals will be held after school until around 5. Any student who auditions should plan to be at all rehearsals for which he/she is scheduled.

Description
Although not done every year, the One-Act Play Festival is an opportunity for experienced seniors to try directing a one-act show, and also an opportunity for freshmen, sophomores, and juniors to get involved in a production that has less stress and time commitment than a Main Stage show (fall and spring shows). The underclassmen could use these shows as a “springboard” into their involvement for the next year.

Advisor
Mr. Kellogg

TRI-M MUSIC HONORS SOCIETY

Eligibility Requirements
Application needed. Open to current band and/or choir students who have performed a solo for OMEA Solo and Ensemble and received high ratings.

Time Commitment
One meeting per month after school or during zero block.

Procedure for Joining
Students may apply in the spring after performing a solo and OMEA Solo and Ensemble

Description
Tri-M is a national Music Honors Society Advisored by the National Association for Music Education

Meeting Time
Zero block

Advisor
Mr. Hruska and Mrs. Singer
UNITED WAY CLUB

Eligibility Requirements
Open to all students with a desire to serve others and are willing to give their time and energy for community and school service related projects.

Time Commitment
Meetings are bi-monthly during zero block. Officers can have additional planning meetings.

Procedure for joining
Membership forms are available throughout the year in room 153. Membership requirements include attending at least one meeting per month and participating in at least three service activities throughout the school year.

Description
The United Way Club participates and plans various service projects to support United Way of Lake County, the organizations it supports, and the Perry community. The club is Advisored by United Way of Lake County which also provides leadership training and opportunities for club members.

Meeting Time
Bi-monthly during zero block by announcement.

Advisor
Mr. Soeder

VARSITY CLUB

Eligibility Requirements
Varsity Letter winner in any sport.

Time Commitment
Club meets as needed to discuss topics. Customarily once a month, after first sports season is completed.

Procedure for Joining
After earning a varsity letter, attend next scheduled meeting when club assembles.

Description
The varsity club is a group of varsity athletes of all the sports in the school who come together to act as a service organization to help out where needed to assist projects. It is a chance for all athletes to work together as a team within the school using their talents and strengths for the benefit of the school.

Meeting Time
Once monthly or as needed during zero block or after school.

Advisor
Mrs. Anservitz

WORLD LANGUAGE CLUB

Eligibility Requirements
Open to all students (students do not need to be enrolled in a foreign language to be involved in World Language Club).

Time Commitment
Two half-hour meetings during zero block per month along with optional activities

Procedure for Joining
Attend meetings or see Mrs. Rodriguez

Description
Do you enjoy investigating and experiencing foreign cultures? The Spanish & French clubs have combined to form the new World Language Club. As a club, we will celebrate holidays (i.e. Mardis Gras, Oktoberfest and Cinco de Mayo), watch foreign films, take trips to visit the target culture, create authentic products of the culture and any other activities that students may elect to do as a group.

Meeting Time
Meetings are held twice a month.

Advisor
Mrs. Rodriguez
ATHLETICS

Detailed athletic information can be found in the Athletic Student Handbook or by visiting the PHS Athletic Department website at http://perrypirates.org/

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BOARD OF EDUCATION

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Scott Niedzwiecki, Assistant Principal

Perry Middle School
Robert Knisely, Principal
Jim Chisholm, Assistant Principal

Perry Elementary School
Arianna Neading, Principal
Coni Steverding, Assistant Principal

MISSION STATEMENT

Inspire all students to achieve personal excellence, pursue world-class standards and be self-directed, lifelong learners.