2014-15

High School Registration Guide

“Our mission is to provide all children an efficient and nurturing educational environment which creates life-long learners who are socially responsible citizens. We believe children are our primary focus.”
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GRADUATION REQUIREMENTS

This section outlines the minimum requirements for a diploma. Preparation for specific occupations, for college, or for other interests will require careful planning of high school courses in addition to these minimum requirements. The school counseling staff at the high schools stand ready to assist each student with this planning.

Complete at least twenty (20) academic units - of the twenty (20) units required, units must include:

- **English Language Arts: Four Units**
  In order to fulfill the English requirement for graduation, a student must complete the following minimum course work:
  - 9th Grade - English 9 or Honors English 9
  - 10th Grade - English 10 or Honors English 10
  - 11th Grade - English 11, Honors English 11, Honors Extended Thematic Studies 11, AP English Language and Composition 11
  - 12th Grade - English 12, Honors Extended Thematic Studies 12, AP English Literature and Composition 12

- **Science: Three Units**
  For the class of 2015 and beyond, these students will need to complete this sequence as follows: If the student took Integrated Science in 8th grade for high school credit, he or she must take Biology in the 9th grade.
  Students completing Science 8 must take Integrated Science in the 9th grade.
  - Integrated Science - 1 credit
  - Biology - 1 credit
  - Elective Science - 1 credit

- **Mathematics: Four Units**
  One of which shall be Algebra 2 or its equivalent

- **Social Studies: Three Units**
  - World History or Honors World History - 1 credit
  - American History, Honors American History or AP United States History - 1 credit
  - Economics or AP Micro/Macroeconomics - 1/2 credit
  - Principles of Democracy (Government) or AP Government and Politics – 1/2 credit

- **Health: One-half Unit**

- **Physical Education or PE Replacement Option: One-half Unit**

- **Fine Arts: Any course from Music, Art, Theatre, Photography, Graphic Arts, Advanced Photography A and Advanced Photography B) - 1 unit**

- **Electives: Four Units of courses other than PE and health**
  Any student planning to pursue a baccalaureate degree should take at least 2 units of a foreign language.

  ****If a student fails a required course, it is his/her responsibility to re-schedule that course.****

ALL STUDENTS ARE REQUIRED TO PASS ALL SECTIONS OF THE OGT.

- PE requirement may be replaced with a 1/2 unit of elective unit if a student completes 2 full seasons of Marching Band, Cheerleading or an OHSAA approved sport. The student will need to complete an additional 1/2 unit of an elective. Students must complete a PE Replacement Application.

**Ohio Revised Code specifies electives 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.
OHIO GRADUATION TEST (OGT)

Students must be required to pass the Ohio Graduation Test (OGT) first given in the spring of their sophomore year. Students must pass all areas of the OGT before graduation in order to receive a diploma and to participate in graduation ceremonies. (Seniors from out of state must pass all sections of the OGT in order to receive a diploma. This student, having met all other graduation requirements may participate in the graduation ceremony.)

Criteria for Alternative Pathway to Graduation: STUDENTS WHO DO NOT PASS ONE PORTION OF THE OGT

1. On the one section of the OGT for which the person failed to attain the designated score, the person missed that score by 10 points or less. (This means a scaled score of at least 390 on the failed OGT.)
2. Has a 97 percent school attendance rate in each of the last four school years, excluding any excused absences.
3. Has not been expelled from school in any of the last four years.
4. Has a grade point average of at least 2.5 out of 4.0, or its equivalent as designated in rules adopted by the state board of education in the subject area of the failed OGT.
5. Has completed the Ohio high school curriculum requirements in the subject area of the failed test and also the curriculum requirements for graduation from Pickerington Local Schools.
6. Has taken advantage of any intervention programs provided by the school district or school in the subject area of the failed OGT and has a 97 percent attendance rate, excluding any excused absences, in any of those programs that are provided at times beyond the normal school day, school week, or school year or has received comparable intervention services from a source other than the school district or school.
7. Holds a letter recommending graduation from each of the person’s high school teachers in the subject area of the failed OGT and from the person’s high school principal.

DIPLOMAS

The State Department of Education has designated that two types of diplomas will be awarded to graduates:

The student who completes the high school Academic Pathway for Diploma with Honors must meet at least seven of the following eight criteria:

1. Earn four units of English;
2. Earn at least four units of mathematics, which shall include algebra 1, algebra 2, geometry and another higher-level course, or a four-year sequence of courses, which contains equivalent content;
3. Earn at least four units of science including one unit of physics and one unit of chemistry;
4. Earn four units of social studies;
5. Earn three units of world languages (must include no less than two units for which credit is sought), i.e., three units of one world language or two units of two different languages;
6. Earn one unit of fine arts;
7. Maintain an overall high school unweighted grade point average of at least 3.5 on a four-point scale up to the last grading period of the senior year; or
8. Obtain a composite score of 27 on the American College Testing services' ACT assessment (excluding the optional writing test) or a combined score of 1210 on the College Board's SAT verbal and mathematics sections (excluding the required writing section).

The student who completes an intensive Career-Technical Education Pathway for Diploma with Honors must meet at least seven of the following eight criteria:

1. Earn four units of English;
2. Earn at least four units of mathematics, which shall include algebra 1, algebra 2, geometry and another higher-level course, or a four-year sequence of courses, which contains equivalent content;
3. Earn at least four units of science, including two advanced sciences;
4. Earn four units of social studies;
5. Earn four units in a career-technical education program that leads to an industry-recognized credential, results in an apprenticeship or is part of an articulated career pathway, which can lead to post secondary credit. If the student's program design does not provide for any of these outcomes, then the student must achieve the proficiency benchmark established for the applicable Ohio career-technical competency assessment or the equivalent;
6. Achieve the proficiency benchmark established for the Ohio Career-Technical Competency Assessment or equivalent assessment aligned with state-approved and industry validated technical standards;
7. Maintain an overall high school unweighted grade point average of at least 3.5 on a 4.0 scale up to the last grading period of the senior year; or
8. Obtain a composite score of 27 on the American college testing service's ACT assessment (excluding the optional writing test) or a combined score of 1210 on the college board's SAT verbal and mathematics sections (excluding the score obtained on the required writing section).
GRADING SCALE
To compare nine (9) weeks grades, percentages will be used. Semester and yearly averages are computed on a four-point scale.

<table>
<thead>
<tr>
<th>9 Weeks Grade</th>
<th>Semester/Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>Letter Grade</td>
</tr>
<tr>
<td>100-93</td>
<td>A</td>
</tr>
<tr>
<td>92-90</td>
<td>A-</td>
</tr>
<tr>
<td>89-87</td>
<td>B+</td>
</tr>
<tr>
<td>86-83</td>
<td>B</td>
</tr>
<tr>
<td>82-80</td>
<td>B-</td>
</tr>
<tr>
<td>79-77</td>
<td>C+</td>
</tr>
<tr>
<td>76-73</td>
<td>C</td>
</tr>
<tr>
<td>72-70</td>
<td>C-</td>
</tr>
<tr>
<td>69-67</td>
<td>D+</td>
</tr>
<tr>
<td>66-63</td>
<td>D</td>
</tr>
<tr>
<td>62-60</td>
<td>D-</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

(A+ will not be used, allowing A to be a perfect score.)

WEIGHTED GRADES
An add-on system of grade weighting has been initiated for Honors, Dual Credit, Postsecondary Education Options (PSEOP) and Advanced Placement (A.P.) classes. The scale is as follows:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Regular Course</th>
<th>Honors</th>
<th>Dual Credit PSEOP Articulation Agreements</th>
<th>Advanced Placement</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
<td>4.50</td>
<td>4.75</td>
<td>5.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.75</td>
<td>4.22</td>
<td>4.45</td>
<td>4.69</td>
</tr>
<tr>
<td>B+</td>
<td>3.25</td>
<td>3.66</td>
<td>3.86</td>
<td>4.06</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
<td>3.38</td>
<td>3.56</td>
<td>3.75</td>
</tr>
<tr>
<td>B-</td>
<td>2.75</td>
<td>3.09</td>
<td>3.27</td>
<td>3.44</td>
</tr>
<tr>
<td>C+</td>
<td>2.25</td>
<td>2.53</td>
<td>2.67</td>
<td>2.81</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
<td>2.25</td>
<td>2.38</td>
<td>2.50</td>
</tr>
<tr>
<td>C-</td>
<td>1.75</td>
<td>1.97</td>
<td>2.08</td>
<td>2.19</td>
</tr>
<tr>
<td>D+</td>
<td>1.25</td>
<td>1.41</td>
<td>1.48</td>
<td>1.56</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
<td>1.13</td>
<td>1.19</td>
<td>1.25</td>
</tr>
<tr>
<td>D-</td>
<td>0.75</td>
<td>0.84</td>
<td>0.89</td>
<td>0.94</td>
</tr>
<tr>
<td>F</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

*Students taking a course offered in two weighted grade categories will receive the higher weighting.

**Honors, Dual Credit/PSEOP/AA and AP grades are calculated by multiplying the regular course grade by 1.125, 1.1875, and 1.25, respectively.

Definitions:

**Honors level courses** align to Ohio’s learning standards and extend student learning through extended learning experiences.

**Dual Credit** courses offer students who meet the postsecondary institution’s criteria the opportunity to participate in college courses taught by high school faculty in the high school setting. Students receive both high school and transcripted college credit.

**Post Secondary Education Options Program (PSEOP)** courses offer students who meet the postsecondary institution’s criteria the opportunity to participate in college courses on a college campus. Students receive both high school and transcripted college credit.
Articulation Agreements are written agreements between high schools and colleges that allow students to earn college credit for high school courses that align with the content of college courses. Articulation agreements stipulate the course of action for students to obtain transcripted college credit.

Other stipulations related to this policy include:
1. Advanced Placement students must take the A.P. test in order to receive weighted grade.
2. Post Secondary Option (P.S.E.O.P.) classes will be weighted if they are:
   a. a college-level class
   b. taken for high school and college credit

HONOR ROLL
Recognition will be awarded based on Grade Point Average (GPA) for each nine weeks as follows:
- Distinguished Scholar Roll GPA of 3.75 - 5.00
- High Honor Roll GPA of 3.25 - 3.749
- Honor Roll GPA of 3.00 - 3.249

CREDITS
Recommended to be on track for graduation in four years
- Assignment to 10th grade = a minimum of 5 academic credits
- Assignment to 11th grade = a minimum of 10 academic credits
- Assignment to 12th grade = a minimum of 15 academic credits

MINIMUM CLASS PASSING REQUIREMENTS
Passing a Semester or Year-long Course: A student will pass a year-long course if he/she:
- Earns a minimum of 0.67 quality points or D- in a course.

PREREQUISITES
A number of courses have course requirements that need to be met before the student may enroll. Check the “prerequisite” or “recommended” section listed after each class. Summer school courses can be used to meet prerequisite (original grade remains on transcript).

CLASS LOAD
The master schedule of course offerings (teaching assignments) is arranged each year to reflect the student requests made during the spring registration of the previous school year. Students with fewer than 12 credits after two years of high school will be required to take a minimum of six (6) classes per semester. Seniors must take as many classes as required to earn a diploma. All students may take a maximum of seven (7) classes per semester. All athletes must take a minimum of five (5) classes per semester (excluding physical education) to remain eligible for athletics. Since the master schedule is designed based on student interest, any changes after its completion will be limited.

AUDITING OR REPEATING A COURSE
Students have an option to audit or repeat a course for a variety of reasons such as gaining exposure to new content or strengthening understanding of previously taken content.
1. Students must complete a form for auditing or repeating a course that includes teacher approval.
2. Repeating a Course
   A. When a student repeats a previously passed course, the transcript will reflect the higher grade attained.
   B. The NCAA will not recognize repeated courses for athletic eligibility.
3. Credit will not be given for an audited course.
   A. If a student chooses to audit a course, then the transcript will designate an audited course.
   B. An audited course will not count towards graduation honors (awards) or in any athletic eligibility considerations.
   C. An audited course will not count in any GPA considerations.
   D. An audited course will not count toward meeting any prerequisite for another course.
   E. The student must remain in good standing (i.e., no attendance or discipline problems) to remain in the course.
PASS/FAIL OPTION

Students may take electives courses on a pass/fail basis without the pressure of grades. Students will also be permitted to choose their final grade as a letter grade or pass/fail. Grades in a course taken as pass/fail will be determined according to the district grading scale. In order for this program to function effectively, the following guidelines have been established.

1. Courses taken as pass/fail will receive graduation credit and will be counted toward eligibility. The student must fulfill all course requirements.
2. Students may take up to one (1) credit per year Pass/Fail (in addition to P.E.) in all areas excluding core classes and foreign languages.
3. A student choosing the grade option (A, B, C, D, F) must do so at the end of the course.
4. For students choosing the grade option (A, B, C, D, F), only the semester and final grade will be changed.
5. The initial choice of pass/fail must be made during the first four (4) weeks of a semester of a year course and will stay in effect throughout the entire course. The school policy for adding or dropping a course shall also apply to pass/fail. The student, his/her parent, and the teacher must complete and sign a pass/fail registration form.
6. Interested students may secure this form in the Guidance Office.
7. A grade of satisfactory (pass) or unsatisfactory (fail) will be given for progress each grading period. The teacher should record all letter grades as usual in his/her grade book. Pass/fail will be recorded only on grade cards and permanent record cards.
8. Pass/fail courses will not be counted in determining grade point average for Honor Roll, Class Rank, or Academic Awards unless the grade option is chosen.
9. Pass/fail grading may be utilized in grades 1-8 as determined by the building principal in consultation with the teaching staff and by approval of the Superintendent. Academic subjects including reading, language, math, science, and social studies shall be graded in accordance with this policy. This pass/fail option may be used for grades 7 and 8 Physical Education classes.
10. Students in grades 7-8 taking high school classes must take the class for credit. Students in grades 7-8 taking these classes may choose the pass/fail option at the end of the course.

CHANGE OF COURSE TIMELINE

The master schedule of course offerings (teaching assignments) is arranged each year to accommodate the student requests made during the spring registration of the previous school year. The Pickerington Local School District considers a full schedule to consist of six (6) classes per semester. Since the master schedule is designed based on student interests, changes after its creation will be limited.

Students are expected to make all schedule changes during the registration process. Student/parent initiated schedule changes made after school begins may be made with parent permission and only during the first ten school days. When a course is dropped within this timeframe, the course will be deleted from the student’s transcript. Courses will be dropped and/or added, within this timeframe, if space is available, with counselor or administrator approval, for the following reasons:

1. to balance classes between semesters;
2. to accommodate a senior who may need to make a change to meet graduation requirements;
3. to adjust for courses completed, with a passing grade, in summer school or through correspondence;
4. to accommodate an original request that was not honored due to a scheduling conflict;
5. to change the teacher - only if the student has had the teacher previously for the same course and he/she failed that course;
6. to drop a study hall and add a course;
7. to adjust for special/alternative programming; or,
8. to change an inappropriate course level.

Level changes are the exception to this rule. A level change means moving within the same subject area to a more or less challenging level such as from AP, dual credit, or PSEO to an honors or regular level course. Once a student, parent and/or teacher recognize that the level of difficulty is such that the student is not successful, a level change should occur immediately. The cumulative grade earned will transfer with the student to the next level, unless other appropriate arrangements can be made to generate a grade. Students are only permitted to make level changes from AP, dual credit and PSEOP courses. All level changes must be approved by the principal.

Schedule changes made after the first ten days of school, must be approved by the parent, teacher, and by a counselor.

1. Adding a course - After the first ten days of school, no courses will be added. (Exception: At the beginning of the
   second semester, only semester courses to be taken that semester can be dropped and/or added within the first ten
   days of the second semester.)
2. Dropping a course - Upon receipt of a drop request it must be determined: (1) whether the student is passing or failing. The teacher makes this determination by averaging the grades from all preceding grading periods, including the current grading period, to arrive at a cumulative grade; and, (2) whether or not the course has
passed the midway point of the semester or year depending upon the length of the course. When both of these determinations have been made, the following will apply:

a. Before the course is midway through, the following criteria will be applied:
   - If the cumulative grade is a D- or above, the student will receive an “F” for the current grading period and a “WP” (Withdraw Passing) for the remainder of the course.
   - If the cumulative grade point is an “F”, the student will receive an “F” for the current grading period and a “WF” (Withdraw Failing) for the remainder of the course.

b. After the midway point of the course, the following criteria will be applied:
   - Upon receipt of the request to drop, the student will receive an “F” in the current grading period and, regardless of whether the cumulative grade is passing or failing, a “WF” will be the grade for the remainder of the course.

EARLY GRADUATION

A student may graduate at the end of six or seven semesters provided he/she meets the standard graduation requirements of the State of Ohio and Pickerington Local School District. The student and parent must present a formal written request to his/her school counselor who in turn presents it to the principal for his approval. If the principal approves the request, the written request is then forwarded to the Board of Education for final approval. If the student has not met graduation requirements for early graduation by the requested date, they will be required to return as a full-time student. Early graduation permission must be secured by following Board Policy.

