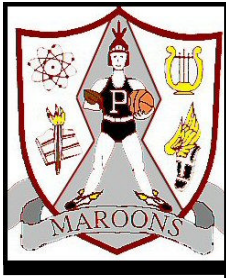


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## Planning Guide Scheduling Process

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This booklet is a synopsis of the courses to be offered during the 2009-2010 school year. It includes required and elective courses and activities for grades 7-12. It is designed to aid students and their parents in the selection of courses for pre-enrollment for the 2009-2010 school year. To be offered, each course must have a specified number of pre-enrollment students. Courses listed in this booklet which do not attract enough students during registration will not be offered. Scheduling information will be available during pre-enrollment.

### Planning Process

Please review the high school graduation requirements. Meeting these requirements is the responsibility of the student and parent. The school's staff can and will give advice about the courses that are offered, but ultimately success in high school rests upon the shoulders of each student. The high school counselors and teachers are the greatest source of information when making course selections for the coming year.

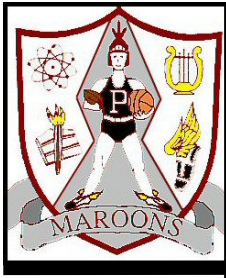
We recommend that students and parents work with the faculty and staff to plan the courses to be taken for the entire four years of high school, not simply those to be taken during the coming year. Those things to consider when completing a four year plan of study are high school graduation requirements, prior success and failures, special interests and aptitudes, college entrance requirements, and other career plans.

### Graduation Requirements

A total of 24 credits must be earned during the four years of high school. Students have the opportunity to earn 7 credits per year. Students in Perry Schools can earn a Diploma or Diploma with Certificate of Distinction, depending on student course selection and successful completion. Students who wish to graduate with a Diploma with Certificate of Distinction will need a total of 4 courses each of English, math, science and social studies. Refer to the list below for specific credit requirements. In addition, students planning to graduate with the Diploma with Certificate of Distinction must complete their course work with a minimum GPA of 3.25. Also, students must pass the state-required Oklahoma End of Instruction tests.

Beginning with the Class of 2010, students in Oklahoma will be required to take a college bound curriculum OR parents must sign their students out of the college preparatory curriculum.

**Beginning with the Class of 2013, students will be required to pass four (4) of the seven (7) state End of Instruction tests (Algebra I, Algebra II, Geometry, Biology, English II, English III, U.S. History) in order to graduate from high school.**



## Planning Guide Scheduling Process

	Diploma	Diploma with Certificate of Distinction
English	4 credits	4 credits
Math	3 credits	4 credits
Science	3 credits	4 credits
Social Studies	4 credits	4 credits
Technology/Computers	½ credit	2 credits (Art , Human.)
Foreign Language		2 credits
Electives	Additional elective credits to reach a total of 24	
Total Credits	24 credits	24 credits

### Valedictorian Consideration

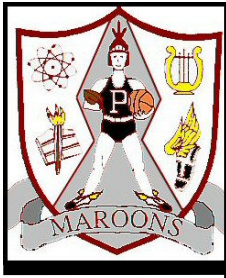
- 4.0 in all course work in grades 9-12 and coursework taken during the 8<sup>th</sup> grade for graduation.
- Completed 4 AP courses.
- 2 years of foreign language.
- Must have completed 16 core classes for grades 9-12.

### Course Selection

Course selection should be a firm decision, thoughtfully made by the student after careful consultation with parents, teachers and counselors. Selection should be based on the following: 1. Graduation requirements: both, total credits and specific courses, 2. Prior success and failures, 3. Special interests and aptitudes, 4. College entrance requirements and other career plans.

Institutional staffing, scheduling, building use, and budgetary decisions are based upon student pre-enrollment. Therefore, student requests for schedule changes sometimes cannot be granted. From the beginning of the scheduling process in March until the end of May, students are provided ample opportunities to take an active part in the development of their schedules.

- All students are required to attend an entire school day. Exceptions will be concurrent enrollment, mentor-ships, and work study.
- All students must complete eight (8) terms of high school. Exceptions may be approved by the superintendent of schools.



## Planning Guide Scheduling Process

### Earn College Credit While Still in High School

Concurrent enrollment allows outstanding junior or senior high schools students to take credit-earning college courses. The latest available admission requirements are listed below.

Concurrent Enrollment Admission Standards for High School Seniors, (The ACT and SAT scores are set by the Oklahoma State Regents for Higher Education and are revised annually if needed).			
College or Univ. Level	ACT/SAT		H.S. GPA
University of Okla.	24/1090	or	3.0 and top 50% class rank
Okla. State University	24/1060	or	3.0 and top 33% class rank
Regional Universities	20/940	or	3.0 and top 50% class rank
Two-Year Colleges	19/900	or	3.0

Concurrent Enrollment Admission Standards for High School Juniors, (The ACT and SAT scores are set by the Oklahoma State Regents for Higher Education and are revised annually if needed).			
College or Univ. Level	ACT/SAT		GPA
University of Okla.	25/1130	or	3.5
Okla. State University	25/1130	or	3.5
Regional Universities	23/1060	or	3.5
Two-Year Colleges	21/980	or	3.5

Additionally, high school students who want to enroll in college-level courses must earn a score of 19 or higher on the ACT subject test for the area or areas in which they want to enroll. Subject tests include science, mathematics, reading, and English. Students who are 17 years old are considered seniors, and 16 year-old students are classified as juniors.

### Advanced Placement/Honors Courses

AP English Language & Comp

AP Biology

AP Human Geography

Pre-AP English

Algebra 2 (10<sup>th</sup>)

Jazz Band

Geometry (9<sup>th</sup>)

AP English Literature & Comp

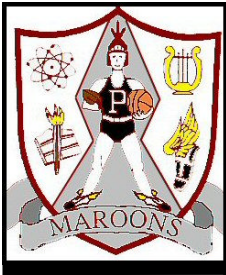
AP Government

AP Calculus

Advanced Math

Algebra 1 (8<sup>th</sup>)

Algebra III



## Course Descriptions Language Arts

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### English 7

Seventh grade English includes the study of grammar, composition, literature, spelling, and vocabulary. The emphasis of this class is to build a strong foundation of grammar to enhance writing and speaking skills. Students will use the writing process. They will also learn literary terms and be able to apply them to various forms of literature. Students will also be required to give oral presentations.

### English 8

Eighth grade English consists of the same three parts as 7<sup>th</sup> grade – grammar, literature, and writing, only more advanced. Its main objectives are to help the students acquire a command of English that will aid in reading comprehension and appreciation, and to increase their writing skills. Specific areas covered include grammar, punctuation, capitalization, spelling, and usage, literature (short stories, poetry, and novels), writing as well as listening and speaking skills. This course is designed to prepare students for the state mandated test in Language Arts at the 8<sup>th</sup> grade (the CRT).

### Special Education English 8-12

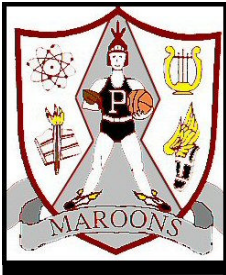
The learning resource lab at Perry Mid-High and High School offers eligible students individualized instructional alternatives to the traditional English classroom. Students are admitted to the class through individual evaluation and determination of need by parents, teachers, and other specialists. The extent of services is determined by each individual student's plan or IEP.

### English I

English I is a regular freshman language arts course. The course is skill based and requires students to draw upon skills and knowledge they have already acquired, as well as introduces new concepts that will be required for the rest of their high school English classes. The focus is on improving the following skills: writing skills, reading skills, listening skills, critical thinking skills, self-discipline, and time management.

### Pre AP English I

Pre AP English I is a freshman language arts course. The course is skills based and requires you to draw upon skills and knowledge you have already acquired, as well as introduces new concepts that will be required for the rest of your High School English classes. Pre AP students will focus on close readings of a multitude of various texts, studying the organization and structure of language for correct use in writing and speaking, and build and refine their writing skills.



## English II

Regular sophomore English includes the areas of writing, literature, and communication. While grammar is approached mainly in the form of review and reinforcement, reading literature and becoming better writers is a primary focus. Students will read novels, short stories, poetry, nonfiction works, and conduct independent research. General course objectives include improvement of reading/study skills, critical thinking skills, self-discipline, and time management.

## Pre-AP English II

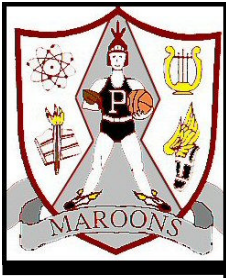
*This class is recommended for students with a grade of an A or B in their previous English classes and a sincere desire to work at a more demanding academic level.* Students should seek the approval of their freshman English teacher before enrolling in this class. The scope of Pre-AP sophomore English is similar to that of regular English II; however, Pre-AP students read additional works. Writing assignments differ in length, number, and complexity from those in regular sophomore English, with emphasis placed on writing about literature. Projects include library research, personal essays, reading, analyzing, and evaluating literature, group activities, performance and memorization, class presentations, and other projects as time permits. Several projects will be underway simultaneously. General course objectives include improvement of reading/study skills, listening skills, critical thinking skills, self-discipline, and time management. All students are required to complete fifteen hours of community service each semester.

## English III

Through a variety of lectures, class discussions, readings and short independent study/ research projects, this class is intended to help prepare students to enter community college or begin a career within the next two years. The primary difference between English III and College Prep are expectations regarding amount and quality of work required to successfully complete the class. However, this class is designed to assist students in continuing to learn time management skills, self-discipline, and to be responsible for the condition and location of all necessary materials.

## Pre AP English III

*This class is recommended for students with a grade of an A or B in their previous English classes and a sincere desire to work at a more demanding academic level.* Through a variety of lectures, class discussions, readings and short independent study/ research projects, this class is intended to help prepare students to enter community college or university within the next two years. The primary difference between College Prep, and English III is the amount and quality of the work required to successfully complete the class. Thus, students are expected to have and use time management skills,



continue to learn and practice self-discipline, and to be responsible for the condition and location of all necessary materials.

### **English IV**

English IV is a regular senior language arts course. The course is skill based and requires students to draw upon skills and knowledge they have acquired during your previous years of school. We will focus on improvement of reading/study skills, listening skills, critical thinking skills, self-discipline and time management. Projects include library research, personal essays, various other writing assignments, reading, analyzing and evaluating literature, group activities, performance and memorization, and other projects as time permits. Several projects will be underway simultaneously.

### **AP Language**

*This class is recommended for students with a grade of an A or B in their previous English classes and a sincere desire to work at a more demanding academic level.*

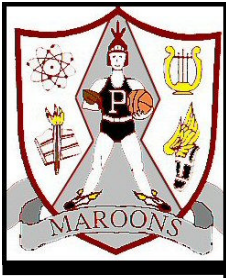
AP Language and Composition is an advanced level language arts course.