EDUCATIONAL OPTIONS

The variety of subject offerings for individual students can be increased through this program. A student, under the guidance of a cooperating teacher, may expand the school curriculum by creating his/her own area of study. The cooperating teacher must submit a syllabus of the course for which the student wishes to receive credit. This program is not to replace a regular class or a failed class. Students cannot sign up or allocate room for this class at registration time. Teacher permission is required. See your school counselor for an application if interested. Application must be received by the second full week of a semester.

COLLEGE CREDIT OPTIONS

The Pickerington Local School district offers options for students to obtain college credit while enrolled as a high school student and one option to get college credit upon matriculation to college. The Post-secondary Education Option (PSEOP), Advanced Placement, Dual Credit and Articulation Agreement options are described below. Each has unique advantages and offers challenging college-level courses and credit to students at a minimal cost.

POST-SECONDARY EDUCATION OPTION PROGRAM

This program is offered to high school students who wish to earn college credit while attending high school. PSEOP courses are taken at a college campus and are free of charge to students choosing this option. An informational meeting is held in February to explain this educational option. THIS MEETING IS MANDATORY FOR PARENT AND STUDENT TO ATTEND IF HE/SHE WANTS TO PARTICIPATE THE FOLLOWING SCHOOL YEAR. Additionally, students must submit an “intent form” by March 30th in order to participate in the program.

DUAL CREDIT

Dual credit refers to college level courses offered at PHSN and PHSC, taught by Pickerington high school teachers. They enable students to begin a college transcript with credits, which may transfer within Ohio’s public college and university system, without leaving the high school setting. Courses approved for transfer within Ohio’s public college and university system are designated as TAG (Transfer Assurance Guide) courses. Courses not meeting the TAG designation may be eligible for transfer to colleges and universities other than the original college granting credit; the receiving college or university makes those decisions. Dual credit courses offered during the 2014-15 school year are offered through Columbus State Community College free of charge or at a minimal cost.

Tuition may be a shared responsibility between the student and PLSD. Prior to enrollment in dual credit courses, PLSD will notify parents and students of any potential tuition charges. Students must meet a 3.0 G.P.A. requirement and demonstrate college readiness through ACT scores of 18/English and 22/Math or a similar benchmark on the ACT COMPASS exam. Students must complete the Columbus State Community College Application by May 1, 2014 at www.csc.edu and submit ACT or COMPASS scores by May 1, 2014 to Columbus State Community College. All dates subject to change by Columbus State Community College in their Dual Enrollment Office.
ADVANCED PLACEMENT (AP)

Pickerington Local Schools offers Advanced Placement courses. Through AP’s college-level courses and exams, students can earn college credit and advanced placement, stand out in the admission process, and enjoy the advantages of advanced standing in college. Most four-year colleges in the United States and colleges in more than 60 other countries give students credit, advanced placement or both on the basis of AP Exam scores. By entering college with AP credits, students have the time to move into upper level courses, pursue a double major or study abroad. AP courses conclude with an AP exam, which may enable a student to receive college credit. Students who meet financial eligibility criteria may request a fee waiver for the cost of an AP exam. Please see a counselor to request a fee waiver.

ARTICULATION AGREEMENTS

An articulation agreement is an agreement between a high school and a college that specifies conditions under which a student may earn college credit for work completed in high school. Articulation agreements usually require students to enroll in a college prior to the award of college credits for high school work. Students can gain college credits at little or no cost. Articulation agreements between the Pickerington Local School District and college partners can be found on the district’s website http://www.pickerington.k12.oh.us

CREDIT FLEXIBILITY

Credit flexibility applies to any coursework, assessment or performance completed outside of traditional high school course offerings. If a student is using credit flexibility to receive transcripted credit, he/she must receive approval from the Credit Flexibility Committee prior to starting any credit flex experience. Credit awarded through this process will be posted on the student’s transcript and count toward a student’s grade point average, class rank, and as graduation credit in required subject areas or as an elective. Students may demonstrate proficiency through the test-out process or they may propose an educational option that demonstrates course proficiency. The district will include details of the Credit Flexibility Policy on the district website. The district will maintain a web-based library of approved credit flexibility projects to assist students in developing their proposals. More information can be found at http://www.pickerington.k12.oh.us

PHYSICAL EDUCATION WAIVER

All students who during high school have participated in interscholastic athletics (recognized by the OHSAA), marching band, or cheerleading for at least two full seasons, may waive the required 2 semesters of physical education for graduation. No actual credit is attached for interscholastic athletics and cheerleading. Students still must complete 20 credits to graduate.

A student shall be able to participate in this program provided he or she brings evidence of participation signed by either the athletic or band director and the school principal/designee documenting participation in one or two full seasons of an interscholastic athletic team, marching band, or cheerleading.

Interscholastic athletics shall comprise any sport that has the approval and is sanctioned by the Board and the Ohio High School Athletic Association. Any PLSD student wishing to use this waiver should submit the PE Waiver Form with course registration.

Completion of a season will mean that a student has participated in the entire length of a season. A partial participation shall be considered as not completing the season. Any student who is injured during said season and is unable to participate in at least 50% of the season shall be considered as not completing the season. If a student is removed, quits or becomes academically ineligible during the season, said student shall forfeit the option of using that activity as partial fulfillment of the Replacement of Physical Education Policy. Any student who fails to meet the 2-season requirement shall be required to complete the one-half credit of Physical Education before graduating.

In order to graduate from the Pickerington Local Schools a student must have earned a total of 20 credits.
ACADEMIC TESTING

Instructional process takes into account test results before, during and at the conclusion of instruction. Test results provide information about what students know and are able to do; they are necessary to inform instructional practices. Academic tests inform teachers in the same way diagnostic tests inform doctors. Teachers use testing information to design an appropriate plan based on students’ content knowledge and skill gaps. The district uses local, state and national assessments to inform instruction and student learning. The following tests are required or available for PLSD high school students.

THE PRELIMINARY SCHOLASTIC APTITUDE TEST
NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST (PSAT/NMSQT)
The PSAT/NMSQT is administered in October. To prepare for Ohio’s college and career readiness accountability system, all sophomores will have the opportunity to take the PSAT October 15.

Additionally, juniors are urged to take this test, for it measures the academic skills necessary for success in advanced placement courses and in college. The test consists of verbal and mathematics sections. Test results are shared with students and parents and are useful in academic planning. Taking the test is the first step necessary to enter the scholarship programs administered by the National Merit Scholarship Corporation (NMSC).

African-American students who wish to participate in the National Achievement Scholarship Program for outstanding African-American students must take this test.

The PSAT/NMSQT is conducted for the College Board and the National Merit Scholarship Corporation by the Education Test Service (ETS).

THE ACT ASPIRE PROGRAM
The ACT ASPIRE test is an American College Testing product aligned to the ACT. The ASPIRE test is valid in grades 3-10 and will predict ACT performance for two years. ASPIRE replaces ACT’s PLAN and EXPLORE tests. The district administers ASPIRE to all ninth grade students in English, math, reading and science. Results are provided to parents and students and are a valuable tool for planning student college readiness. More information is available at http://www.discoveractaspire.org/pages/home.

THE SCHOLASTIC APTITUDE TESTING PROGRAM
(SAT-I, Reasoning Test and SAT-II, Subject Tests)
Many colleges require these examinations for admission. They include the Scholastic Aptitude Test - I (Reasoning Test) and SAT-II (Subject Tests). The SAT-I consists of writing, verbal and mathematical sections. The verbal section is designed to measure the candidate’s ability to read with understanding and discrimination, his comprehension of words, and his skill in dealing with word relationships. The mathematical section is designed to measure aptitude for handling quantitative concepts rather than achievement in mathematics. Students may register online at www.collegeboard.com.

The SAT-II subject tests measure what has been learned in specific subject areas. Some colleges, with selective admissions, require subject tests. More information is available at www.collegeboard.org.

THE AMERICAN COLLEGE TESTING PROGRAM (ACT)
Most colleges use this test for admission. It consists of English, mathematics, science reasoning, and reading. An optional writing test is used by some colleges. The individual test items in all areas are designed to measure ability to perform the kind of complex intellectual tasks that college students typically have to perform.

Students must register at www.actstudent.org.

PHSC - CEEB Code is 364-160
PHSN - CEEB Code is 365-013
STAR ENTERPRISE MATH AND READING
In grades kindergarten through 12th, Renaissance Learning’s STAR Enterprise tests in math and reading are administered 3 times annually to identify student giftedness, skill gaps which may lead to intervention services, and to track student learning against a nationally normed sample of students in the same grade level. Students receiving special education or Response to Intervention (RTI) services will be “progressed monitored” more frequently using STAR tests. Test results are beneficial not only to math and English teachers, but are used by all teachers to determine appropriate text materials for use in all content area courses. Parents are provided test results after each test window. Parents are advised to discuss the results with their children and teachers to ensure students are making adequate academic progress.

PLSD COMMON ASSESSMENTS
Local pre and post tests are administered in nearly every course during the first two weeks and prior to the end of the course. Common assessments provide information for teachers about student mastery of content at both points, and allow teachers to design appropriate instruction during the course and after the conclusion of the assessments. Teachers have the discretion to use common assessment results in grading.
NCAA STANDARDS FOR STUDENT-ATHLETES

If you intend to participate in Division I or II athletics as a college freshman, you must register and be certified by the NCAA Initial-Eligibility Center. Under the NCAA standards, students will not be eligible for collegiate athletics unless they have met GPA, standardized test score (ACT/SAT), and core course requirements. For further information regarding these rules and/or to register, please check the NCAA Center’s web page at www.eligibilitycenter.org or contact your school counselor.

ATHLETIC ELIGIBILITY RESTRICTIONS

The following Board Policy addresses the eligibility restrictions on student athletes who open enroll to another building or change their place of residence from one school building to another, within the district.

Ohio High School Athletic Association Eligibility Restrictions Open Enrollment
An approved request to attend a building outside of your attendance area

All student athletes entering grades 8-12, who request and are granted an Intradistrict Open Enrollment transfer, will be subject to the OHSAA Bylaw 4-7-3. This means the student athlete will be ineligible for one calendar year. The student entering grade 7, however, will be eligible if all other eligibility criteria are met.

1. A student’s athletic eligibility is established as follows:
   a. The building in which a student attends their first day of junior high/high school establishes their eligibility at that building.
   b. When the first scrimmage or game of the season, in any fall sport, takes place prior to the first day of the school year, any student who has athletically participated in the event has established his/her athletic eligibility in the building associated with the athletic team involved.
   c. A student whose eligibility is established at Lakeview JH is simultaneously established at North HS.
   d. A student whose eligibility is established at Ridgeview JH is simultaneously established at Central HS.

2. Any change in attendance to a different building, after eligibility has been established, will make the student athletically ineligible to participate for one calendar year from the date of the transfer.

3. If a student who attends the “other school” one year and then is denied open enrollment the following year and therefore must attend his/her “home school”, the student will be athletically eligible at their “home school”.

Attendance Area Transfer

Attendance Area Transfer: a change to another building, due to a change in residence

All students in grades 7-12 who change residence, resulting in a change in the student’s school of attendance, AFTER the beginning of a school year, shall not be eligible to participate in any athletic program(s) at the new school of attendance until the student has been in that building through one complete grading period, from beginning to end.

Regardless of athletic participation, any such pupil shall remain in attendance at the new school for the remainder of the school year, notwithstanding any subsequent move within the District during the same school year. This provision shall apply even if the student is otherwise eligible under the bylaws of the Ohio High School Athletic Association.

The following will be the only exceptions to this policy:

1. Where the program and/or activity is specifically required pursuant to an Individualized Education Program (IEP) or Section 504 plan; or

2. Where the change of residence is due to circumstances beyond the control of the student and/or his or her parent. For purposes of this exception, the District’s Athletic Review Committee shall determine, in its sole discretion, whether or not the change of residence was due to circumstances beyond the control of the student and/or his or her parent. The Athletic Review Committee shall consist of three members: the Superintendent or Superintendent’s designee, a member of the Board of Education, and a representative of the building to which the student has moved, as chosen by the building principal. The determination of the Athletic Review Committee shall be final.
EASTLAND-FAIRFIELD CAREER & TECHNICAL SCHOOLS

Eastland-Fairfield Career & Technical School District programs are open to all eleventh and twelfth grade students within our district who demonstrate the ability and interest to attend.

Students remain enrolled in and still graduate from this school and are encouraged to continue participation in our high school extracurricular activities.

With programs on two campuses and five satellite locations, Eastland-Fairfield is closer than you think. Satellite programs are offered at Gahanna, Groveport Madison, New Albany, Pickerington North, and Reynoldsburg High Schools.

CONNECTING ACADEMICS TO REAL-WORLD SUCCESS

Eastland-Fairfield Career & Technical Schools allows students to immerse themselves in a career field or profession, spending a half-day with hands-on learning and gaining real-world experience. Classrooms and labs are equipped with the latest technology. Students learn from teachers who are seasoned professionals in their career field. Combine that with top-notch academics, and you have what employers call added value.

FAST TRACK TO A SATISFYING CAREER

The Eastland-Fairfield learning environment extends far beyond the classroom. Internships, job shadowing, community service, field trips, guest speakers, and cooperative education all provide valuable experience, connections, and practice in using technical and people skills.

JUMP START ON COLLEGE AND SAVING MONEY

Not only do Eastland-Fairfield programs prepare students for further study, but many also allow students to earn college credit or enter college with advanced standing. Students can earn college credits in selected programs, graduating with a college transcript that can be taken nearly anywhere!

PROGRAMS LOCATED AT PICKERINGTON HIGH SCHOOL NORTH

Multimedia
Interested in a career combining your love for technology and your creativity? Students learn to combine creativity with technical skills to produce compelling experiences focusing on the design and development of websites. Students are exposed to web design, digital design, digital photography, video/film production, information technology basics, and core business concepts.

Learn how to use the most current technology to create all types of media—from capturing digital images to designing graphic layouts and websites. The Multimedia program allows you to express your artistic side while enhancing your computer expertise.

Areas of study include:
- animation
- graphic design
- digital video
- digital media production
- HTML coding
- web design
CAREER & TECH-
MORE THAN YOU THINK.

EXPLORE THE POSSIBILITIES.
Eastland-Fairfield Career & Technical Schools offers nearly 40 programs for you to choose from while you're in high school. Their programs provide you with the opportunity to pursue your talents and interests, whether you're planning to pursue college or a real-world career. It's a head start that lets you explore your choices now...and can help you make the most of your choices after graduation.

Agricultural & Environmental Systems
- Environmental Science (New Albany High School)

Arts & Communication
- Graphic Design (ECC)
- Performing Arts
  (Reynoldsburg H.S. - Livingston Campus)

Finance/Business & Administrative Services/Marketing
- Financial Services (ECC)
- Marketing & Logistics Management
  (Groveport Madison High School)
- Medical Office Technologies (ECC)

Construction Technologies
- Architecture/Construction Management
  (Gahanna Lincoln H.S. - Clark Hall)
- Building Trades (FCC)
- Carpentry (FCC)
- Electrical Technology (ECC)
- Heating, Ventilation, Air Conditioning & Refrigeration (FCC)

Education & Training
- Teaching Professions
  (Gahanna Lincoln H.S. - Clark Hall)

Engineering & Science Technologies
- Bioscience Technologies
  (Gahanna Lincoln H.S. - Clark Hall)

Health Science
- Dental Assisting (ECC & FCC)
- Exercise Science (FCC)
- Health Technologies (FCC)
- Health Technologies
  (Reynoldsburg H.S. - Livingston Campus)

Hospitality & Tourism
- Culinary Arts (ECC)
- Restaurant Services (ECC)

Human Services
- Cosmetology (ECC & FCC)
- Employability Prep (Offsite)
- Project SEARCH (Offsite)

Information Technology
- Cisco Networking Academy - on-line, blended learning
  (Gahanna Lincoln H.S. - Clark Hall)
- Computer & Network Support Technology (FCC)
- Interactive Media (ECC)
- Multimedia (Pickerington High School North)
- Programming & Software Development (ECC)

Law & Public Safety
- Criminal Justice (FCC & FCC)

Manufacturing Technologies
- Electronics (ECC)
- Pre-Engineering Technologies (ECC)
- Welding (ECC)

Transportation Systems
- Ag/Industrial Diesel Mechanics (ECC)
- Auto Technology (ECC & FCC)
- Collision Repair Technology (ECC)

Locations:
- (ECC)—Eastland Career Center, Groveport
- (FCC)—Fairfield Career Center, Carroll

www.eastland-fairfield.com
614-836-4530

Eastland-Fairfield Career & Technical Schools
ENGLISH DEPARTMENT
Graduation Requirement: 4 credits of English

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</table>

*Seniors who anticipate early graduation need to see their counselor to register for English.