The course is skill based rather than content based and requires you to draw upon everything students have learned in previous courses. The primary goal of AP Language is to prepare them to successfully complete college work in all content areas by focusing on skills that are needed in most higher education coursework, including library skills, research techniques, argumentative/expository writing, etc. General course objectives include improvement of reading/study skills, listening skills, critical thinking skills, self-discipline, and time management. A secondary goal of the class will be to prepare students for the AP Language and Composition test given at the end of the year. We will spend time with test format, timed writings, and other test related preparations. All students are required to complete twenty hours of community service each semester. *Students must consult their teachers regarding assignments to be completed prior to the beginning of the course. Students must consult with their prospective universities to determine the possible college credit that may be earned based on their Advanced Placement examination score.*

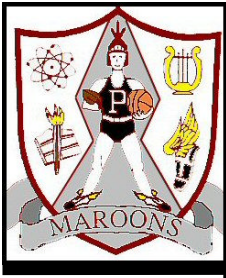
### **AP Literature**

*This class is recommended for students with a grade of an A or B in their previous English classes and a sincere desire to work at a more demanding academic level.*

The advanced placement course in English Literature and Composition is designed as a



college-level course that engages students in the careful reading and critical thinking analysis of literature and develops their ability to write about it effectively from varied perspectives and under differing conditions. The literature includes poetry, drama, and fiction drawn from several cultures and time periods; readings vary from year to year. The nature, quantity, and assessment standards of written in AP English vary from those expected of students in English IV. Projects include library research, personal essays, reading, analyzing, and evaluating literature, group activities, performance and memorization, class presentations, and other projects as time permits. Several projects will be underway simultaneously. General course objectives include improvement of reading/study skills, listening skills, critical thinking skills, self-discipline, time management. A secondary goal of the class will be to prepare students for the AP Literature and Composition test given at the end of the year. All students are required to complete twenty hours of community service each semester. *Students must consult their teachers regarding assignments to be completed prior to the beginning of the course. Students must consult with their prospective universities to determine the possible college credit that may be earned based on their Advanced Placement examination score.*



## Mathematics

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### **Math 7**

Students will cover the fundamentals of mathematics that prepare students for Pre-Algebra. Concepts include basic operations with whole numbers, fractions, decimals, and integers. Students will also learn how to solve equations and inequalities as well as work with basic geometry.

### **Advanced Math 7**

Students will begin the year with equations and integer operations, continue with basic geometry and measurement, and end the year with an introduction to advanced algebra topics such as linear equations, data analysis, polynomials and functions.

### **Math 8**

A slower paced Pre-Algebra for students that have difficulties with Math. It provides the math students with what they need to know in a way that they can understand. Fully intergraded problem solving, note taking, assessment strategies that will help them to succeed.

### **Special Education Math 8-12**

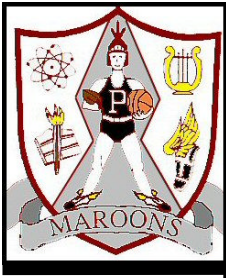
The learning resource lab at Perry Mid-High and High School offers eligible students individualized instructional alternatives to the traditional math classroom. Students are admitted to the class through individual evaluation and determination of need by parent, teachers, and other specialists. The extent of services is determined by each individual student's plan or IEP.

### **Pre-Algebra**

Pre-Algebra is an integrated transition to Algebra and Geometry. Students relate and apply algebraic concepts to geometry, statistics, data analysis, probability, and discrete mathematics.

### **Algebra I**

Algebra I is the study of algebraic concepts, symbols and skills that allow a student to analyze, represent and solve a variety of problems. Within this course there are several key topics: linear equations, functions, probability and statistics, the coordinate plane, inequalities, radical and rational expressions and polynomials. This course will prepare the students for Geometry.



### **Intermediate Algebra**

Intermediate Algebra is a course in which the basic and major concepts of Algebra I are reviewed and mastered. Also, in this course the beginning topics of Algebra II are covered. In Intermediate Algebra students will be challenged to use the concepts of the number theory and Algebra I to solve problems. Intermediate Algebra is a class recommended for students that would like to refresh and refine their Algebra skills before moving on into Geometry and/or Algebra II.

### **Geometry**

Geometry is the branch of mathematics concerned with points, lines, curves, and surfaces—their measurement, relationships, and properties that are invariant under a given group of transformations. For example, geometry deals with the measurement of calculation of angles between straight lines, the basic properties of circles, and the relationship between lines and points on a surface. Geometry prepares students to organize and think abstractly, and to ready them for all future math courses and the work environment. Students must have Algebra I as a prerequisite.

### **Algebra II**

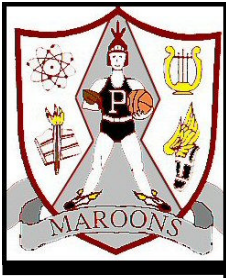
Algebra II is a course that uses the basic concepts from Algebra and Geometry to further understand 1. Number Systems and Algebraic Operations—real and complex numbers, matrices. 2. Functions and Relations—quadratic, exponential, logarithmic data analysis, statistics, and probability function and relationships. These two concepts are considered minimal exit skills for high school students by PASS standards set by the state of Oklahoma. Students enrolling in Algebra II must have Algebra I as a pre-requisite and are recommended to have taken Geometry

### **Algebra III**

This course focuses on the fundamental concepts of Algebra, equations, inequalities, functions, sequences, series and probability. This course is intended to prepare students for College Algebra and/or other higher math courses. Algebra II is a prerequisite.

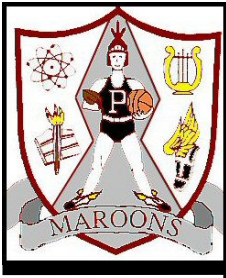
### **Advanced Math**

Advanced Math is designed for the student who is planning to take Calculus. This course will review topics from Algebra and Geometry and then introduce new topics such as Trigonometry and Analytic Geometry. This class should be a prerequisite for the student who plans to attend college or who is going to pursue a mathematical related field.