All courses in English Language Arts will follow the Common Core State Standards adopted by Ohio and forty-five other states. In these courses, students should expect the following emphases provided below. Students in grades 11-12 have the options of AP Language and Composition and AP Literature or Honors English 11, Honors Thematic Studies 11 and Honors Thematic Studies 12. Students in 9-10 have the option of Honors or College Preparatory English. The course descriptions and course numbers follow.

In the common core, students follow a progression of content from kindergarten through twelfth grade that is designed to prepare all students for the rigors of college and the workplace through a focus on reading, writing, language, and speaking and listening standards.

Reading: Students will utilize close reading strategies to examine increasingly complex literary and informational texts containing universal themes and information of value to students’ lives in printed, audio, and visual formats. Students will analyze, evaluate, synthesize, and compare and contrast the development of themes, use of language, and the delivery of information to discern the authority and validity of sources, using written, spoken, and listening skills.

Writing/Language: Students will respond to tasks in clear and coherent writing using deliberate vocabulary choices and following the conventions and craft of Standard English. They will successfully develop narrative, expository and argumentative writing pieces at each grade level. Emphasis will be on providing evidence for analyses and the use of short and sustained research to support written ideas.

Speaking and Listening: Students should expect a strong emphasis on student inquiry and peer-group collaboration reflecting a growing need for collaborative skills in career and college environments. This emphasis will require students to present information to peers and discuss complex ideas in order to participate in civil discourse and reach higher levels of understanding.
405 - ENGLISH 9
Full Year • 1 credit • Required unless taking ESL English.

408H – HONORS ENGLISH 9
Full Year • 1 credit • Elective • Recommended for students interested in extending learning beyond regular courses.
Extended learning beyond the common core standards includes an extension of one of the portfolio pieces to incorporate dissemination to a public audience through performance, public service, or publication.

411 - ENGLISH 10
Full Year • 1 credit • Required unless taking ESL English.

414H – HONORS ENGLISH 10
Full Year • 1 credit • Elective • Recommended for students interested in extending learning beyond regular courses.
Extended learning beyond the common core standards includes two portfolio extensions incorporating dissemination to a public audience through performance, public service, or publication.

417 - ENGLISH 11
Full Year • 1 credit • Required unless taking Honors English 11, Honors Extended Thematic Studies 11 or AP English Language/Literature and Composition

426H – HONORS ENGLISH 11
Full Year • 1 credit • Elective • Recommended for students interested in extending learning beyond regular courses.
Extended learning includes an extension of the four portfolio pieces incorporating dissemination to a public audience through performance, public service, and/or publication.

421H – HONORS EXTENDED THEMATIC STUDIES 11
Full Year • 1 credit • Elective • Grade 11 • Students interested in this course must complete a self-evaluation available from the English Department.
Working above and beyond the requirements of the common core, Honors Extended Thematic Studies in Literature 11 is the first year of a two-year, team-taught course. The course is designed to individualize instruction based upon students’ multiple intelligence profiles and individualized learning goals set by each student at the beginning of the year. Therefore, this course will evolve based upon a collaboration of teacher and students to design the types of activities and assessments that will allow the group to demonstrate their mastery of the skills set forth in the common core. In particular, students will be challenged to flex their individual creativity and problem-solving skills and work collaboratively to design and complete projects aligned with the class goals. The curriculum demands artistic expression, performance (narrative poetry, visual arts) and public speaking founded in both traditional and non-traditional research. Team teaching of the course across grade levels facilitates a focus on community with junior students benefitting from direct mentoring by seniors. The student who chooses this course should demonstrate a mature grasp of time management and the ability to handle long-range projects both during the junior year and moving into a year-long project the following year.

417AP – AP ENGLISH LANGUAGE AND COMPOSITION
Full Year • 1 credit • Elective • Grades 11, 12 • Prerequisite: English 10 or 11. The AP Program is intended for any student who wishes to work on a collegiate level in high school. The College Board encourages high schools to remove all barriers to admittance for AP courses. Recommended: A- or better in English 10.
This course emphasizes the development of skills in critical reading of texts from a variety of historical periods and disciplines. American literary and non-fictional texts are emphasized and include literature, speeches, sermons, historical documents, personal narratives, novels, short stories, and poetry. This is for the students capable of doing college-level work in English while they are in secondary school and willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college-bound student. Required summer reading. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit.
429 - ENGLISH 12
Full Year • 1 credit • Required unless taking Extended Thematic Studies 12 or AP English Literature and Composition 12.

422H – HONORS EXTENDED THEMATIC STUDIES 12
Full Year • 1 credit • Elective • Grade 12 • Students interested in this course must complete a self-evaluation available from the English Department.

Working above and beyond the requirements of the common core, Honors Extended Thematic Studies in Literature 12 is the second year of a two-year, team-taught course. The course is designed to individualize instruction based upon students’ multiple intelligence profiles and individualized learning goals. Therefore, this course will evolve based upon a collaboration of teacher and students to design the types of activities and assessments that will allow the group to demonstrate their mastery of the skills set forth in the common core. Extending the skills developed in grade 11, not only will students mentor their younger peers in Honors Thematics 11, they will be challenged to examine their individual interests and engage in a year-long research-based project. As part of that project, students will locate, consult, and collaborate with an adult community mentor having expertise in their field of study. This extended research study culminates in an adjudicated public presentation, professional portfolio, and student-created product. A mature grasp of time management, the ability to handle long-range projects, problem-solving skills, creativity, and a collaborative spirit are all both essential skills and targeted areas of growth within this course.

436AP - AP ENGLISH LITERATURE AND COMPOSITION
Full Year • 1 credit • Elective • Grades 11, 12 • Prerequisite: English 11. The AP Program is intended for any student who wishes to work on a collegiate level in high school. The College Board encourages high schools to remove all barriers to admittance for AP courses. Recommended: A- or better in English 11.

This is a course emphasizing the development of skills in critical reading of "texts of recognized literary merit" and in writing about literature and related ideas. Response to classic and modern literature will be used in class discussions, informal and formal writing assignments, oral presentations, and research. This is for the students capable of doing college-level work in English while they are in secondary school and willing to devote the energy necessary to complete a course more rigorous and demanding than other high school English courses designed for the college-bound student. Required summer reading. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit.

ELECTIVES

444 - JOURNALISM 1
Semester • 1/2 credit • Grades 9, 10, 11, 12
This course will provide an introduction to the basic functions necessary to produce a school newspaper and will greatly benefit students interested in a career in communications. It will cover various topics: history of the mass media, reporting, editing, advertising, budgeting, and newspaper layout in the desktop publishing lab. In addition, the students will write articles for the school newspaper and an emphasis will be placed on writing.

446 - JOURNALISM 2
Full Year • 1 credit • Grades 10, 11, 12 Recommend C or better in Journalism 1/or by Instructor approval.
This course is offered for students who wish to advance their skills in the field of journalism. The course will concentrate entirely on the production of the high school news magazine: Insights. Students will construct and publish on a monthly basis a school newspaper. News reporting, photography, advertising, and page make-up will be emphasized. Journalism will be offered on a lab period basis or as an independent study.

807 - YEARBOOK
Full Year • 1 credit • Grades 9, 10, 11, 12 • Elective • Fee • Instructor approval required
Students learn the basics of magazine layout and design, copy writing, marketing, desktop publishing, photography, and deadline production. Students will produce pages in the yearbook. As students learn, they will earn the opportunity to work toward editorial positions. Yearbook may be offered as an independent study (see instructor).
410 - PUBLIC SPEAKING AND DISCOURSE
Semester • 1/2 credit • Grades 9, 10, 11, 12
This course is designed to build a student's confidence and improve communication skills in public speaking. The student will study effective ways to communicate, i.e. learning the vocalization process; using nonverbal and verbal techniques to communicate effectively; developing key listening skills; making language choices in speech preparation; organizing and delivering speeches for various purposes; and becoming more effective in group discussions. The emphasis in this class is on active participation and on presenting a variety of speeches. Speaking in front of others will no longer intimidate the student who successfully completes this course.
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<td>Technical Production Practicum</td>
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**560 - THEATRE 1**
Semester • 1/2 credit • Grade 9
Theatre is a semester class where you will get a taste of various aspects of theatre. Activities include: acting, improvisation, theatre history, pantomimes, stage makeup and stage combat. We will admit monologues, dialogues and short scenes.

**562 - THEATRE 2**
Semester • 1/2 credit • Grades 9, 10, 11, 12 • Prerequisite: Theatre 1
This course is constructed as an accelerated Theatre 1. Students will develop a sophisticated use of acting skills, improvisation, pantomimes, stage makeup, stage combat, monologues, dialogues and short scenes.

**564 - THEATRE 3**
Semester • 1/2 credit • Grades 9, 10, 11, 12 • Prerequisites: Theatre 1 and Theatre 2 and AUDITION for the instructor.
This course is for the advanced theatre student who may be interested in acting, directing or production work. This class produces the Holiday Dinner-Theatre or other special events and helps with the production of the Fall Play. This is an audition-based course and instructor permits entry in this class.

**566 - THEATRE 4**
Semester • 1/2 credit • Grades 10, 11, 12 • Prerequisite: Theatre 1 and 2, Independent Theatre 1 and AUDITION for the instructor.
This course is for those students who want to produce longer works. Class members will produce a Mystery Dinner-Theatre or other special events and help in the production of the Spring Musical. This is an audition-based course and instructor permits entry in this class.

**568 - THEATRE PRODUCTION 1**
Semester • 1/2 credit • Grades 9, 10, 11, 12
This course is designed to be a practical, hands-on approach to theatre. Students will be introduced to the fundamentals of lighting, sound, and rigging and will concentrate on learning the fundamentals of scenery construction by helping to construct the set for the Fall Play. They will also serve as crew members for various school district events which are produced in the Performing Arts Center.

**570 - THEATRE PRODUCTION 2**
Semester • 1/2 credit • Grades 9, 10, 11, 12
This course is a continuation of Theatre Production 1. Greater emphasis is placed on lighting, sound, and rigging. Students will serve as construction crew members for the Spring Musical and also serve as crew members for various school district events which are produced in the Performing Arts Center.
572 - THEATRE PRODUCTION 3
Semester • 1/2 credit • Grades 10, 11, 12 • Repeatable • Prerequisite: Theatre Production 1 and Theatre Production 2. Extensive experience on crews of the Fall Play and Spring Musicals, and permission of Instructor - INTERVIEW/AUDITION for the instructor.
This class is for the serious technical theatre production student who has displayed outstanding technical and theatre construction skills on previous main stage productions. Under the direction of the instructor, the student will produce demanding projects during the semester. This class provides 1/2 Arts credit for college.

574 - THEATRE PRODUCTION 4
Semester • 1/2 credit • Grades 10, 11, 12 • Repeatable • Prerequisite: Independent Theatre Production 1, Extensive experience on production crews of the Fall Play and Spring Musicals, and permission of Instructor - INTERVIEW/AUDITION for the instructor.
This class is a continuation of Theatre Production 3. The student will produce challenging works in the technical or construction fields under the direction of the instructor. This class provides 1/2 Arts credit for college and is offered as a dual credit college course option. Students electing college credit must select this course registration option and must meet the requirements set forth by Columbus State Community College.

THEA 2205DC - Technical Production Practicum – DUAL CREDIT – Offered at PHSN
Semester • Grades 11, 12 • Elective offered at PHSN but available to all 11th and 12th grade students • 2 credits Columbus State Community College
This college level course is offered at Pickerington High School North to 11th and 12th grade students. Transportation to North is the responsibility of the student. Supervised practical experience in technical area(s) of a theatre production. This course is taken in conjunction with 574 Theatre Production 4. This is not a Transfer Assurance Guide course.
World Language courses take a holistic approach to language proficiency, which recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students learn language structures in context and use them to convey meaning. The instructional focus is on function and not the examination of irregularity and complex grammatical paradigms about the target language. Language structures are addressed as they serve the communicative task and not as an end goal unto themselves. PLSD’s world language courses emphasize fluency and accuracy in language use and do not overemphasize grammatical accuracy at the expense of communication. In order to best facilitate the study of language and culture, world language courses are taught in the target language.

630 - AMERICAN SIGN LANGUAGE 1
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Fee
During this course the students will study the vocabulary, grammar, and structure of ASL in order to learn expressive (signing) and receptive (comprehension) skills. Deaf culture and the literature of ASL will also be studied. Guest signers and artistic events will give students an opportunity to interact with deaf community members. The course is mainly conducted in ASL. Students will be evaluated using tests, quizzes, written reports, homework assignments, daily participation, and assessment of student videotapes. ASL is memorizing and studying the vocabulary and grammar of the language. (Some colleges and universities accept ASL as a foreign language credit. Check with your counselor.)

632 - AMERICAN SIGN LANGUAGE 2
Full Year • 1 credit • Elective • Grades 10, 11, 12 • Fee • Recommendation: C or better in American Sign Language 1.
This class is designed to develop more fully the student's ability to comprehend and express ASL. The majority of the class is conducted in ASL, including instructions, information, and activities. Each student will have the opportunity to create original dialogues, practice communicating about various daily situations, and learn to talk about his/her own interests and experiences in ASL. Cultural awareness and sensitivity will be emphasized by interaction with the deaf community. Students will also continue to view videotapes of native ASL speakers. This fast-paced course requires daily work participating in class, memorizing vocabulary, studying the language structure, and preparing for tests, assignments, reports, and student videotapes. Some colleges and universities accept ASL as a foreign language credit. Check with your counselor.
634 - AMERICAN SIGN LANGUAGE 3
Full Year • 1 credit • Elective • Grades 11, 12 • Fee • Recommended: B- or better in American Sign Language 2.
By the time you reach this level of sign language you should be fluent. This class is conducted in ASL, including activities, information, questions and answers. You will practice various conversations with classmates in ASL as well as make up your own to sign to the class. Body language and facial features are extremely important to get your point across in ASL. Students will continue the video activities and interpreting from the previous levels but more challenging. We will explore various career opportunities available using ASL and have guest speakers talk about how it is important to know/use ASL at their job. You are expected to remember vocabulary from the last two years and will add onto it. Some colleges and universities accept ASL as a foreign language credit. Check with your counselor.

640 – FRENCH 1
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12
The study for French begins with strategies for learning a second language. Subsequent units introduce basic communication, grammar, and writing skills and vocabulary. Students will be introduced to French speaking communities and practices around the globe through real life, everyday activities that deal with vacations, school, family, and sports and leisure activities. Proficiency in listening, speaking, reading, and writing is developed through interaction with a variety of media such as videos, music, games, and the Internet.

642 - FRENCH 2
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Recommended: C or better in French 1.
Cultural themes in Level 2 focus on additional French-speaking communities. More complex grammatical concepts and vocabulary build on the basic skills acquired in Level 1. The method of instruction again stresses interaction with a variety of media presenting current reality in today’s French speaking communities.

644 - FRENCH 3
Full Year • 1 credit • Elective • Grades 10, 11, 12 • Recommended: B- or better in French 2.
French 3 completes the basic study of the language with a multimedia approach. The francophone communities of Europe, Africa and North America are presented in greater detail. As in the previous two years, video, CD’s, music, games and the Internet are used to enhance the acquisition of active language skills. Heavy emphasis is placed upon structures and phrases used by French-speaking teens in everyday situations.

646H – HONORS FRENCH 4
Full Year • 1 credit • Elective • Grades 11, 12 • Recommended: C or better first semester average in French 3, and maintained through course completion, or permission from the instructor.
French IV is designed to continue the development of all language skills to increase proficiency on college placement tests in French. As students read a novel and short stories, comprehension and fluency is increased through class discussion. Writing skills are fine-tuned through short compositions. Students will work to the attainment of mid-level intermediate proficiency of the Lingua-Folio assessment. Students will understand the main idea and many details of written and oral communication, will state a point of view and converse effectively, will describe events and experiences, give opinions, narrate a story, and present a simple oral or written communication with details. An appreciation of French customs and history is also developed with videos and individual projects.
648AP - AP FRENCH
Full Year • 1 credit • Elective • Grade 11, 12 • Recommended: C or better first semester average in Honors French 4, and maintained through course completion, or permission from the instructor.
The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP French Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners.

The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values, attitudes, and assumptions that underlie both practices and products). Fees: AP test fee and AP support materials.

650 - GERMAN 1
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12
This course is a study of the language and culture of German-speaking people. Emphasis is placed on the development of listening and speaking skills. Vocabulary and grammar are taught through conversational situations, language games and videos.

652 - GERMAN 2
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Recommended: C or better in German 1.
German 2 continues to build on the content from German 1 as vocabulary continues to increase. New grammar concepts are introduced resulting in improved speaking, listening, reading, and writing skills.

654 - GERMAN 3
Full Year • 1 credit • Elective • Grades 10, 11, 12 • Recommended: C or better in German 2.
German 3 rounds out the development of a basic proficiency in the four language skills: listening, speaking, reading, and writing. It also reviews and expands all of the basic grammatical structures. German history will be taught and discussed through texts and movies. Awareness is expanded and a greater emphasis is placed on vocabulary development and reading and writing skills through various types of German media.

656H – HONORS GERMAN 4
Full Year • 1 credit • Elective • Grades 11, 12 • Recommended: C or better first semester average in German 3, and maintained through course completion, or permission from the instructor.
German IV continues to strengthen learned vocabulary and grammatical structures through a variety of reading texts. Individual attention will be given to each student’s writing skill development through composition assignments, including remedial work on individual grammar needs. Students will work to the attainment of mid-level intermediate proficiency of the Lingua-Folio assessment. Students will understand the main idea and many details of written and oral communication, will state a point of view and converse effectively, will describe events and experiences, give opinions, narrate a story, and present a simple oral or written communication with details. Reading comprehension, vocabulary expansion, development of fluency in oral and written language skills, and an understanding of Germany’s past and present through fiction and nonfiction are the primary goals.

658AP – AP GERMAN
Full Year • 1 credit • Elective • Grade 11, 12 • Recommended: C or better first semester average in Honors German 4, and maintained through course completion, or permission from the instructor.
The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP German Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners.
The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, The AP German Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible, practices, and perspectives. Fees: AP test fee and AP support materials.

670 - SPANISH 1
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12
This course is a study of the language and culture of Spanish-speaking people. Communication skills are emphasized, along with a strong foundation in vocabulary and basic grammar structures.

672 - SPANISH 2
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Recommended: C or better in Spanish 1.
Spanish 2 is a continuation of Spanish 1. Basic grammar and vocabulary are expanded to cover more complex concepts and students learn new verb tenses. Culture studies add to the students' understanding of the Hispanic people. Listening, speaking, reading, and writing are stressed to improve the understanding of both the language and the people who speak it.

674 - SPANISH 3
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Recommended: B- or better in Spanish 2.
Spanish 3 presents a period of review in grammatical structures through reading selections. The major emphasis of this course is on communicative competency. Listening and oral skills are stressed. Writing skills are developed through paragraph construction. Culture studies add to the students understanding of the Hispanic people.

676H – HONORS SPANISH 4
Full Year • 1 credit • Elective • Grade 11, 12 • Recommended: C or better first semester average in Spanish 3, and maintained through course completion, or permission of the instructor.
Spanish IV continues to emphasize communicative competency. Students develop reading skills through literature and writing skills through compositions. There is emphasis on reading and comprehending native authors. A comprehensive grammar review is also provided in the course. Students will work to the attainment of mid-level intermediate proficiency of the Lingua-Folio assessment. Students will understand the main idea and many details of written and oral communication, will state a point of view and converse effectively, will describe events and experiences, give opinions, narrate a story, and present a simple oral or written communication with details.

678AP – AP SPANISH
Full Year • 1 credit • Elective • Grade 11, 12 • Recommended: C or better first semester average in Spanish 4, and maintained through course completion, or permission of the instructor.
The three modes of communication (Interpersonal, Interpretive, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course. The AP course provides students with opportunities to demonstrate their proficiency in each of the three modes in the Intermediate to Pre-Advanced range as described in the ACTFL Performance Guidelines for K-12 Learners.

The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible (e.g., tools, books, music) and intangible (e.g., laws, conventions, The AP Spanish Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of products, both tangible and intangible, practices, and perspectives. Fees: AP test fee and AP support materials.
## THE COMMON CORE STATE STANDARDS FOR MATHEMATICS

The Common Core State Standards, adopted by Ohio and 45 other states, will be implemented during the 2013-14 school year. At the high school level, the standards call on students to practice applying mathematical ways of thinking to real world issues and challenges; they prepare students to think and reason mathematically. The high school standards set a rigorous definition of college and career readiness, not by piling topic upon topic, but by demanding that students develop a depth of understanding and an ability to apply mathematics to novel situations, as college students and employees regularly do.

### CALCULATOR INFORMATION

- A scientific calculator is required for Algebra 1, Geometry, and Honors Geometry. The OGT calculator model TI30XIIS is recommended.
- A Graphing Calculator is required for Algebra 2, Honors Algebra 2, College Transition Math, Pre-Calculus, Honors Pre-Calculus, Statistics, Intro to Calculus and Discrete Math, AP Calculus and AP Statistics. The recommended Graphing Calculator is TI83 plus, TI84, or TI84 plus.
- When purchasing a calculator, please consider the courses your child is planning to take in high school.

Because of changing technology, we do not recommend purchasing a Graphing Calculator until the year your child will enroll in a class that requires this calculator.

### 302 - ALGEBRA 1

Full year • 1 credit • Grades 9, 10, 11, 12

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grade standards, this is a more ambitious version of algebra 1, than has generally been offered. The critical areas, called units, deepen and extend the 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.

### 308 - GEOMETRY

Full Year • 1 Credit • Grades 9, 10, 11, 12 • Pre-requisite: Algebra I

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 toward formal mathematical arguments. Topics include triangle congruence and similarity, trigonometry, two and three-dimensional objects, extension of Pythagorean theorem, circle theorems, theoretical and experimental probabilities.

**CALCULATOR** — see Calculator Information at beginning of section.
**308H – HONORS GEOMETRY**  
Full Year • 1 Credit • Grades 9, 10, 11, 12 • Pre-requisite: Algebra 1 • Recommended for students interested in extending learning beyond regular courses.  
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 toward formal mathematical arguments. Topics include triangle congruence and similarity, trigonometry, two and three-dimensional objects, extension of Pythagorean theorem, circle theorems, theoretical and experimental probabilities. Honors-level concepts include additional constructions and probability, deriving area formulas, proving Laws of Sines and Cosines, as well as completion of a monthly contextual problem. **CALCULATOR** — see Calculator Information at beginning of section.

**314 - ALGEBRA 2**  
Full Year • 1 credit • Grades 9, 10, 11, 12 • Pre-requisite: Geometry  
This course extends students 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 over the set of complex numbers and solving exponential equations using the properties of logarithms. A graphing calculator is required.

**314H- HONORS ALGEBRA 2**  
Full Year • 1 credit • Grades 9, 10, 11, 12 • Pre-requisite: Geometry • Recommended for students interested in extending learning beyond regular courses.  
This course extends students 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 over the set of complex numbers and solving exponential equations using the properties of logarithms. A graphing calculator is required. Honors-level concepts include extending polynomial identities, more complex probability analysis, as well as completion of a monthly contextual problem. **CALCULATOR** — see Calculator Information at beginning of section.

**301 - COLLEGE TRANSITION MATH**  
Full Year • 1 credit • Grade 11, 12 • Pre-requisite: completion of Algebra 2  
College Transition Math is for students who have completed Algebra 2, but are not interested in pursuing pre-calculus. The focus of the course is to provide a reinforcement of math skills necessary for success in college level math courses. ACT preparation materials will be used to reinforce algebra, problem-solving skills, graphs, functions, data applications and interpretation, critical thinking and geometric concepts. Graphing and calculators play a key role in this course. **CALCULATOR** — see Calculator Information at beginning of section.

**322 - STATISTICS**  
Full Year • 1 credit • Grades 11, 12 • Recommended: C- or better in Algebra 2, or Pre-Calculus, but must have Algebra 2 credit.  
This course is designed to follow either Algebra 2 or Pre-Calculus. Some work will involve Excel spreadsheet software. The course will emphasize decision-making based upon data analysis. Topics include probability, discrete and normal distributions, confidence intervals, hypothesis testing, and regression analysis. **CALCULATOR** — see Calculator Information at beginning of section.

**324 - PRE-CALCULUS**  
Full Year • 1 credit • Grades 10, 11, 12 • Recommended: C- or better in Algebra 2, but must have Algebra 2 credit.  
Pre-Calculus is for the student who has completed Algebra 1, Geometry, and Algebra 2. The course will primarily expand the student's proficiency in analysis, trigonometric concepts, algebraic concepts, problem solving, real and complex number systems and elementary calculus. It is intended to prepare the student for college mathematics courses above Algebra. **CALCULATOR** — see Calculator Information at beginning of section.
328H – HONORS PRE-CALCULUS
Full Year • 1 credit • Grades 10, 11, 12 • Recommended: C- or better in Algebra 2, but must have Algebra 2 credit. • Recommended for students interested in extending learning beyond regular courses.
Pre-Calculus is for the student who has completed Algebra 1, Geometry, and Algebra 2. The course will primarily expand the student’s proficiency in analysis, trigonometric concepts, algebraic concepts, problem solving, real and complex number systems and elementary calculus. It is intended to prepare the student for college mathematics courses above Algebra. Honors level learning extensions include an extended study of an original research problem encompassing scholarly research. This extended study project will include the identification of a research problem or question, inclusion of scholarly research in the form of a literature review, completion of an independent research design, a research paper documenting the findings, and a dissemination of the student’s research findings. CALCULATOR — see Calculator Information at beginning of section.

335 - INTRODUCTION TO CALCULUS AND DISCRETE MATH
Full Year • 1 credit • Grade 12 • Recommended: C- or better in Pre-Calculus. No calculator above TI85 will be permitted.
Introduction to Calculus and Discrete Math is designed for those students planning to enter Calculus in college. Topics to be presented will include function theory, sequences, functions and limits, derivatives, algebraic functions, integration, logarithmic functions, set theory, real number theory, logic, determinants and matrices, statistics and probability. Algebraic and trigonometric skills and procedures will also be maintained. The course will be taught from an intuitive, numeric point of view using the computer and graphing calculator to explore these topics. First semester focus will be calculus, and second semester will focus on discrete math. CALCULATOR — see Calculator Information at beginning of section.

338AP - AP CALCULUS AB
Full Year • 1 credit • Grades 11, 12 • Prerequisite: Completion of Pre-calculus
This course is designed for the fifth-year mathematics student and consists of a full academic year of work in Calculus comparable to courses in colleges and universities. AP Calculus emphasizes both algebraic and graphical solutions to problems. Topics included are functions, limits, derivatives, antiderivatives, integrals and their applications. Students must take the AP exam in May in order to receive the weighted grade. CALCULATOR — see Calculator Information at beginning of section. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the CollegeBoard, which, if passed, may result in college credit.

340AP - AP STATISTICS
Full Year • 1 credit • Grades 11, 12 • Prerequisite: Completion of Algebra 2. The AP Statistics course is an excellent option for any secondary school student who has successfully completed a second-year course in algebra and who possesses sufficient mathematical maturity and quantitative reasoning ability. This course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. Students are introduced to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: Exploring data, sampling and experimentation, anticipating patterns, and statistical inference. CALCULATOR — see Calculator Information at beginning of section. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit.
SCIENCE DEPARTMENT

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Availability</th>
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<th>Length</th>
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<td>206</td>
<td>Ecology</td>
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<td>210</td>
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<td>11, 12</td>
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</table>

Resource Room classes may be offered to students with a current I.E.P. and who meet requirements for graduation.

Courses are scheduled with permission from Resource Room teachers or tutors.

Beginning with the graduating class of 2015 and 2016, all students will take Integrated Science and Biology. Incoming ninth graders who have earned high school credit in the eighth grade will take Biology in the ninth grade.

Each student should review the recommendations for college admission, honors diploma, career center and specific career choices to ensure that they select the courses that provide them with the best background possible to enhance their ability to attain goals they have set for themselves.

205 - INTEGRATED SCIENCE

Full Year • 1 credit • 1 period a day • Fee • Grades 9, 10 – Chemical Splash Goggles included with fee • Prerequisite for other high school science courses.

Integrated Science is an inquiry-based laboratory course that introduces students to key concepts and theories that provide a foundation for advanced study in the physical sciences such as chemistry, physics, earth and space science. The course comprises the study of the physical world including developing models about classifying matter and how it changes, the particle nature of matter and atomic structure, types of chemical bonding and reactions and the conservation of matter. Energy interactions and the study of forces and motion will be emphasized. Students will also develop an understanding of the periodic table for use in explaining the chemical and physical changes developed in the course. In addition students will be introduced to scientific theories about the origin, development and structure of the universe and the types of nuclear reactions such as those that occur within stars. Integrated Science is a high school introductory level course that fulfills the Ohio Core requirements for one year of physical science necessary for graduation.
BIOLOGY COURSES

203 - BIOLOGY
Full Year – 1 credit – Grades 9, 10. – Requirement for graduation – Fee – Prerequisite: Integrated Science – Biology is a prerequisite for additional biology or upper level science courses.
This course will emphasize biology concepts, from the Ohio Model Curriculum in Biology, including cell structure and function, cellular processes, ecosystems, evolution and interdependence of life, heredity and cellular genetics. A laboratory approach will be used to encourage students to develop inquiry skills, process skills and a working knowledge of biology. Knowledge and skills gained will be applied by students in individual and cooperative projects related to course themes.

203H – HONORS BIOLOGY
Full Year – 1 credit - Grades 9, 10. • Requirement for graduation • Fee • Prerequisite: Integrated Science • Biology or Honors Biology is a prerequisite for additional biology or upper level science courses. • Recommended for students interested in extended learning beyond regular classes.
Honors Biology is intended for highly motivated students who have demonstrated an interest in science. In Honors Biology, students are expected to work independently and collaboratively on a variety of assignments and accept greater responsibility for their learning. Honors Biology is designed to give students a more challenging and in-depth experience of the Ohio Model Curriculum in Biology. This will include additional time requirements outside of the regular school day for the students to complete extended Biology projects. Additionally students will be required to design and conduct scientific investigations to explore Biology phenomena. A laboratory approach will be used to encourage students to develop inquiry skills, process skills and working knowledge of Biology.

206 - ECOLOGY
Semester • 1/2 credit • Fee • Grades 10, 11, 12. • Prerequisite: successful completion of one year of Biology.
Students will study the interaction of living organisms with each other and their environments. Students will examine how ecosystems function as well as man's interaction with the environment. The focus of this class will be research projects that allow students to develop a greater understanding and appreciation for our local environment. Projects may require students to be involved in research outside of normal class hours and to take an active role in studying ecological relationships in the central Ohio area. Students should expect to go outside in all types of weather to complete projects and laboratory investigations, and they will be asked to dress appropriately on days where class will be held outside.

208H – HONORS ANATOMY AND PHYSIOLOGY
Semester - 1/2 credit - Grades 10, 11, 12. • Fee • Prerequisite: Integrated Science and Biology. • Recommended for students interested in extended learning beyond regular courses.
Honors Anatomy and Physiology is intended for highly motivated students who demonstrate an interest in or are pursuing professions in medical fields. Honors Anatomy and Physiology students are expected to work independently and collaboratively on a variety of assignments and accept greater responsibility for their learning. This will include additional time requirements outside of the regular school day for students to complete the following: design and conduct independent and collaborative scientific investigations to answer questions; perform inquiry activities that extend over time; relate investigation(s) to recent research and communicate findings in a formal written laboratory report and presentation. Students will investigate human body systems, organs, tissues and cells using a typical mammal dissection, along with laboratory approach for the physiology and application of life processes.

210 - GENETICS
Semester • 1/2 credit • Fee • Grades 10, 11, 12. • Prerequisite: successful completion of one year of Biology.
Students will investigate topics including Mendelian inheritance, polygenic and multifactorial inheritance, molecular genetics, and genetic technologies including stem cell research, embryology, cloning, genetically modified organisms, and gene therapy. Laboratory investigations will include those such as DNA isolation, PCR (polymerase chain reaction), gel electrophoresis, and DNA fingerprinting utilizing the most current methodologies and laboratory techniques.
253 – FOOD SCIENCE
Semester • 1/2 credit • Fee • Grades 10, 11, 12 • Prerequisite: successful completion of Integrated Science and Biology.
This course will reinforce and enhance the student's knowledge of scientific principles from physical, chemical and biological science and connect them using real world application. Students will investigate food biochemistry including the study of water, carbohydrates (crystals, calories, and candy) fats, proteins (muscle of metabolism), vitamins and supplements. Students will also cover topics in biology on food preservation and food safety, the digestive process, food borne bacteria, and organic vs. natural food. Students will design, conduct and analyze scientific investigations in an inquiry based laboratory setting using current technologies. The course will also emphasize food science and society including topics such as medical nutrition therapy, food allergies and nutrition counseling. This course is designed for students with various academic abilities, learning styles and interests.

212AP – AP BIOLOGY
Full year • 1 credit • Fee • Grades 10, 11, 12 • Prerequisite: completion of Integrated Science and Biology
This course is the equivalent of the college freshman biology course following the prescribed curriculum as published by the College Board. This course is an excellent preparation for premedical, nursing, veterinarian, industrial hygienist, and other health related careers. The student must be able to work independently. Individual and creative laboratory work is an integral part of the course of study. The following topics will be studied during the course: Molecules and Cells, Heredity and Evolution, and Organisms and Populations. Additional time for lab work may be required. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit.