## AP Calculus

The study of change and motion. Previous to the start of this class, students should have a good understanding of the properties of functions, the algebra of functions, the graphs of functions, the language of functions (domain and range, odd and even, periodic, symmetry, zeros, intercepts, etc.) Students should also have a good understanding of elementary functions, including those that are linear, polynomial, rational, exponential, logarithmic, trigonometric, inverse trigonometric, and piecewise defined. Students must also know the values of the trigonometric functions of common angles such as  $0$ , and others.



## Science

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### **7<sup>th</sup> Grade Science**

This course is a combination of life, Earth, and physical science and is designed to briefly cover many aspects and areas of science in general. Scientific inquiry is embedded into each unit by encouraging students to ask and explore their own questions. This is a general science class that prepares students for Integrated Science in the 8<sup>th</sup> grade.

### **Integrated Science (8<sup>th</sup> grade)**

Integrated Science is a combination of life, earth, and physical sciences. This course is designed to cover all aspects and areas of science in general. It is developed to provide the foundation for all high school science coursework and to help 8<sup>th</sup> graders to be prepared for the science portion of the CRTs.

### **Physical Science**

Physical Science is the study of matter and energy. There are two main branches ---Chemistry and Physics. Chemistry involves the study of what substances are made of and how they change and combine. Physics is the study of forces of energy and the Laws of Motion. CRT Pass skills/NCLB science standards are emphasized. [Note: Physical Science is not a requirement for graduation. It is the traditional 9<sup>th</sup> grade science class, but if a student has special interest in life sciences or is planning a career in health sciences, he/she may want to take a different science curriculum path that begins with Biology.]

### **Biology I**

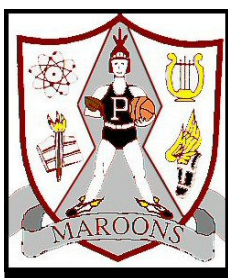
Biology is the exploration of living things, their relationship to one another, and to their environments. The themes to be studied include cell structure and function, matter, energy, and organization, stability, and homeostasis, interdependence of organisms, evolution, and reproduction and inheritance. This course is to help students develop scientific thinking and problem solving through pursuing such process skills as observing, measuring, classifying, experimenting, interpreting, communication, modeling, and practicing safety. This course is required for high school graduation, and students will take a state mandated end-of-instruction test upon completing the course.

### **Applied Biology I**

This course offers comprehensive coverage of the Biology curriculum, while providing access and motivation to those students who need additional intervention. Applied Biology is the course that helps make the content relevant to students' lives while providing skill practice for students.

### **Biology II**

Biology II is a course to be taken after Biology I. It will include a detailed study of all biological systems with emphasis on the anatomy and physiology of the human body.



This course will cover an in-depth study of the structure and function of all vertebrate animals, concentrating on embryology and genetics. Biology II will have greater rigor than Biology I, and teacher approval will be required.

### **AP Biology**

The AP Biology course is designed to be the equivalent of a college biology course with the opportunity to receive college credit after passing the AP exam at the conclusion of the course. The topics covered include the general areas of molecules and cells, heredity and evolution, and organisms and populations. AP Biology has a greater range and depth of topics and level of laboratory work than general biology. This course meets the needs of students interested in a career in the health science field. Time and effort by students are expected. Teacher approval is required. Chemistry is a pre-requisite and Biology II is preferred.

### **Chemistry I**

Chemistry is the study of the composition of matter and the transformation that it undergoes. Chemical theories, concepts, practical exercises, and lab experiments are used to learn about the interactions and properties of elements, compounds and mixtures. Topics covered are atomic theory, chemical nomenclature, the periodic table, reactions types, gas laws, stoichiometry, ionic and covalent bonds, organic/inorganic molecular structures, acids, and bases. Math skills and teacher approval will be required.

### **Chemistry II**

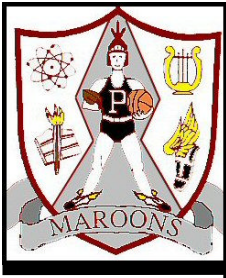
This two semester course is designed to introduce the students to properties of solutions, reaction rates, equilibrium rates, acid-base/neutralization reactions, redox reactions, electrochemistry, and functional groups of organic chemistry. In addition to their studies, the students will go more in-depth with their laboratory skills needed for higher educational science studies. Prerequisite: Chemistry I.

### **Earth Science**

Earth Science is a detailed look at our planet and the processes that have shaped it. Students will explore concepts in astronomy, meteorology, climate, rocks and minerals, weathering and erosion, plate tectonics, and Earth history. This class is designed for students who want an alternative to the recommended college-preparatory courses.

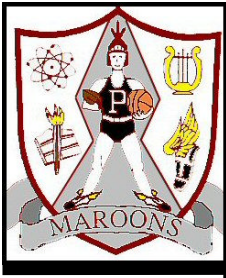
### **Physics**

Physics is a branch of science that involves the study of the physical world. Areas of study range from subatomic particles to the entire universe. Physics attempts to explain the everyday happenings with models and mathematics. Examples: What makes the sun shine? How was the universe formed? How far will a golf ball travel with a certain



trajectory and speed?

Prerequisites: Physical Science, Algebra II (with a grade of A or B) Algebra II teacher must sign off on enrollment.



## Social Studies

### **7<sup>th</sup> Grades Social Studies**

This course focuses on world Geography with preparation for the 7<sup>th</sup> grade state test in Geog.

### **8<sup>th</sup> Grade United States History/Constitution**

This course focuses on the American Revolution through the Civil War and Reconstruction era (1760-1877) and the American Constitution and Government of the United States (1760-1860). The time frame is approximately King George III's succession to the British throne to the election of Abraham Lincoln as president. Students will describe and analyze the major causes, key events and important people of the American Revolution. They will examine documents, events, individuals, and political ideas that lead to the formation of the United States of America, a national period, westward expansion, and the Civil War and Reconstruction eras. Citizenship skills will focus upon the development and understanding of constitutional government in the United States.