219 – FORENSIC SCIENCE 1
Semester • 1/2 credit • 1 period a day • Fee • Grades 10, 11, 12 • Chemical splash goggles required but not included in fee. • Prerequisite: Completion of Integrated Science AND Biology
This course will examine a variety of topics related to the field of forensic science including: observation skills, fiber and textile analysis, hair analysis, fingerprinting, blood and blood splatter analysis, forensic anthropology, crime scene investigation, and evidence collection. This course will emphasize inquiry and problem solving in the laboratory.

221 – FORENSIC SCIENCE 2
Semester • 1/2 credit • Fee • Grades 10, 11, 12 • Prerequisite: Completion of Integrated Science, Biology, AND Forensic Science 1
This course will build on and expand topics explored in Forensic Science 1. Topics may include Pollen and Spore Examination, DNA Fingerprinting, Drug Identification and Toxicology, Soil Examination, Glass Evidence, Casts and Impressions, Tool Marks, Ballistics, Forensic Entomology, Cyber Crimes, and Criminal Profiling. This course will emphasize inquiry and problem solving in the field and laboratory.

252AP – AP ENVIRONMENTAL SCIENCE
Full Year • 1 credit • Fee • Grades 10, 11, 12 • Prerequisite: Successful completion of Biology and Algebra I
This course is the equivalent of the college freshman environmental science course following the prescribed curriculum as published by the College Board. Students will explore and investigate the interrelationships of the natural world, identify and analyze environmental problems, both natural and human-made, evaluate the relative risks associated with these environmental problems, and examine alternative solutions for resolving and/or preventing them. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit.
CHEMISTRY COURSES

226 - CHEMISTRY
Full Year - 1 credit - Grades 9, 10, 11, 12 • Fee • Chemical Splash Goggles – required, but not included with fee • Prerequisite: Integrated Science, Biology (may be concurrent) and Algebra I
Chemistry is designed for the college bound students who have a developing interest in science. Chemistry is intended to be an inquiry course that will emphasize the organized collection, analysis, and communication of data, while introducing evaluation, prediction, and application of skills. The topics, from the Ohio Model Curriculum, covered in Chemistry will include: analysis of materials, nomenclature, bonding, stoichiometry, chemical equations, periodicity, atomic models, reduction and oxidation reactions, acids and bases, gas laws, intermolecular attractions, kinetics and equilibrium processes. Throughout the course, qualitative and quantitative laboratory skills will be developed through the manipulation of standard laboratory equipment. Completion of Chemistry or Honors Chemistry along with one credit of Physics and two other science credits will fulfill the science requirements for an Honors Diploma.

223H - HONORS CHEMISTRY
Full Year - 1 credit - Grades 9, 10, 11, 12 • Fee • Chemical Splash Goggles – required, but not included with fee • Prerequisite: Integrated Science, Biology (may be concurrent), Algebra I and Geometry (may be concurrent) • Recommended for students interested in extended learning beyond regular classes.
Honors Chemistry is intended for highly motivated students who have demonstrated an interest in science. Honors Chemistry is designed to give the students a more challenging and in-depth experience of the Ohio Model Curriculum in Chemistry. In Honors Chemistry, students are expected to work independently and collaboratively on a variety of assignments and accept greater responsibility for their learning. This will include additional time requirements outside of the regular school day for students to complete extended Chemistry projects. Additionally students will be expected to conduct scientific explorations that will emphasize the organized collection, analysis, and communication of data, while introducing evaluation, prediction, and application of skills. A laboratory approach will be used to encourage students to develop inquiry skills, qualitative and quantitative laboratory skills, process skills and working knowledge of Chemistry. Completion of Chemistry or Honors Chemistry along with one credit of Physics and two other science credits will fulfill the science requirements for an Honors Diploma.

227 – ORGANIC CHEMISTRY
Semester • 1/2 credit • Fee • Grades 10, 11, 12 • Chemical Splash Goggles - required, but not included in fee • Prerequisite: Successful completion of a year long chemistry course. Recommended for students interested in pursuing a science major in college.
This course will introduce the characteristics of organic compounds and the most important organic functional groups. The chemistry of carbon compounds will be distinguished from inorganic chemistry. The various classes of aliphatic and aromatic compounds will be examined. The diversity of functional groups will be explored with regard to reactivity and mechanism. Stereochemistry will emphasize the three dimensional aspect that the carbon backbone confers upon macromolecules. A laboratory approach will be used to encourage students to develop inquiry skills, qualitative and quantitative laboratory skills, process skills and working knowledge of Organic Chemistry.

228AP - AP CHEMISTRY
Full Year • 1 credit • Fee • Grades 10, 11, 12 • Chemical Splash Goggles - required, but not included in fee • Prerequisite: Chemistry, and Algebra 2
This course is the equivalent of the college freshman chemistry course following curriculum as prescribed by the College Board. This course is an excellent preparation for premedical, nursing, veterinarian, industrial hygienist, and engineering related careers. Students are admitted to the course only if they meet the above prerequisites. Students must be able to work independently. Further development of individual laboratory skills introduced in previous courses will be emphasized. Additional time for lab work may be required. Please see instructor for details. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. This is a non-Transfer Assurance Guide course.
EARTH SCIENCE COURSES

232 – METEOROLOGY & OCEANOGRAPHY
Semester • 1/2 credit • Fee • Grades 9, 10, 11, 12 • Prerequisite: Integrated Science
The focus of this course will be on understanding the phenomena that occur on a daily basis in our oceans and how they relate to changes in our atmosphere. Special emphasis will be placed on plate tectonics, ocean currents, ocean exploration, and the effects the ocean has on climate included with analysis of weather data and climactic changes, as well as atmospheric phenomena. Computer literacy will be developed by implementing Internet weather data banks.

234 - ASTRONOMY
Semester • 1/2 credit • Fee • Grades 9, 10, 11, 12 • Prerequisite: Integrated Science
Astronomy is a semester course that will focus on the study of our cosmos. Through a combination of laboratory activities, short and long term projects, and other daily class work, the student will review and further expand on the scientific principles of our solar system, galaxy, and universe. Special emphasis will be placed on the history of astronomy, structures in space, and theories behind our world’s beginning and interrelationships with the rest of space.

PHYSICS COURSES

247 - PHYSICS
Full Year • 1 credit • Fee • Grades 9, 10, 11, 12 • Prerequisite:Completion of Integrated Science and concurrent enrollment in Algebra 2 or higher math.
The focus of this course will be to develop a better understanding of the physical laws that govern nature through conceptual and mathematical processes and an inquiry-based laboratory approach. Topics, from the Ohio Model Curriculum, include kinematics (position, velocity and acceleration of objects), as well as forces, energy and its conservation, electricity, and magnetism. Laboratory skills will be designed to encourage problem solving and independent thought, and a variety of tools and technology will be used for collecting and analyzing data. This course is designed to prepare students for a college major that requires science.
Completion of Physics or Honors Physics along with one credit of chemistry and two other sciences will fulfill the science requirements for an Honors Diploma.

244H - HONORS PHYSICS
Full Year • 1 credit - Grades 9, 10, 11, 12 • Fee • Prerequisite: Successful completion of Integrated Science and concurrent enrollment in Algebra II or higher math. • Recommended for students interested in extended learning beyond regular classes.
Honors Physics is intended for highly motivated students who have demonstrated an interest in science. In Honors Physics, students are expected to work independently and collaboratively on a variety of assignments and accept greater responsibility for their learning. Honors Physics is designed to give students a more challenging and in-depth experience of the Ohio Model Curriculum in Physics. This will include additional time requirements outside of the regular school day for the students to complete extended Physics projects. Additionally students will be required to design and conduct scientific investigations to explore Physics phenomena. A laboratory approach will be used to encourage students to develop inquiry skills, process skills and working knowledge of Physics. Additional tools and technology will be used to collect and analyze data as compare to regular Physics. Examples include students analyzing, presenting and questioning lab results with peers in a Socratic setting. Students will be asked to design and build projects to demonstrate the application of physics as it relates to engineering. Students may be expected to research and present additional topics in Physics, and perform more technical writing to describe their research and projects. As compared to Physics, additional topics in Honors Physics may include topics from modern physics such as quantum theory or special relativity. Completion of Physics or Honors Physics along with one credit of Chemistry and two other science credits will fulfill the science requirements for an Honors Diploma.

250AP – AP PHYSICS
Full Year • 1 credit • Fee • Grades 10, 11, 12 • Prerequisite: Physics, and Algebra 2
This course is the equivalent of the college freshman physics course in Mechanics following the prescribed curriculum as published by the AP Board. Engineering and pure science majors may use this course to deepen their understanding of college physics principles and procedures. AP Physics will emphasize higher order thinking and problem solving skills in the laboratory and theoretical settings. Students will need to be
highly motivated and self-directed in both individual and team based work. Advanced placement courses are demanding and require daily work outside of class. Topics in this course include advanced study of kinematics; Newton’s laws of motion and forces; work, energy and power; systems of particles and linear momentum; circular motion and rotation along with moment of inertia; and oscillations and gravitation. The second part of the course will highlight an advanced study of electrostatics and electric fields; conductors, capacitors and dielectrics; electric circuits (both DC and AC); magnetic fields and forces; and electromagneticism including RLC circuits and Lenz’s Law. When students attain a passing score on AP exams (normally a 3 or higher), college credit should be awarded for students entering most fields requiring physics, including engineering, pharmacy or pre-medicine. Students should be aware that the level of mathematical sophistication in this course is at a higher level than that for other physics courses.

STEM COURSES

Science Technology Engineering Math (STEM) programs have become a national priority for schools. Preparing future technology workers, engineers, and scientists is an issue that U.S. Presidents and Ohio Governors have emphasized as critical to global competitiveness. STEM programs integrate math, science, technology, and engineering content with language arts and 21st Century skills such as problem solving, communication, entrepreneurship and critical thinking. Pickerington’s Biomedical STEM program follows the nationally recognized Project Lead the Way framework. Students are eligible to receive college credit when they are enrolled in the advanced biomedical coursework as juniors and seniors.

285 – PRINCIPLES OF THE BIOMEDICAL SCIENCES

Full Year • 1 credit • Grades 9, 10
This course provides an introduction to the biomedical sciences through exciting hands on projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolema, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person’s life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

287 – HUMAN BODY SYSTEMS

Full Year • 1 credit • Grades 10, 11 – Prerequisite: Principles of the Biomedical Sciences
Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

254 – MEDICAL INTERVENTIONS

Full Year • 1 credit • weighted grade Grades 11, 12 – Prerequisite: Principles of the Biomedical Sciences and Human Body Systems
Medical Interventions is the third course in Project Lead the Way Biomedical Engineering pathway. Students investigate a variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the life of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body. Students explore how to prevent and fight infection; screen and evaluate the code in human DNA; prevent, diagnose and treat cancer; and prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. This course is designed for 11th or 12th grade students.
Health Care Career Credential Courses

Through a Pathways to Prosperity grant through the Ohio Department of Education, Pickerington Schools, in partnership with Columbus State Community College, will offer dual credit courses in health care studies, enabling high school students to get a head start on industrial credentials and pre-requisite courses for acceptance to nursing and other health care degree programs. The first two courses are listed below and additional courses will be offered over the next five years.

Students participating in these courses must submit an application to Columbus State Community College by May 1, 2014 and must submit COMPASS placement test scores by May 1, 2014.

MLT 1100 Introduction to Health Care – Dual Credit 2 credits (CSCC) - offered at PHSN only – available to all students
Semester • 1/2 credit • grades 11, 12 • Science credit • Pre-requisite: C or better in biology
This course provides a general introduction to health care in the U.S., covering topics such as the history of Western medicine, legal and ethical issues, alternative medicine, safety issues, and the evolution of hospitals, medical education, and insurance. The course is taught through a combination of in-class and online materials and will provide students in health-related fields with the background necessary to pursue further studies. This course leads to the Clinical Laboratory Technician credential offered through Columbus State Community College.

MULT1500 Pharmacy Tech - Dual Credit 2 credits (CSCC) - offered at PHSN only - available to all students
Semester • 1/2 credit • grades 11, 12 • Science credit
This course prepares students to work under the supervision of a Registered Pharmacist in preparing medications for dispensing to patients according to physician orders. Topics covered included reading and interpreting prescriptions, dosage calculations, aseptic technique, drug compounding, dose conversions, inventory control, billing and reimbursement. This course is part of a four-course sequence preparing students for the Ohio Pharmacy Technician Certification Board Exam.
### Course List

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Availability</th>
<th>Credit</th>
<th>Length</th>
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<tr>
<td>508H</td>
<td>Honors World History</td>
<td>9</td>
<td>1.00</td>
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<tr>
<td>511</td>
<td>American History</td>
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<td>Honors American History</td>
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<td>1.00</td>
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<tr>
<td>520AP</td>
<td>AP United States History</td>
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<tr>
<td>523</td>
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<td>11, 12</td>
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<tr>
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<td>AP Government &amp; Politics</td>
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<td>AP Micro/Macro Economics</td>
<td>11, 12</td>
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<td>11, 12</td>
<td>1.00</td>
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<td>9, 10, 11, 12</td>
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<td>540</td>
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<td>542</td>
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<tr>
<td>HIST 1151DC</td>
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<td>11, 12</td>
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<tr>
<td>HIST 1152DC</td>
<td>American History Since 1877</td>
<td>11, 12</td>
<td>.50</td>
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</tbody>
</table>

### Note

One credit of World History is required for graduation. This course MUST be taken during the 9th grade year.

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### 501 - World History

Full Year • 1 credit • Grade 9

The World History courses will begin with a review of the renaissance, reformation, exploration, age of reason and enlightenment and then focus on the world from 1877 to the modern era. Students will study the variety of emerging global powers and the issues created as the world moved through the 20th century.

### 508H – Honors World History

Full Year • 1 credit • Grade 9 • Recommended for students interested in extended learning beyond regular classes.

The World History courses will begin with a review of the renaissance, reformation, exploration, age of reason and enlightenment and then focus on the world from 1877 to the modern era. Students will study the variety of emerging global powers and the issues created as the world moved through the 20th century. Students in honors courses will synthesize and evaluate information and concepts from multiple sources to create their own understanding of the impact of human decision-making upon history. These “Topic Analysis” assignments will coincide with major historical events within the course. In order to support the matriculation to AP courses, students will be exposed to the same texts used in advanced placement and college-level courses. Students will be introduced to the essential academic skills necessary for success in an AP course. Honors-level courses will challenge students to become autonomous learners: students who possess the knowledge, skills and habits of mind necessary for making informed judgments about the past. Finally, students in honors classes may be asked to complete activities that will extend their learning beyond the classroom walls (e.g. thesis defense, capstone projects, etc.).
511 - AMERICAN HISTORY
Full Year • 1 credit • Grade 10
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will also be required to use skills related to using a variety of resources to construct theses and support or refute contentions made by explanations of historical events; examine issues related to historical inevitability; and examine key documents that form the basis for the United States of America.

518H – HONORS AMERICAN HISTORY
Full Year • 1 credit • Grade 10 • Recommended for students interested in extended learning beyond regular classes.
This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. Students will also be required to use skills related to using a variety of resources to construct theses and support or refute contentions made by explanations of historical events; examine issues related to historical inevitability; and examine key documents that form the basis for the United States of America. Students in honors courses will synthesize and evaluate information and concepts from multiple sources to create their own understanding of the impact of human decision making upon history. These “Topic Analysis” assignments will coincide with major historical events within the course. In order to support the matriculation to AP courses, students will be exposed to the same texts used in advanced placement and college-level courses. Students will be introduced to the essential academic skills necessary for success in an AP course. Honors-level courses will challenge students to become autonomous learners: students who possess the knowledge, skills and habits of mind necessary for making informed judgments about the past. Finally, students in honors classes may be asked to complete activities that will extend their learning beyond the classroom walls (e.g. thesis defense, capstone projects, etc.).

520AP - AP UNITED STATES HISTORY
Full Year • 1 credit • Grade 10 • Any student willing and ready to do the work should be considered for an AP course.
This course is a full year course that offers a college-level general survey of American History since the 15th century. Extensive reading, writing, and study skills useful in college will be emphasized. Advanced placement courses are demanding and require daily homework. The class concludes with a college level exam, prepared by the College Board, which, if passed, may result in college credit. The exam is given in May. The course is designed to provide a comprehensive overview of U.S. History and to provide students with analytical skills and factual knowledge to deal critically with the problems and materials in United States history. Students should learn to assess historical materials - their relevance to a given interpretive problem, their reliability, and their importance - and to weigh the evidence and interpretations presented in historical scholarship. Summer reading may be required, and if so, there will be a meeting in May concerning any summer reading. Failure to turn in summer assignments on time will result in a zero for the work. No late work will be accepted. Fees: AP Exam AND Exam Review Book.
523 - PRINCIPLES OF DEMOCRACY
Year • 1 credit • Grade 11, 12
This course examines the principles and practices of government in the United States. The purpose of the course is to acquaint students with the basic American governmental structure and the skills needed for today's citizen to participate in the governmental process.