### **Oklahoma History**

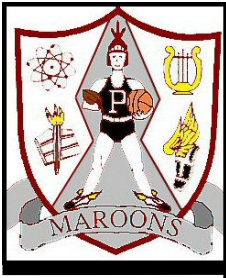
Oklahoma History is the study of the physical, environmental, geographic, and political makeup of the state of Oklahoma. This study runs from prehistoric times to the present. We will focus on improvement of study skills, critical thinking skills, time management skills, map skills, and social interaction discussion in the classroom.

### **World Geography**

The course focuses on the study of physical and political geography. Students will examine the physical features of the biosphere, as well as the agents and processes that shapes these features. Human impact on the geographical and cultural patterns of the major world regions will be investigated. World Geography is designed to help students reach three important goals. First, is to provide students with knowledge about the physical and human geography of our world. Second, to enable students to enhance their understanding of the interrelatedness of the world's regions and cultures. Finally, geography will provide beneficial instruction and practice in developing students' basic map skills, critical thinking skills, and other social science skills.

### **American History**

In United States History 1850-1975, students will describe and analyze the causes, events, and effects of the Civil War and Reconstruction era; examine the impact of immigration and the Westward Movement on American society; and evaluate the economic effects of the Industrial Revolution and the changing role of the United States in world affairs at the turn of the Twentieth



Century. Students will also describe the social, cultural, and economic events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. Students will continue to strengthen, expand, and put to use the full range of process and research skills in social studies. The End of Instruction test for US History, a state mandated test, is required upon completion of this course.

### **World History**

A thorough survey course covering from pre-historic to modern times, both western and non-western worlds. Topics include: the rise of civilization; political, social and economic developments of the Middle Ages; the Renaissance and era of discovery; the growth of democracy and nationalism; the industrial revolution; and the two world wars. Postwar problems and recent developments are also studied.

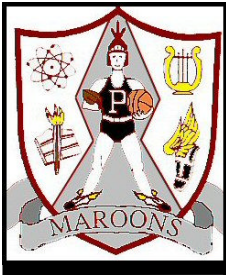
### **American Government**

American Government is the study of many people, institutions and processes that make up the government of the United States. This study will cover: The foundations of; the philosophical and historical development of; the purpose of; the Constitution, past and present of; the three branches of; the state and local governments of the campaigns and elections of elected offices for; citizenship rights and responsibilities to the; and the economic system of, the American Government. The primary function of American Government is to provide students with the knowledge necessary to become informed and involved citizens.

### **AP United States Government and Politics**

Advanced Placement US Government is an introductory college course in American government and politics. This course includes both the study of general concepts used to interpret US politics and the analysis of specific examples. The following areas will be covered: Constitutional Underpinnings of the US Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of national Government; Public Policy; and Civil Rights and Civil Liberties. The students will be working toward college credit in the area of United States Government and Politics through the Advanced Placement examination process.

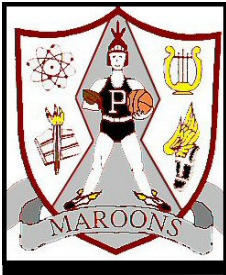
**A grade of A or B in American History is recommended for enrolling in this course. Enrollment requires the signature of the American History teacher.**



### **AP Human Geography**

This course explores human understanding, use and alteration of the earth's surface from a cultural geographic perspective. We will consider both the spatial character of human occupancy of the earth and the role of humans in shaping the earth's environments and landscapes. The Goal of this course is to provide students with an introduction to the human contribution to the geographical diversity of our planet. The students will be working toward college credit in the area of Human Geography through the Advanced Placement examination process.

**A grade of A or B in Government is recommended for enrollment in the class. Enrollment requires the signature of the Government teacher**



## Electives

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### **Aerobics**

The purpose of this course is to teach female students a sensible workout program, consisting of cardiovascular exercise, and strength training which will help develop tone, strength and stamina, yet should leave you flexible and injury free. Attendance is critical in this class. Points are received for daily participation. If students do not attend class, they are unable to make up the points, resulting in a poor grade.

### **Agricultural Orientations for Eighth-Grade Students**

The eighth-grade curriculum is an introduction to the agricultural industry. This course gives students the opportunity to explore a wide variety of subject areas available in agriculture. This course is part of the Eighth Grade Wheel.

### **Agriscience I**

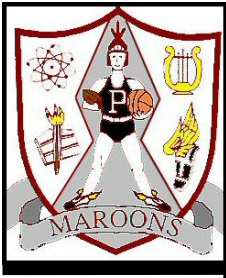
Agriscience I is an introductory course that introduces students to the broad scope of agriculture and agricultural-related industries. In addition, the agricultural core of courses of Animal Science, Plant Science/ Agronomy, Ag Power and Technology, Marketing/ Agribusiness, and Agricultural Communications provide students with the necessary skills, information, and opportunities to experience a variety of occupational and educational clusters. *Agriscience I is a prerequisite for all other agricultural education courses.*

### **Agricultural Communications**

Students interested in the field of communications learn the skills necessary for an entry-level position in the industry and develop the knowledge base to continue into related college degree program. Areas of study include oral and written communication, radio, television, and electronic media. *Agriscience I is a prerequisite for Agricultural Communications.*

### **Agricultural Power and Technology I and II**

Curriculum provides information about the selection, operation, maintenance, and use of agricultural power, electronics, electricity, agricultural machinery and equipment, structures and utilities, soil and water management, and agricultural mechanics, including welding and cutting. *Agriscience I is a prerequisite for Agricultural Power and Technology I. Agricultural Power and Technology I is a prerequisite for power and Tech II.*



### **Art I**

The student is introduced to art in general. The student will gain an understanding of the different areas of art and the numerous materials and techniques involved. The Art Image Textbook and Scholastic Art Magazine will be used in the classroom.