NOTE: The requirements for dual enrollment courses are:
COMPASS = 69-100 writing, 81-100 Reading, 52-67 Math
ACT = 18 English, 21 Reading, 22 Math

HIST 1151DC - American History to 1877 – DUAL CREDIT – Offered at PHSC
Semester • Grades 11, 12 • Elective offered at PHSC but available to all 11th and 12th grade students • 3 credits Columbus State Community College
This course covers a wide range of topics in early American history from the age of discovery through the Civil War and reconstruction. It is an introduction to the study of history and to the political, economic, intellectual and social themes that have shaped our present society.

HIST 1152DC - American History Since 1877 – DUAL CREDIT – Offered at PHSC
Semester • Grades 11, 12 • Pre-requisite HIST 1151 • Elective offered at PHSC but available to all 11th and 12th grade students • 3 credits Columbus State Community College
This course covers a wide range of topics in modern American history from reconstruction to the present time. It is an introduction to the study of history and to the political, economic, intellectual, and social themes that have shaped our present society.

512DC - AFRICAN-AMERICAN HISTORY 1 - Before 1877 - Offered at PHSC
Semester • Grades 11, 12 • Elective offered at PHSC but available to all 11th and 12th grade students • 3 credits Columbus State Community College
This class is primarily a lecture/discussion course that includes the history of African Americans in the New World from the time of the slave trade to the end of Reconstruction. This is not a Transfer Assurance Guide course.

513DC - AFRICAN AMERICAN HISTORY 2 - Since 1877 - Offered at PHSC
Semester • Grades 11, 12 • Elective offered at PHSC but available to all 11th and 12th grade students • 3 credits Columbus State Community College
This class is primarily a lecture/discussion course, which includes the history of African Americans from the end of Reconstruction to present times. This is not a Transfer Assurance Guide course.

NOTE: Advanced Placement courses prepare students for college courses by making demands upon them equivalent to those made by introductory college courses.

528AP - AP GOVERNMENT & POLITICS*
Full Year • 1 credit • Grades 11, 12 • Any student willing and ready to do the work should be considered for an AP course.
The AP Government course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials facing the government of the United States. The course objectives are more complex than those of the other POD courses offered at the high school because of the college level nature of the course. The course will thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format. The major content areas of the course are: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups and mass media; institutions of national government: the Congress, the presidency, the bureaucracy, and the federal courts;
public policy; and civil rights and civil liberties. Advanced placement courses are demanding and require daily homework. Summer assignments are required. There will be a meeting in May concerning the summer assignments. Failure to turn in summer assignments on time will result in a zero for the work. No late work will be accepted. Fees: AP Exam AND Exam Review Book.

**NOTE: ½ credit of Economics is required for graduation.**

### 530 - ECONOMICS

**Semester • 1/2 credit • Grades 11, 12**

Economics examines the economic system of the United States. This course will acquaint students with economic theory and how it applies to the public and private sectors. Topics covered will include the evolution of our economic system, price determination, money and credit, government finance and taxation, unemployment, international trade, as well as other aspects of economics.

### 535AP - AP MICRO/MACRO ECONOMICS

**Full Year • 1 credit • Grades 11, 12 • Any student willing and ready to do the work should be considered for an AP course.**

The AP Economics course will be divided into two parts. The course will address microeconomics in the first semester and macroeconomics in the second semester. The course is designed to provide students with analytic skills and factual knowledge necessary to deal critically with economic concepts such as, the nature and function of markets, factor markets, efficiency, the role of government in economic systems, output and income, spending and taxation, money and banking, and international trade. The course objectives are more demanding because of the college level nature of the course. AP courses are demanding and require daily homework and reading. There will be a semester exam but no final due to the AP exam. Fees: AP Microeconomics Exam AND AP Macroeconomics Exam.

### 536AP - AP EUROPEAN HISTORY

**Full Year • 1 credit • Grades 11, 12 • Elective**

The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the principal events, movements and themes in modern European history. The course will develop the skills necessary to analyze historical evidence and express historical understanding in writing. The course will cover intellectual, cultural, political, diplomatic, social, and economic history of modern European. Advanced placement courses are demanding and require daily homework. Students must take the AP exam in May in order to receive the weighted grade.

### 538 - CONTEMPORARY ISSUES

**Semester • 1/2 credit • Elective • Grades 9, 10, 11, 12 • Recommend completion of World History and American History**

Contemporary Issues provides a study of current foreign and domestic topics. Periodicals such as Time Magazine, U.S.A., Today, Newsweek, and U.S. News and World Report are used as resources for researching current issues. Upon completion of research on a given topic, students engage in one of the following methods of discussion: group debates, round table discussions, one-on-one crossfire debates, and panel discussions. Students may be required to purchase supplemental materials.

### 540 - SOCIOLOGY

**Semester • 1/2 credit • Elective • Grades 11, 12 • Recommended: C or better average in previous high school social studies courses.**

Sociology is the study of human relationships and interactions among individuals, groups and institutions. Topics to be covered include: culture, cultural change, cultural values, cultural norms, social control, deviance, socialization, social groups, social stratification, minorities, roles of women and men, social institutions, marriage and the family, and social problems such as poverty and crime.
542 - PSYCHOLOGY
Semester • 1/2 credit • Elective • Grades 11, 12 • Recommended: C or better average in previous high school social studies courses.
Psychology is the study of human behavior. The course examines biological and environmental influences on the individual. Students will explore what people do, how they think, and why they act as they do. Topics to be covered include: history of psychology, methods of psychology, personality theories, theories of learning, sensations and perceptions, conflicts and adjustment, stress and frustration, psychological disorders and treatment.

542AP - AP PSYCHOLOGY
Full Year • 1 credit • Grades 11, 12 • Elective
AP Psychology is a college level introductory psychology course in which students learn the theoretical and historical underpinnings of the field of psychology, distinguish among the domains of psychology (biological, cognitive, contemporary approaches) analyze contributions of major historical figures, gain exposure to the empirical research process upon which the field is based and the application of research and theory to explain human behavior, and discuss and challenge contemporary approaches to biological, cognitive, learning, developmental, motivation, personality, abnormal behavior, and social psychology. Typically, students who achieve a requisite score on the College Board’s AP exam are awarded college credit.
BUSINESS & MARKETING

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<tr>
<th>Course No.</th>
<th>Title</th>
<th>Availability</th>
<th>Credit</th>
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<td>708</td>
<td>Introduction to Business – PHSN ONLY</td>
<td>9, 10, 11, 12</td>
<td>.50</td>
<td>S</td>
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<tr>
<td>710</td>
<td>International Business – PHSN ONLY</td>
<td>10, 11, 12</td>
<td>.50</td>
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</tr>
<tr>
<td>716</td>
<td>Accounting and Finance – PHSN ONLY</td>
<td>10, 11, 12</td>
<td>.50</td>
<td>S</td>
</tr>
<tr>
<td>717</td>
<td>Personal Finance</td>
<td>10, 11, 12</td>
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<tr>
<td>926</td>
<td>Senior Marketing Ed (Program) – PHSN ONLY</td>
<td>12</td>
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<tr>
<td>927</td>
<td>Senior Marketing Ed (Projects) – PHSC ONLY</td>
<td>12</td>
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<tr>
<td>928</td>
<td>Work – PHSC ONLY</td>
<td>12</td>
<td>1.00</td>
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<tr>
<td>929</td>
<td>Principles of Business – PHSC ONLY</td>
<td>9, 10, 11, 12</td>
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<td>936</td>
<td>Junior Marketing Ed Program – PHSC ONLY</td>
<td>11</td>
<td>1.00</td>
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</table>

708 - INTRODUCTION TO BUSINESS
Semester • 1/2 credit • Elective • Grades 9, 10, 11, 12
This hands-on course is designed as an introduction to business. The purpose is to give students a broad overview of the different disciplines within business that will impact their personal and professional lives. Students will gain a better understanding of the American business world and its place in our social, economic and global environment. Business career exploration, types of business, marketing in today's world, buying goods and services and various types of money management will be discussed. Practical business applications and projects will be a part of this class.

710 - INTERNATIONAL BUSINESS
Semester • 1/2 credit • Elective • Grades 10, 11, 12
Because globalization of business has dramatically changed the business environment of our world, this class will address these issues and conflicts. In addition, culture differences, social influences, international trade, economic and geographic influences, and how they affect the way we do business here and abroad will be studied.

716 - ACCOUNTING AND FINANCE
Semester • 1/2 credit • Elective • Grades 10, 11, 12
This class is highly recommended for students who want to successfully manage their financial future. Students will gain the necessary knowledge and tools to enhance their financial security. They will discover ways to maximize their resources, explore their skills for the acceptable use of credit and gain insight into the different ways of investing money. Units of study include basic accounting procedures, management and budgeting, taxation, banking options, savings, credit, stock market simulation and consumer protection. Speakers from the community and business world will be involved in the class. This class should provide a solid foundation for advancing in the ever-changing business world and becoming a more effective consumer in the future.

717 – PERSONAL FINANCE
Semester • 1/2 credit • Elective • Grades 10, 11, 12
Personal Finance is a course designed to help students understand the impact of individual choices on occupational goals and future earnings potential. Real world topics covered will include income, money management, spending and credit, as well as saving and investing. Students will design personal and household budgets; simulate use of checking and saving accounts; demonstrate knowledge of finance, debt, and credit management; and evaluate and understand insurance and taxes. This course will provide a foundational understanding for making informed personal financial decisions.
926 & 927 - MARKETING EDUCATION PROGRAM AND PROJECTS

928 - Work
One Full Year • 2 periods per day • Grade 12 • Three credits for the senior year • PHSC ONLY
Marketing Education trains students for careers in retailing, wholesaling, and service occupations. Marketing occupations are those followed by proprietors, managers, or employers engaged in primarily marketing or merchandising goods or services. Such occupations may be found in various business establishments, including retailing, wholesaling, and servicing. It is a partnership between schools, owners, and managers of business.

929 – PRINCIPLES OF BUSINESS – PHSC ONLY
Semester • 1/2 credit • Elective • Grades 9, 10, 11, 12
This hands-on course is designed as an introduction to business. The purpose is to give students a broad overview of the different disciplines within business that will impact their personal and professional lives. Students will gain a better understanding of the American business world and its place in our social, economic and global environment. Business career exploration, types of business, marketing in today’s world, buying goods and services and various types of money management will be discussed. Practical business applications and projects will be a part of this class.

936 – JUNIOR MARKETING EDUCATION PROGRAM – PHSC ONLY
Full Year • 1 credit • Elective • Grades 11 • Prerequisite: Recommended C or high in Introduction to Business • Permission of Instructor
This course is designed as an introduction to marketing where students gain knowledge in the career field. Topics include promotion and advertising, distribution and logistics, pricing strategies, and product development. Practical marketing projects and applications are used throughout the class. Participation in the DECA student organization may be part of the class. Students will assist in the day-to-day operations of the school store. Students will have the opportunity to move onto Senior Marketing and develop further understanding of the material. Successful passage of this course may lead to college credit.

Students completing the entire marketing sequence are eligible for articulated credit at Central Ohio Technical College for BUS 105 (3 credits) and BUS 210 (3 credits). Please see instructor for forms.
758 - INDEPENDENT LIVING
Semester • 1/2 credit • Elective • Grades 10, 11, 12 • Meets 1 period per day • Fee
Do you have what it takes to live on your own? Come and find out the skills necessary for living independently. Topics explored are: personal goals and decision making, enhancing personal self, interpersonal relationships, leadership and teamwork, managing stress and resources (money, cars, housing), managing work and family, making informed consumer choices, creating a healthy environment, evaluating housing, clothing decisions, and nutritious food choices and preparation. One Action Project is required.

774 - CAREER AND LIFE PLANNING
Semester • 1/2 credit • Elective • Grades 10, 11, 12 • Meets 1 period per day • Fee
The adult world has a great number of challenges and responsibilities. This course offers you a chance to discover yourself and get ready for the future before you get out there in the “real” world.

Topics covered:
- Discovering Your Talents
- Preparing for Work
- Achieving Personal Goals
- Work Success Skills
- Your Paycheck
- Money Management
- Career Planning
- Financial Literacy Skills
- Getting Along on the Job
- Skills for Living on Your Own
- Wise Consumer Choices

Activities include individual and group projects. Five-eighths credit is given upon successful completion of the course and an action project. The action project will relate to career, job shadowing experience and another related approved topic.

776 - FOOD, FITNESS, AND WELLNESS
Semester • 1/2 credit • Elective • Grades 10, 11, 12 • Meets 1 period per day • Fee • PHSC ONLY
Do you have all the energy you need and want? Do you look and feel your best? Are you the best you can be in your sport or favorite activity? Your healthy diet can make the difference. Discover how foods and cooking can be fun and healthy. This class is open to all students interested in developing good personal fitness and nutrition programs to meet their individual needs. Teaching methods used include class discussions, food labs, projects, speakers, lectures, and fitness participation. An action project is required.
INTEGRATED TECHNOLOGY

Technology Program Philosophy
All students should become technologically literate in order to become wise decision makers in the 21st Century. By developing an understanding of the history and impact of technology, students become wise consumers, productive members of our community, and contributors to the forces of change that shape our world.

Through the application of technical skills, knowledge, and processes, students should be able to solve problems in a systematic fashion. Coupled with sound work values, habits and attitudes, these skills should provide students with the opportunity to adapt to a changing environment, and enhance those abilities related to creative thinking and career development.

Integrated Technology Education
Technology Education is defined as a comprehensive study of the knowledge and processes necessary in designing, making, developing, producing, using, managing, and assessing technological systems and products. Dimensions of technology include assessing impacts and consequences of technology, nature and history of technology, and connections. Technological systems and products are those systems and products that change the world around us to satisfy our needs and wants. In particular, technology education focuses on three systems; information, physical, and bio-related.

Goals
The technology education goals of the program are to allow students to develop:
- knowledge and ability to properly use the tools, techniques, and resources of technology systems in a proper manner.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Availability</th>
<th>Suggested</th>
<th>Credit</th>
<th>Length</th>
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<tr>
<td>800</td>
<td>Introduction to Communication, Graphic Arts &amp; Photography - PHSC ONLY</td>
<td>9, 10, 11, 12</td>
<td>9, 10</td>
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<tr>
<td>802</td>
<td>Construction: Building and Materials</td>
<td>9, 10, 11, 12</td>
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<td>806</td>
<td>Introduction to Video &amp; Television Broadcasting</td>
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<td>9, 10, 11</td>
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<td>808</td>
<td>Introduction to Drafting, Drawing and Design</td>
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<td>9, 10, 11, 12</td>
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<td>809</td>
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<td>819B</td>
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<td>838</td>
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<td>839</td>
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<td>1.00</td>
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</tbody>
</table>

*for juniors on a space available basis
***available only at PHSN but available to both North and Central students
• creative solutions to present and future societal problems using technical means.
• human potential for responsible work, leisure, and citizenship roles in a technological society.
• appreciation for the evolution of technology.
• values on the impact of technology and how it alters our environment.

Courses Offered for College Credit
The Integrated Technology Department offers classes that articulate with Columbus State Community College for college credit. This means if you take a specific class or combination of classes in our department you can receive credit for the appropriate class at Columbus State Community College. Students must meet requirements to receive college credit. See your instructor for details.

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Title</th>
<th>Course No.</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>808</td>
<td>Introduction to Drafting, Drawing and Design</td>
<td>ENGT 1115</td>
<td>Engineering Graphics</td>
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<td>808 and 809</td>
<td>Introduction to Drafting, Drawing and Design and Architectural Drafting and Design</td>
<td>ARCH 1110</td>
<td>Basic Manual Drawing</td>
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<td>808 and 809</td>
<td>Introduction to Drafting, Drawing and Design and Architectural Drafting and Design</td>
<td>ARCH 1112</td>
<td>CAD Drafting</td>
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<td>Advanced Engineering Technology</td>
<td>ENGT 1110</td>
<td>Introduction to Engineering Technologies</td>
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<td>832 and 838</td>
<td>IT Fundamentals and Introduction to IT Engineering</td>
<td>ITST 1101</td>
<td>Computer Applications for Construction/Engineering</td>
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<td>ITST 1102</td>
<td>Computer Applications for Construction/Engineering II</td>
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<td>ITST 1123</td>
<td>PC Tech Essentials</td>
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<td>819B</td>
<td>Advanced Photograph B – Digital – PHSC ONLY</td>
<td>FOTO 2294</td>
<td>Current Trends in Digital Photography</td>
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</table>

800 - INTRODUCTION TO COMMUNICATION, GRAPHIC ARTS & PHOTOGRAPHY
Grades 9, 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None • PHSC Only
This course is designed to introduce students to the ever-changing world of digital communications and graphic applications. Students will participate in a variety of projects focused on using the computer as a production tool. Using a variety of graphic processes, students will create multimedia presentations, learn screen-printing processes, and are introduced to digital photography. Students will also learn basic camera operations and photo composition by taking 35mm photographs and developing their negatives and black and white prints in the school's darkroom.

802 - CONSTRUCTION: BUILDING AND MATERIALS
Grades 9, 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None
Construction: Building and Materials is an introductory course that will give students a "hands on" experience with building materials, construction techniques, tools and equipment utilized in industry to build a structure on a site. Students will simulate activities performed by contractors, sub-contractors, and laborers as they prepare a site, build a foundation, frame a structure, and finish the exterior and interior details of the structure. The course will also address issues dealing with home maintenance, plumbing, and electricity.
804 – CONSTRUCTION: DESIGN & ENGINEERING
Grades 9, 10, 11 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None
Construction: Design and Engineering is an introductory level course that will study the skills required to properly design a house and plan a structure. Students will study the concepts, skills, and attitudes about designing and building a residential structure referred to as a “dream house.” Building materials, landscape and exterior design for a structure are also addressed. Students will develop an appreciation for the responsibilities and work of a contractor and services of an architect. Students will develop a set of working drawings, by using drafting techniques and Auto Cad, and will construct a scaled model of their “dream house.” Students will also study contractual and engineering specifications for the structure.

806 - INTRODUCTION TO VIDEO & TELEVISION BROADCASTING
Grades 9, 10, 11 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None
This is an introductory level course for students interested in the areas of video, video post-production work, and the television broadcasting industry. Students will be expected to learn the basic operation of video cameras, and non-linear editing systems. By incorporating integrated math, science and technology activities students will be able to develop an understanding of additional areas and enrichment activities, including studio set-up and set design, the television, film, and radio industry, script writing, lighting, advertising, and other aspects of the broadcasting industry.

807 - YEARBOOK - PHSC ONLY
Grades 9, 10, 11, 12 • Year • 1 credit • Elective • Fee • Recommended: A “B” average in student's last English class, Prerequisite: good attendance and disciplinary record and instructor's approval.
Advanced magazine design, journalism, marketing and professional-level desktop publishing are skill areas that students will gain while creating the school's yearbook. Students will design, research, report, photograph, and lay out pages in sports, academics, clubs, student life, advertising, and more. The class functions as a small business venture with the yearbook as the end product, for which the class raises all the funds from advertising and subscriptions. Student editors play a large role in staff management, production, and design. The course offers valued skills and work habits highly prized by college admissions/scholarship committees and employers.

808 - INTRODUCTION TO DRAFTING, DRAWING & DESIGN

Note: 808 Intro. to Drafting, Drawing and Design and 809 Architectural Drafting and Design together articulate to ARCH 1110 Basic Manual Drafting (1 cr.) & ARCH 1112 CAD Drafting (1 cr.)

Grades 9, 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None
Drafting conventions and drawing techniques will be taught through sketching and instrument drawing. The course will cover such areas as:
• Drafting and Drawing techniques
• Proper use of drafting tools and equipment
• Lettering and dimensioning practices
• Multi-view (orthographic) drawings
• Pictorial (isometric) drawings
• Designing, drafting, and construction of three-dimensional models
• Introduction to CAD (Computer Aided Drafting)
This course is designed to provide students with basic design, drafting, integrated math and science skills along with the ability to conceptualize objects in 2D and 3D.

809 - ARCHITECTURAL DRAFTING AND DESIGN
Grades 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None, grades 11, 12; Construction: Design and Engineering, grade 10.
This course involves the study of construction to include commercial and residential building design. Students will be involved with “hands on” activities to include design of structures, materials estimating and specifications, blueprints reading, building codes, inspection career studies, innovative design techniques, residential and community development, financing, and cost factors. Students will use drafting and CAD to problem-solve design and develop drawings. Basic applications in 3D modeling will also be implemented in the set of house drawings. Students will have a portfolio at the end of the class.
**816 - ADVANCED TELEVISION BROADCASTING PRODUCTION**

*Note: This class may be available for articulated credit at Columbus State Community College. See instructor.*

Grades 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: Intro. to Video and Television Broadcasting and instructor's approval

This is an advanced level course that builds on the experience and background information from the Introduction to Video and Television Broadcasting course. These students will be involved with the actual production of the video announcements. Students will work in all areas of broadcasting production, including camera operation, audio, post-production editing, studio set-up and design, script writing, and stage lighting. By incorporating integrated math, science and technology activities students will be able to develop an understanding of how the broadcast industry uses math and science to produce every aspect of broadcast productions, from transmitting, recording, editing and distribution, to how a studio works.

**817 – PHOTOGRAPHY – PHSC ONLY**

Grades 9, 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Recommended: Intro to Communication, Graphic Arts & Photography • PHSC Only

Photography is an introductory level course for students who wish to learn about photography and photography related career fields. Students start with film photography, where composition techniques and the use of single-lens reflex (SLR) cameras are studied. Students will roll film, develop negatives and print black and white pictures in the school's darkroom. The second portion of the course is rooted in digital photography, where students are introduced to digital photo manipulation in Photoshop Elements. The student does not have to provide a film camera for this course, however, it is beneficial. Students are expected to complete work outside of class. Note: The photography curriculum constantly changes to keep pace with technological advances.

**819A - ADVANCED PHOTOGRAPHY - FILM – PHSC ONLY**

*Note: This class may be available for articulated credit at Columbus State Community College. See instructor.*

Grades 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Recommended: A B average in Photography.

This class is designed for those students considering photography as a career option, students who are interested in pursuing a photography related major, or students who simply want to take their photography and darkroom skills to the next level. Colleges require a strong film foundation, and require their students to take film classes. This is an advanced level course that focuses on advanced film, camera, and darkroom techniques. Students will be expected to compile a portfolio of their work, suitable for presentation to the workforce or for college acceptance. Students are encouraged to provide their own film SLR for this course with a working light meter and aperture and shutter speed controls. Cameras will be available for student use. Students are expected to complete work outside of class and are encouraged to enter regional and state art competitions. Note: Students are encouraged to take 819B – Advanced Photography – Digital, as well.

**819B - ADVANCED PHOTOGRAPHY B - DIGITAL – PHSC ONLY**

*Note: This class may be available for articulated credit through Columbus State Community College. See instructor.*

Grades 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Recommended: A B average in Photography.

This class is designed for those students considering photography as a career option, students who are interested in pursuing a photography related major, or students who simply want to take their photography and photo manipulation skills to the next level. This is an advanced level course that focuses on advanced camera, composition, lighting, and digital manipulation techniques. Areas of study include, but are not limited to portraiture, commercial photography and advanced photo manipulation techniques. Students will be expected to compile an online portfolio of their work, suitable for presentation to the workforce or for college acceptance. Students are encouraged to provide their own digital camera for this course (DSLR preferred). Cameras will be available for student use. Students are expected to complete work outside of class and are encouraged to enter regional and state art competitions. Note: Students are encouraged to take 819A – Advanced Photography – Film, as well.
820 - ADVANCED CABLE BROADCASTING
Grades 11, 12 • Full Year • 1 credit • Elective • Fee • Prerequisite: Intro to TV & Video Broadcasting, Advanced Television Broadcasting Production and instructor’s approval
This class will build on the course content, math, and science based skills from both the Introduction to Television Broadcasting course and the Advanced Television Broadcasting course to produce a cable TV show WPKN for North, and WPIC for Central. The student will develop an understanding of the television and cable industries through the production of a half hour program to be aired weekly on all three local cable companies. Students will be expected to work in many different areas of broadcast production. Students are expected to complete work outside of class and may be required to travel around the school district during class time or after school. Editors and on screen talent must submit an audition tape to be considered for the class (see instructor for details).

822 - ADVANCED DRAFTING, DRAWING AND DESIGN
Grades 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Fee • Prerequisite: None for grades 11, 12; Introduction to Drafting, Drawing & Design, grade 10.
This is an advanced level course to give students design and integrated problem solving skills using engineering drafting and computer aided drafting skills to produce drawings and designs. The student will be involved in such applications as:

• Engineering drafting and design skills
• Surface developments
• Auxiliary views
• Section views
• Perspectives
• Technical illustration
• CAD and CAM techniques
• Research and integrated math and science problem solving skills
• Engineering print reading skills
• 3D Modeling programs

This course is designed to give students the technical skills required for such fields as engineering, architecture, graphics, communications and trade skilled areas.

824 - INTRODUCTION TO ENGINEERING TECHNOLOGY (B)
Grades 9, 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: None
Introduction to Engineering Technology is a one-semester course that will expose students to many different areas of technology in more depth than Intro. to Engineering (A). Students will be using more machines and technology than used in Junior High. Topics that may be included/incorporated are: power and energy - physics, simple machines, fluid power systems, robotics and mechanical devices; manufacturing materials and processes, STEM-like project construction using manufacturing processes in the areas of woodworking, metal work, plastics, and computer controlled machines. Civil, electrical, industrial, and mechanical concepts are applied in the lab through critical thinking and problem solving skills in the design and construction of their projects.

826 - ADVANCED ENGINEERING TECHNOLOGY

Note: 826 Advanced Engineering Technology articulate to ENGT 1110 Intro to Engineering Technology (2 cr.)

Grades 10, 11, 12 • Semester • 1/2 credit • 1 period per day • Elective • Fee • Prerequisite: Introduction to Engineering Technology (B) High School
Advanced Engineering Technology is a one semester course in which students will continue to learn and master the different areas of power/energy, manufacturing, and engineering technologies learned in the introductory class. The students will be expected to research and design several working projects and to make a full set of plans for these problems. Students will also be exposed to CNC mills, CNC lathes, robotics, and other supplemental activities. By incorporating integrated math, science and technology activities students will be able to develop an understanding to advanced engineering concepts.
839 – INTRODUCTION TO ENGINEERING DESIGN
Project Lead the Way Pre-Engineering
Year - 1 credit • Elective • Preference for grade 9

Science, Technology, Engineering and Math (STEM) is a national education, workforce development and economic development policy priority. STEM is widely viewed as critical for the economic competitiveness of American students and this is evidenced by President Obama's Educate to Innovate initiative. Time Warner Cable's Connect a Million Minds, Tapping Americas Potential, The National Math and Science initiatives all aim to increase the number of American STEM graduates. In Ohio, STEM industries are a top priority for economic development (Jobs Ohio). Six of the eight strategic priority focus areas for the Ohio Department of Development are STEM-related industries such as polymers, automotive, information technology and biohealth. Of the fifty high wage-high demand occupations in Ohio, 28 are in STEM-related careers and 17 of those are in the health care industry (Ohio Department of Job and Family Services, 2012)

Project Lead the Way is a national pre-engineering curriculum, implemented at schools. Students who take a four-course sequence of PLTW classes may receive transcripted college credits at colleges and universities nationally, including the College of Engineering at the Ohio State University. Future PLTW courses offered in Pickerington High Schools include: Principles of Engineering, Aerospace Engineering, and Civil Engineering and Architecture.

The first in a four-course sequence in the national Project Lead the Way curriculum. Students must complete Introduction to Engineering design prior to enrolling in future PLTW courses. Introduction to Engineering Design teaches problem-solving skills using a design development process. Students use design and modeling software to solve engineering problems and create innovative product applications.

INDEPENDENT STUDY
Grades 11 and 12 • Upperclassmen who have completed and mastered a specific area of study.
Semester or Full Year • 1/2 or 1 credit • periods vary per program • Fee: varies on type of course of study
Areas of Study:
  ▪ Materials Technology
  ▪ Yearbook
  ▪ Drafting Technology
  ▪ Graphics
  ▪ Construction Technology
  ▪ Engineering Technology

832 - IT FUNDAMENTALS

Note: 832 IT Fundamentals & 838 Intro to IT Engineering taken together articulate to ITST 1101 Computer applications for Construction/Engineering (2 cr.), ITST 1102 Computer Applications for Construction/Engineering II (2 cr.) and ITST 1123 PC Tech Essentials (3 cr.)

Semester • 1/2 credit • Elective • Grades 9, 10, 11, 12 • (This class is provided in partnership with Pickerington Schools and Eastland-Fairfield Career & Technical Schools to provide state-of-the-art training in IT.)
Information Technology (IT) Fundamentals is a foundation course designed for students to acquire the necessary IT skills for their chosen careers. This course will expose students to all areas of IT that are needed in the world of work. The curriculum will introduce students to a variety of computer-based information systems, particularly software applications and computer hardware. Subject areas include computer applications (word processing, data bases, spreadsheets, desktop publishing, and presentation software), e-mail, programming, graphic design, Internet, web page design, multimedia and networking.
834 & 836 MULTIMEDIA TECH PREP 1 AND 2
Program offered at PHSN but also available to PHSC students.
Grades 11, 12 • 2 periods per day • 2 credits • Elective • See school counselor for Eastland-Fairfield application
Multimedia is a hands-on program using the latest technology to give students the academic and technical skills needed to create Web sites, take great pictures, construct animations, produce excellent videos and design eye-catching graphics. Students will learn to express their creativity as they collaborate, think critically, and communicate with other students to create digital experiences. In our increasingly digital age, these skills are becoming essential for anyone in business. Multimedia is designed to give students a head-start.

Offered through a partnership with Eastland-Fairfield Career & Technical Schools, this is a 2-year program that meets for 2 periods each day, and thus counts for 2 high school credits each year, along with several college credits. For more information about this program, including answers to frequently asked questions, a portfolio of student work, highlights of successful student projects, and updates on what graduates are doing now, please visit: www.eastlandmultimedia.com.

GRADE 11
Prerequisites:
- Junior in good standing (no academic deficiencies)
- Demonstrate college level potential as measured by course work or standardized achievement tests
- Algebra 1 (Geometry recommended)
- Attendance (95%)
- Approval of Tech Prep Instructors

A student that signs up for Multimedia - Tech Prep must also sign up for the following courses as part of the total curriculum program.
- Multimedia - (Lab 11)
- English
- Algebra 2 or Geometry

GRADE 12
Prerequisites:
- Senior in good standing (no academic deficiencies)
- Demonstrate college level potential as measured by course work or standardized achievement tests
- Algebra 2 or Geometry
- Attendance (95%)
- Approval of Instructors

A student that signs up for Multimedia - Tech Prep must also sign up for the following courses as part of the total curriculum program.
- Multimedia - (Lab 12)
- English 12
- Algebra 2 or Pre-Calculus

838 - INTRODUCTION TO INFORMATION TECHNOLOGY ENGINEERING

Note: 832 IT Fundamentals & 838 Intro to IT Engineering articulate to ITST 1101 Computer Engineering (2 cr.)

Grades 9, 10, 11, 12 • 1 period per day • .50 credits • Elective • Fee • Prerequisites: None
This practical, hands-on course in integrated problem solving covers common hardware and software solutions for Macintosh and Windows based PCs. The course focuses on the operating systems and hardware of both Mac and PC platforms, including investigation into the most frequent difficulties found in specific applications. An emphasis is placed on the best solution to the most common work interruptions caused by software and hardware conflicts. Issues including printing, viruses, lost files, surge protection, extensions/drivers, and hardware and software installation are also covered. No typing experience is required. Students should have a desire to learn how to solve integrated computer problems and the ability to attend to detail.
ART DEPARTMENT

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<th>Course No.</th>
<th>Title</th>
<th>Recommended</th>
<th>Availability</th>
<th>Credit</th>
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850 - FOUNDATIONS IN TWO DIMENSIONAL DESIGN
Semester • 1/2 credit • Students are recommended to take this course as a freshman • Grades 9, 10, 11, 12 • Elective • Fee • Prerequisite: None.
Foundations in Two Dimensional Design is a course for beginning students who are interested in drawing, painting, and printmaking. Students will learn skills in the fore mentioned areas along with such items as color theory, design elements, and art history. Students who plan on having a career in art should plan on taking this course their freshman year. Sketchbooks will be required.

852 - FOUNDATIONS IN THREE DIMENSIONAL DESIGN
Semester • 1/2 credit • Students are recommended to take this course as a freshman • Grades 9, 10, 11, 12 • Elective • Fee • Prerequisite: None.
Foundations in Three Dimensional Design is a course for beginning students interested in ceramics, sculpture, and metal working. Students will learn to work with clay, plaster, metal, and various other materials. Students will also learn 3-D design elements, color theory, and art history. Students who plan on having a career in art should plan on taking this course their freshman year. Sketchbooks will be required.

854 - FOUNDATIONS IN COMPUTER GRAPHICS
Semester • 1/2 credit • Students are recommended to take this course as a freshman • Grades 9, 10, 11, 12 • Elective • Fee • Prerequisite: None.
Foundations in Computer Graphics is an introductory course for students interested in developing art skills with the use of various computer graphics programs. Students will experiment with drawing, painting, and manipulation of photos on the computer to create original art. Students will also learn design skills, composition, and color theory.