### **Art II- IV**

These courses expand upon the principals, theories, and experiences learned in Art I. Each student will increase his/her skills as an artist style through various assignments. Each Art IV student will take the initiative and concentrate on perfecting skills and techniques in individually chosen areas. Prerequisite: Art I.

### **(Art)--Stained Glass (Seniors only)**

Stained Glass is a course designed to introduce students to the basics of color and design. Student enrolled in stained glass will receive instruction in history, design, construction, proper tool handling, safety procedures and techniques unique to stained glass. This class is for seniors only.

### **AP Studio Art**

The Advanced Placement Program in Studio Art enables highly motivated students to perform at the college level while still in high school. The AP Studio Art portfolio is a performance-based exam rather than a written exam. There are two AP portfolio exams: The General Portfolio and the Drawing Portfolio. The students must demonstrate quality, breadth, and in-depth engagement in the process of making art. Each student is required to complete at least 20 quality pieces of artwork for the College Board to judge. Typically this program takes two years to complete. Prerequisite: No admittance without teacher approval.

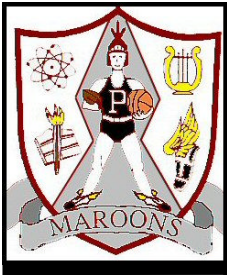
### **Athletics**

Seventh hour Athletics is offered in the following sports: Fall: Softball, Football, Cross Country; Winter: Basketball, Wrestling; Spring: Baseball, Tennis, Track, Golf.

**Off Season Athletics is by coach approval only.**

### **Auto Cad and Solid Works**

A one year course designed for students in grades 8-12 who are interested in Mechanical Drafting. First year students start in AutoCad working with Orthographic and Isometric views in Mechanical Design. Advanced students (with one year of AutoCad) work with Solidworks in 3-D and 3-D animation. . Course counts as a computer credit for any high school student.



### **Band - High School**

Enrollment in high school band is open to students in grades 9 - 12. Most class work is done during the regular class time. However, during the fall (September/ October) and winter (January/ February) students will have sectional rehearsals one day each week beginning at 7:00 a.m. These rehearsals all take place in the high school band room or on the high school parking lot (band's football practice field). In addition to these sectionals the band will rehearse Friday at 7:30 a.m. at Daniels Field on home football game dates.

Activities of the PHS Band are wide and varied, consisting of performances at football games, pep bands at basketball games and wrestling matches, Winter and Spring concerts, parades, contests and festivals as well as community civic appearances. In addition, individuals may choose to participate in honor bands and solo/ ensemble contest. Students are expected to attend all performances of the band. The only exceptions will be due to illness or death in the family. Grades will be based 40% on Performance; 40 % on Playing/Written exams; and 20% on daily Preparation/ Responsibility.

Students will study a wide range of musical literature, scales, technical studies, music theory, and sight-reading throughout the year. It is our goal to help your child become the finest musician possible along with acquiring a great love and appreciation for music.

### **Band - High School Jazz**

Enrollment in the High School Jazz Band is open to students in grades 9 - 12 (8<sup>th</sup> grade band members may participate if any openings need to be filled). All class work is done outside the regular school time, with students attending three 7:00 a.m. rehearsals each week during November/ December and March/ April/ May. Activities of the Jazz Band include a Winter Concert for the Elementary Students; jazz band contests/ festivals; a Spring concert; and other performances based on the community requests.

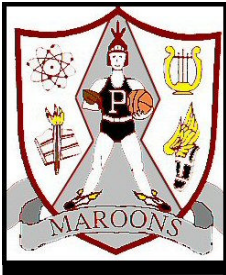
Students are expected to attend all performances of the band. The only exceptions will be due to illness or death in the family. Grades will be based 60% on Performance and 40% on daily Preparation/ Responsibility.

Students will receive one credit on their transcript toward graduation for the year (1/2 credit per semester) Grades 9-12.

Students will study a wide range of jazz literature, scales, technical studies, music theory, and sight-reading throughout the year. It is our goal to help your child become the finest musician possible along with acquiring love and appreciation for music.

### **Communications**

This general speech class is for students in grades 9-12. It focuses on public speaking skill development, and making presentations for school and work.



### **Computer Science - 9<sup>th</sup> Grade**

The curriculum for ninth grade Computer Science is based on the following schedule. First semester course work is teaching computer keyboarding with the use of three resources, Century 21 seventh edition, 121 Timed Writings with Skillbuilding Drills, and Ainsworth (computer program). Second semester the course begins Microsoft office. More specifically Word, Excel, and PowerPoint. The resources used for teaching this section are from Microsoft Office 2000 Enhanced Edition.

### **Computer Science I**

This class is the first level of business/computer classes at the high school. Students will begin the course with an online curriculum IC3 which stands for Internet and Computer Core Certification. IC3 provides specific guidelines for the knowledge and skills required to be a functional user of computer hardware, software, networks and the Internet. Students are also required to use MS Office, Desktop Publishing, project-based assignments and complete a Getting the Job Process simulation. Basic financial skills are also introduced by students completing a Checking Account packet as well as business communications. This course is a vocational program with minimal lecture. Students work on an individualized and self-paced schedule with instructor deadlines. Computer certification testing is required using Brainbench.com. Prerequisite is Keyboarding at the 8<sup>th</sup> or 9<sup>th</sup> grade level, or passing a proficiency exam.

### **Computer Science II**

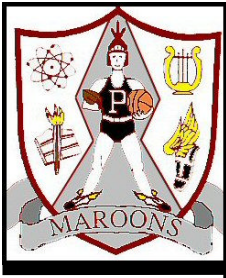
This course is for students who have successfully completed a full-year of Computer Science I. Students will be working independently with instructor deadlines. Students will master advanced levels of MS Office as well as Customer Service, FrontPage, Introduction to Business and project-oriented assignments.

### **Current Events – Mid-High**

The purpose of this class is for students in grades 7-8 to read about their world and report on those events in written or oral formats. Techniques of written and oral presentations will be a part of the curriculum.

### **Current Events – High School**

The purpose of this class is for students in grades 9-12 to read about their world and report on those events in written or oral formats. Correct written and oral presentation of material is expected.



### **Drivers Ed (Summers Only)**

This is a class that is designed to make the student a competent and responsible driver, with the understanding of traffic laws and safe driving procedures. The class starts with the student learning the concepts of risk management and then moves into basic driving skills and progresses into more complex skills and driving issues. Students are educated on planning for the future and comprehensive guidance for taking the state-driving test. Each student is issued a Oklahoma driver's manual and are instructed in the following areas: starting and stopping, right and left turns, backing, up and down hill, parking, turnabouts, parallel parking, state highway and interstate highway driving, and basic engine maintenance.

### **Economics**

An introductory course dealing with the description and analysis of the production, distribution, and consumption of goods and services.

### **Fine Arts ( 8<sup>th</sup> grade Wheel)**

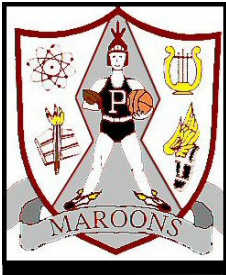
Students will learn about various types and styles of art and music by exploring beginning concepts, terminology and experience in music and art. The students will strengthen creative thinking skills and learn the most basic forms of communications and will increase knowledge and understanding of the culture, traditions and people of our country and those in other nations by studying fine arts.

### **Family Consumer Science I**

A 2-semester elective consisting of studies in FCCLA, leadership development and character development; keys to career success; basic child care skills; clothing selection, construction and care and repair; food, fitness, health, safety and sanitation in the kitchen and basic food preparation; space, design, color in clothing design and housing and interior design basics and understanding human development; making wise consumer choices including banking essentials, use of credit, budgets and money management.

### **Family & Consumer Science II**

A 2-semester elective consisting of studies developing character and leadership; building self confidence and relating to peers; textiles, selecting and caring for clothing and garment construction; healthy eating; preparing fruits, vegetable & salads, baking yeast breads, making pastries, cooking meats; understanding and caring for pre-schoolers; making families stronger; exploring housing and interior design basics, banking essentials, using credit wisely and personal money management.



### **Food Sciences and Personal Nutrition**

This is a one semester course designed to increase knowledge and skills in nutrition, consumer food planning, purchasing, preparation and food preservation. Eating disorders, special diets, employment in food-related occupations, developing social and entertainment skills are also covered. Science concepts and theories are applied throughout the course. This course is for juniors and seniors and could be paired with Marriage and Family Life.

### **Health (7<sup>th</sup> grade Wheel)**

In this course, students will learn about healthy living, including diet, nutrition, exercise, Hygiene, and dangers to health that they should avoid.

### **Keyboarding (7<sup>th</sup> grade Wheel)**

This 9 weeks' course will focus on keyboarding skills and other foundational skills to prepare students for future computer science courses.

### **Leadership**

The purpose of this class is to train student leaders in the various aspects of student leadership as well as to provide regular class time for performance of tasks associated with elected offices and school leadership activities. Course content includes basic techniques of leadership, goal setting, organizational skills, meetings, group effectiveness, communication, motivation, problem solving, decision making, public relations, and evaluation.

### **Life Management (8<sup>th</sup> grade Wheel)**

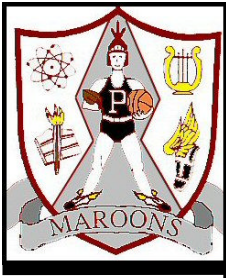
This class introduces students to areas of personal care, health and wellness, clothing Management, child care skills, nutrition and food management, relationships, Home and personal space, and financial management.

### **Literature –7<sup>th</sup> grade(elective)**

Students will be exposed to various types of literature and will be expected to respond to the literature in both oral and written expression. Students will also have a year-long project of writing their autobiographies. At the end of the year, the individual autobiography will be bound into a personal book.

### **Marriage and Family Life**

This is a one semester course designed to provide knowledge of family life and factors that influence lifestyles and decision. Attention is focused on everyday relationship skills, marriage and family skills, life choices, parenthood, and family changes. This course is for juniors and seniors only.



### **Music Appreciation (7<sup>th</sup> grade Wheel)**

The purpose of this class is for students to learn about the various genres of music, their characteristics and samples as well as composers of the different types. Students will also learn the lyrics of school, state and national patriotic songs.

### **Music Theory**

In this course students will learn vocabulary for talking about music as well as explore and articulate stylistic and structural similarities and differences in music. Enrollment is by instructor approval.

### **Newspaper/Journalism**

Newspaper class involves the publishing of a monthly high school paper called the *Maroon Spirit*. It is published in conjunction with the *Perry Daily Journal*. One staff member works for *Perry Daily Journal* after school to sell the ads for our paper. Students in this class must have excellent writing and computer skills. The paper is published by using the desktop publishing program, Adobe Pagemaker. Students write their own stories, learn layout techniques, photo editing with Adobe Photo, digital camera skills, and graphic design. In addition, some students receive video training for P.I.N., Channel 19, and produce a news program. This class is restricted to only those applicants who are approved by the instructor.