856 - INTERMEDIATE COMPUTER GRAPHICS - PHSN
856A – INTERMEDIATE COMPUTER GRAPHICS: MANIPULATION – PHSC
856B – INTERMEDIATE COMPUTER GRAPHICS: COMMERCIAL - PHSC
856 • Full Year • 1 credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C in Foundations in Computer Graphics.
856A • semester • ½ credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C in Foundations in Computer Graphics
856B • semester • ½ credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C in Foundations in Computer Graphics
In today's world, commercial design can be created on the computer with far more possibilities. Speed, efficiency, and cost effectiveness drive the computer industry with hand drawn techniques being far more laborious. Students will further develop skills learned in foundations in computer graphics including scanning, creating, and manipulating artwork. Students will also be introduced to the world of commercial art with emphasis on logo design, package design, advertising, and layout techniques. 856A AT CENTRAL - Though students will be able to work with multiple programs, this computer graphics course will focus more on photo and image manipulation. 856B AT CENTRAL - Though students will be able to work with multiple programs, this computer graphics course will focus more on graphic design and layout. There will be a heavier emphasis on using vector graphics and text.
857 - INTERMEDIATE TWO DIMENSIONAL DESIGN A (PHSN)
857A - INTERMEDIATE TWO DIMENSIONAL ART: TRADITIONAL (PHSC)
857B - INTERMEDIATE TWO DIMENSIONAL ART: CONTEMPORARY (PHSC)
857 • Full Year • 1 credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Foundations in Two Dimensional Design
857A • Semester • ½ credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Foundations in Two Dimensional Design
857B • Semester • ½ credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Foundations in Two Dimensional Design
This course is designed to develop drawing and painting skills introduced in foundations in two-dimensional Design. The importance of good design, observational drawing, perspective, contrast, and color theory will be stressed. Media such as pencil, charcoal, pen, watercolor, acrylic, and oil paints will be used. Students interested in a career in art are encouraged to take this class early on in their high school course work to learn skills necessary in many other art classes. A sketchbook is required. 857A: INTERMEDIATE 2D ART: TRADITIONAL - In this class, the focus will be more on traditional methods and materials. Examples of lessons would include instruction in drawing from life, creating realism, and oil painting. 857 B: INTERMEDIATE 2D ART: CONTEMPORARY - In this class, the focus will be more on contemporary methods and materials. Examples of lessons would include use of mixed media, creating works from images, and digital painting/illustration techniques. Digital painting will be done with drawing tablets in the computer graphics lab.

859 - INTERMEDIATE THREE DIMENSIONAL DESIGN A (PHSN)
859A - INTERMEDIATE THREE DIMENSIONAL ART: TRADITIONAL (PHSC)
859B - INTERMEDIATE THREE DIMENSIONAL ART: CONTEMPORARY (PHSC)
859 • Full Year • 1 credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Foundations in Three Dimensional Design
859A • Semester • ½ credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Foundations in Three Dimensional Design
859B • Semester • ½ credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Foundations in Three Dimensional Design
This course is designed to develop metal, sculpture, and ceramic skills introduced in foundations in three-dimensional design. Students will better develop their skills with throwing pottery, hand building, free form sculpting, soldering, and casting. The importance of good design, critical thinking, and problem solving will be stressed. Students interested in a career in art are encouraged to take this class early on in their high school course work. A sketchbook is required. 859A: INTERMEDIATE 3D ART: TRADITIONAL In this class, the focus will be more on traditional methods and materials. 859B: INTERMEDIATE 3D ART: CONTEMPORARY In this class, the focus will be more on contemporary methods and materials, including abstract and non-objective art, as well as mixed media 3D works.

871 - ADVANCED STUDIO ART
Full Year • 1 credit • Elective • Grades 10, 11, 12 • Fee • Recommended: C or higher in Intermediate Two Dimensional Design or Intermediate Three Dimensional Design
Students will be able to work in the 2D or 3D media of their choice including drawing painting, ceramics, sculpture, metals or computer graphics. Students will spend the year developing individual portfolios to submit for college consideration and scholarship competitions. Students will be guided through the individual preparation of their portfolios based on prior experience, artistic strengths, and career plans with the help of the instructor. The creation and presentation of portfolios, including the creation of a digital record of work, will be emphasized. Students requesting this course will have demonstrated high motivation, interest, and the ability to work independently during previous art courses. A sketchbook is required.

879AP - AP ART
Full Year • 1 credit • Grades 11, 12 • Elective • Fee • Recommended: B or higher in Advanced Studio Art and permission from instructor.
AP Studio Art is for the highly motivated student who is seriously interested in the study of art. Students will be required to work in and outside the classroom. Students will be required to complete a portfolio of their work that will emphasize: concentration, breadth and quality in their artwork. Students may select one of the following for their portfolios: 2D design, 3D design or drawing and submit their portfolio to the AP College Board for college credit.

814 FOUNDATIONS IN PHOTOGRAPHY
Semester • ½ credit • Grades 9, 10, 11, 12 • Fee • PHSN Only
This course is designed to offer a basic understanding of the complete photographic process. The course focuses on basic camera operations, composition techniques, Photoshop editing, and an introduction to chemical processing in the darkroom. Students are encouraged to develop personal artistic expression through photography. Students will be expected to complete work outside of class. A digital camera is required, ask your art teacher about details.
847 INTERMEDIATE PHOTOGRAPHY
Semester • 1/2 credit • Grades 9, 10, 11, 12 • Fee • Recommend: C or higher in Foundations in Photography • PHSN Only
This is an intermediate course designed to focus on traditional black and white film photography. Students will develop film and use negatives to print black and white photos in the school’s darkroom. Higher-level digital photography processes and developing a photographic style, will also be taught. Students will be expected to complete work outside of class. Students will also learn matting skills and will be encouraged to enter regional and state art competitions. A digital camera is required, ask your art teacher about details.

848 ADVANCED PHOTOGRAPHY
Semester • 1/2 credit • Grades 11, 12 • Fee • Recommend: C or higher in Intermediate Photography • PHSN Only
This is an advanced level class utilizing a variety of photographic methods. Emphasis is placed on special and creative techniques, offering a wide variety of effects. Students will have the opportunity to further explore both digital and traditional black and white film photographic processes. Emphasis will be on student portfolio development. A digital camera is required, ask your art teacher about details. Students will be expected to complete work outside of class. Students will learn matting skills and be encouraged to enter regional and state art competitions.
The Music Department offers a variety of academic and performance courses in both the instrumental and vocal areas. All music credits may be counted toward fulfillment of graduation requirements.

**INSTRUMENTAL MUSIC**

To receive any credit in band, student must participate both semesters.

**600 - MARCHING BAND**
10 weeks • 1/2 credit (in conjunction with concert performing bands) • Elective • Grades 9, 10, 11, 12
The Marching Band is an active performing ensemble that studies and performs literature from all genres. Participation in marching band involves music performance, aerobic activity, and outdoor rehearsals in all elements. The band performs at all varsity football games and at organized band competitions as determined by the director. The band may also be required to perform at community and school events scheduled throughout the year. **Participation in the band program is by audition only. Attendance at all scheduled rehearsals, sections, and performances are mandatory. Pre-band camp, band camp, and summer rehearsals are mandatory.** Students must participate in a Concert Performing Group to be in Marching Band. Students may not take any band independent study. Two seasons of membership in marching band fulfill the physical education requirement for graduation. **PARTICIPATION FEE**

**604 - SYMPHONIC BAND**
26 weeks • 1/2 credit • Elective • Grades 9, 10, 11, 12 (in conjunction with Marching Band) • Advanced level
The Symphonic Band is a select organization comprised of those high school students who show above average proficiency on their instruments. Literature performed will represent material designed to improve technical skills. Performances may include winter and spring concerts and OMEA sponsored contest. **Membership in the Symphonic Band will be determined through auditions of all instrumental students held in the spring prior to each school year and will be limited to an instrumentation determined by the director.** The Symphonic Band will meet five days each week during school with additional rehearsals scheduled by the director. Students may not take any band independent study

**606 - CONCERT BAND 1**
26 weeks • 1/2 credit • In conjunction with Marching Band • Elective • Grades 9, 10, 11, 12 • Intermediate level
Concert Band 1 is a select organization comprised of those high school students who show a marked proficiency on their instruments. Literature performed will represent the finest of educational and program material. Performances may include winter and spring concerts, OMEA sponsored contests, and commencement exercises. **Membership in this group is determined through auditions of all instrumental students held in the spring prior to each school year and will be limited to an instrumentation determined by the director.** Concert Band 1 will meet five days each week during school with additional rehearsals scheduled by the director. Students may not take any band independent study.

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608 - CONCERT BAND 2
26 weeks • 1/2 credit (in conjunction with Marching Band) • Elective • Grades 9, 10, 11, 12 • Entry level
Concert Band 2 is a select organization comprised of those high school students who show above average proficiency on their instruments. Literature performed will represent material designed to improve technical skills. Performances may include winter and spring concerts and OMEA sponsored contest. Membership in Concert Band 2 will be determined through auditions of all instrumental students held in the spring prior to each school year and will be limited to an instrumentation determined by the director. Concert Band 2 will meet five days each week during school with additional rehearsals scheduled by the director. Students may not take any band independent study.

612 - ORCHESTRA
Full Year • 1 credit • Grades 9, 10, 11, 12 • Elective • Fee
The Orchestra is open to anyone playing violin, viola, cello, or string bass. Past experience or permission of the instructor is required. The goal of this group is to improve technique, blend, and musicianship. Students will have a theoretical and historical understanding of orchestral music and instruments. Students will also learn the science of sound production and bow distribution. A variety of music will be performed to give the students a balance of styles from chamber to symphonic. Students will also perform solos and be required to take playing tests individually and in small groups. Students are required to participate in concerts and rehearsals as well as any special events such as festivals, concerts, etc. PARTICIPATION FEE

602 – JAZZ BAND
Full Year • 1 credit • Grades 9, 10, 11, 12 • Elective • Fee
Jazz Band is a course designed to provide students with the opportunity to study music through performance in jazz band. Students will be introduced to and study a wide variety of jazz, Latin, rock and pop music genres and styles. Students will also learn about basic techniques in jazz improvisation. Additionally, students will be given the opportunity to develop self-discipline, leadership, and communication skills. Jazz Band is a full year course. Students must be a member of the PHSN Band Program in good standing or have permission from the instructor to enroll in jazz band. Students must participate in jazz band for the entire year to receive any credit or awards. Membership/enrollment in jazz band is determined by audition in the spring of each school year. PARTICIPATION FEE

VOCAL MUSIC

A variety of types of music and experiences will be planned for each choir of Pickerington High School. Students are encouraged to continue in the choral program all four years to gain the benefits of years of preparation and hard work. Each choir is special to the choir program and care for the development of each individual singer is supremely important. Singing is a fun way to enjoy the beauties of the performing arts.

614 - CHORALE
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Fee • Prerequisite: Permission of the director - Audition only - Prior choir experience.
A select singing group determined through auditions each year. This group will take part in the same concerts and may be a part of the Symphonic Choir. They will also take part in many other public and school performances. Students auditioning for this group must have a high regard for all types of music and exhibit good self-discipline. Students will be required to attend extra rehearsals as needed. Students will also be required to purchase either all, or a portion of, their outfit. Auditions will be conducted during second semester. PARTICIPATION FEE

616 - SYMPHONIC CHOIR
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12 • Prerequisite: Permission of the director.
The Symphonic Choir is open to all students. Students must show willingness and a desire to improve as a singer and musician. The choir is required to take part in the autumn, holiday, winter, and spring concerts; contests; festivals; etc.; and other events as announced by the director. Students will be given a schedule of events at the beginning of each year. The director will determine the final size of the choir. Auditions will be conducted during second semester.
622 - CONCERT CHOIR
Full Year • 1 credit • Elective • Grades 9, 10, 11, 12
The Concert Choir is open to any female student. The choir is required to take part in the autumn, holiday, winter, and spring concerts; contests; festivals; etc.; and other events as announced by the director. Students will be given a schedule of events at the beginning of each year. The director will determine the final size of the choir.

610AP – AP MUSIC THEORY
Full Year • 1 credit • Elective • Grades 11, 12 • Recommended concurrent enrollment in an ensemble or permission from instructor. The student’s ability to read and write musical notation is fundamental to such a course. It is also strongly recommended that the student will have acquired at least basic performance skills in voice or on an instrument.

The AP Music Theory course is equal to a first year college-level music theory course, covering the material from two separate courses: written skills and aural skills. Within the course, students will study elements of music such as rhythm, notation, sight singing, rhythmic dictation, keyboard harmony and part writing all within the historical “common practice period” (18th-19th centuries). There are two goals for this class: 1) that students would be prepared to take the AP Music Theory exam, and 2) that students would have a lifelong ability to understand and appreciate music. The development of aural skills is a primary objective of the AP Music Theory course. Throughout the course, students listen to musical works attentively and analytically, developing their musical memory and their ability to articulate responses to formal, stylistic, and aesthetic qualities of the works. Performance using singing, keyboard, and students’ primary performance media are also a part of the learning process. Although sight singing is the only performance skill that is directly tested by the AP Exam, training in all these areas will develop the aural skills that are tested. Fluency and quickness with basic materials are essential to success in the course.
This course focuses on gaining current knowledge about selected health topics. It also gives students opportunities to demonstrate the following skills: goal setting, coping with stress, communicating, and decision-making. This course includes the following topics: mental and emotional health, nutrition, physical fitness, stress management, tobacco, alcohol and other drugs, and sexual health. This course is designed to assist students to obtain accurate information, develop lifelong positive attitudes and behaviors, and make wise decisions related to their personal health. This course is co-educational.
The Physical Education Department will offer students the following course selections to fulfill the graduation requirement of Physical Education. Each student is required to earn .50 credit of Physical Education in order to graduate. These courses are designed to provide students an opportunity to develop skills in a variety of activities that will promote a lifetime of fitness. Students must select a combination of the courses to fulfill the graduation requirement of .50 credit. Students may not repeat a course to complete the requirement.

901 - LIFETIME FITNESS
Semester • .25 credit • Grades 9,10,11,12
This course is designed for those students who wish to develop a personal fitness program. Lifetime Fitness will help the student develop individual strategies for a lifetime of healthy living. Students will evaluate their present fitness level and then develop a plan on how to improve their personal fitness. Body movement, cardiovascular conditioning and strength conditioning will be emphasized. The class will also discuss nutrition and the role it plays in maintaining a healthy lifestyle. Video workouts used in class may include Pilates, yoga, and Tae-Bo to reinforce the importance of flexibility and muscular strength.

903 - LIFETIME SPORTS
Semester • .25 credit • Grades 9,10,11,12
This class will introduce students to lifetime sports. During each unit of study students will learn physical skills, rules, concepts, game strategies, and sportsmanship. This course will engage students in a number of sports that will allow them to remain active and healthy throughout their lifetime. Lifetime Sports may include but will not be limited to the following activities: tennis, Frisbee golf, golf, badminton, table tennis and various recreational activities. In addition to exploring lifetime sports this class will also include basic fitness instruction and lifetime conditioning skills.

905 - TEAM SPORTS
Semester • .25 credit • Grades 9,10,11,12
This class is designed for those students who wish to participate in team sports. The team sports will focus on game rules and strategies associated with a variety of sports. The emphasis of this class will be on teamwork, sportsmanship, and improve the basic skill level required by the various team activities. Some of the team activities the students may participate in may include but will not be limited to the following activities: flag football, soccer, volleyball, basketball, and track and field, softball, eclipse ball and speedball.

908 - PHYSICAL CONDITIONING AND STRENGTH TRAINING
Semester • .25 credit • Grades 9,10,11,12
This program will help students understand the importance of strength training and how it relates to sports. This course will cover a comprehensive overview of the basic techniques and fundamentals of safe, sound, and effective strength training. The course will help develop an understanding that strength training will decrease injuries, increase physical size, muscular strength, speed, improve self esteem, and skill performance.
490 - PEER COLLABORATION
Grade 10, 11, 12 • Semester • ½ credit • Prerequisite: Application and approval by instructor
Students will have the opportunity to learn about disabilities, diversity and acceptance. The peer collaborator will support students with disabilities in their classes and assist them to succeed by helping them to complete class assignments and participate in class. Students will be required to participate in a training session, complete a reflection paper due at conclusion of class and keep a daily attendance log.

491 – GOLD MEDAL PEER
Grades 9, 10, 11, 12 • Semester • ½ credit • Prerequisite: Application and approval by instructor
The Gold Medal Peer program is designed to provide an experience for students interested in service learning and volunteerism as well as students who may be interested in a career working with people with disabilities. This course is offered at Pickerington High School Central and North. The course is housed in the special education department and is designed to offer a peer social experience for disabled and non-disabled students. Goals of the program include learning about disabilities, diversity and acceptance. The course will be based on the Ohio Department of Education’s community service standards. Gold Medal Peers will model the virtues and attributes of friendship to their peers by assisting and supporting them academically and socially within their general education classes. This support may include, but is not limited to, help with assignments. Additionally, gold medal peers will maintain a social connection to their partner peers outside of the classroom setting.