### **Personal Finance**

This one-semester course focuses on budgeting, credit, income tax preparation, and other financial topics that affect daily living.

### **Residential Construction**

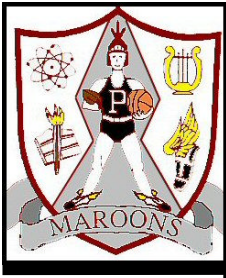
This is a two year program for students in grades 9-12 who are interested in the study of Residential Construction. Students will study in the areas of creating and reading floor plans, carpentry (including framing, plumbing, tile work and more), cabinetry, job shadowing and career awareness.

### **Robotics (Pre-Engineering)**

This is a two-year program for students in grades 9-12 who are interested in the field of engineering. The course includes a semester of the following: SolidWorks, electronics, mechanical engineering, job shadowing, and career awareness. The program objective is for the students to create and develop a functioning robot.

### **Sociology/Psychology**

These courses are paired together. Each is one semester and are the study of society and the individual.



### **Spanish I**

Presents the fundamentals of grammar and basic vocabulary of the Spanish language. Most of the year's work is done in present tense. Emphasis is placed on oral work and writing, and students will begin speaking immediately. Students will learn to think in Spanish and to communicate effectively in practical situations. **This class is for students in grades 10-12. Ninth graders with an A in English 8 and English teacher's approval may enroll in Spanish I if space is available.**

### **Spanish II**

This class continues grammar and vocabulary work in Spanish. Future and past tenses are used more than in Spanish I. More emphasis is placed on original and creative writing and speaking in Spanish. This will require students to think in Spanish and they will be expected to research their own vocabulary outside the textbook. More emphasis will be placed on reading Spanish literature.

### **Special Education Reading 8-12**

The learning resource lab at Perry Mid-High and High School offers eligible students individualized instructional alternatives to improve reading skills. Students are admitted to this class through individual evaluation and determination of need by parent, teachers, and other specialists. The extent of services is determined by each individual student's plan or IEP.

### **Speech and Drama**

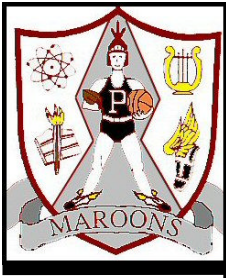
This class focuses on speech for performance. Students will memorize monologues, orations, prose, poetry, and play dialogues, and will participate in duet acting both humorous and dramatic. The class will present at least one performance for the student body and the public and will have the opportunity to compete in OSSAA competition.

### **Street Law**

This one-semester class focuses on laws that affect the average person on a daily basis.

### **Technology I—7 & 8**

Technology Education is an instructional program that provides daily, hands-on experiences which enable them to focus on becoming technologically literate, explore career opportunities and identify the educational avenues to pursue their interests. Course covers: 3-D home Architect, AutoCad, life on your own, forging, sublimation, graphics, lasers, bridge building, robotics, electronics and career search.



### **Teen Ecology (7<sup>th</sup> grade Wheel)**

*This class introduces students to areas of relationships, child care, personal space, consumer issues, nutrition and eating habits, health and wellness, personal care, clothing management, and career exploration. The application of basic skills, such as math, science and language arts is included in all of these areas.*

### **Video Production**

This one year course introduces students to the concepts and techniques of digital video cameras. The course curriculum will include, but not be limited to filming techniques, video editing lighting, transitions, background music and affective presentation techniques. Students will take leadership roles to complete a variety of projects.

Prerequisites: Keyboarding and Computer Science 1 (a C or better is strongly recommended), Freshman English and Sophomore English.

### **Vocal Music--Honor Choir**

*This select class is by audition only. It will be offered after school as a zero-hour credit. It will focus on contest preparation and performance.*

*This class is for students, grades 9-12.*

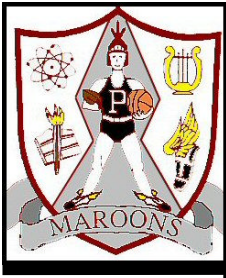
### **Woodworking**

Class is for beginning and advanced students. First nine weeks covers the use of all machines and passing safety test with 100%. First year students build a shelf and then can build something of their choice with instructor's permission. Advanced students start with a project of their choice with instructor's permission. Class is for 9<sup>th</sup> to 12<sup>th</sup> grade students.

### **Yearbook**

Students will learn about the production of a yearbook from beginning to end. Financial aspects, record keeping, photography, theme development, basic layout, copy writing, proofreading, editing, Pagemaker and Photoshop programs are all areas students will learn. Deadlines are an important part of the production of the yearbook which will serve as an historical record, memory book, reference source and public relation tool for the school. Students in grades 10-12 may apply for this class.

*The staff will be selected from the applications by the instructor.*



## MERIDIAN TECHNOLOGY CENTER

The technology center offers programs in the following areas:

Air Conditioning and Refrigeration

Automotive Technology

Biotechnology

Business Technology

Collision Repair Technology

Computer Aided Drafting

Cosmetology

Culinary Arts

Electrical Technology

Health Careers

Information Technology

    Network Engineering Option

    Web Development Option

    Internet Programming Option

Machine Tool/CNC

Masonry

Precision Metal Fabrication

Pre-Engineering Technology

Residential & Commercial Construction

Welding

Programs are offered in the morning and the afternoon. The enrollment process begins when students are sophomores. We take all sophomores to tour Meridian Technology Center. Students who are interested, apply for the program they want. Staff from Meridian Technology Center come to the school and interview prospective students. It is important that students apply in the spring of their sophomore year rather than waiting until the fall of their junior year. Many programs fill to capacity and a student may not get the program he/she wants. Some technology programs also meet a math and/or science credit.

