

9TH GRADE 9TH GRADE 9TH GRADE 9TH GRADE

GRANT HIGH SCHOOL



ULYSSES S. GRANT HIGH SCHOOL
2245

2024-2025
COURSE GUIDE

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At Grant High School, 9th grade students are assigned to communities led by a team of core-subject teachers. These communities - otherwise known as the 9th grade success teams - enable teachers to meet weekly and discuss support for shared students. The 9th grade success teams work to support students in their academic studies, college and career exploration, and socio-emotional success. This model helps students transition from middle school to high school, build lasting relationships, apply their talents, and develop the habits needed to be successful at Grant High School and beyond.



Required Classes for 9th Graders

ENGLISH 1-2: This course lays the groundwork for the English classes that students will encounter throughout their time at Grant. Students will learn how to read critically, write effectively, and communicate clearly. Students will read texts in a variety of forms, including short stories, poetry, nonfiction essays, and drama. Students will read a variety of novels, some classics, and some contemporary. Writing and speaking opportunities will include narrative writing, expository essays, an introduction to persuasion, dramatic performances, and oral presentations.

WRITERS' WORKSHOP: Writers' Workshop offers students the opportunity to practice expository, creative, and argumentative writing: genres that are necessary to excel in high school, college, and career. Students will practice the craft of drafting and revising through the analysis of professional and peer texts. Through the investigation of their own writing process, and through the practice of giving and incorporating peer feedback, students will engage in emotional responsiveness and invest in organizational strategies. In this course, students will explore a multitude of topics - including college and career options - and will participate in authentic opportunities to publish and perform their work. Students will learn the joy of owning their own writing as they invest in a piece from concept to publication.

LIVING IN THE U.S.: Living in the U.S. examines America's multicultural past. In particular, the ways in which race and its social construction have shaped the experiences of different racial and ethnic communities. The class activities include reading primary and secondary sources from multiple perspectives, examining the diverse experiences of individuals and movements struggling to extend the founding ideals of liberty, democracy, equality and opportunity in America. The focus of the course includes significant turning points in American history; such as Native-European encounters, constitutional issues, abolition, the War with Mexico, assimilation, the Great Migration, Civil Rights and immigration are the focal points.

The emphasis of this course is topical rather than sequential. It will emphasize students' critical thinking and the ability to process information and abstract ideas. Students will integrate conceptual understandings, recognize interconnections, and analyze how the events of the past impact our future. Students will participate in a variety of activities including reading, historical fiction, primary/secondary source documents, persuasive and expository writing, independent and collaborative research, small group activities, mixers, and Socratic seminars.

NGSS PHYSICS: This course was designed for 9th grade students, and focuses on the core ideas of Physics: motion, forces, momentum, energy, waves, and electromagnetism. Students will experience the patterns approach of using experiments as a way to learn physics content and then apply what they have learned in engineering design tasks. The NGSS Physics class teaches students problem solving, innovation, design, and critical thinking. Physics is lab-based and STEM (Science Technology Engineering Mathematics) focused where students engage in regular scientific inquiry and engineering design. This class is the first science class of the Next Generation Science Standards (NGSS) three-year science sequence.

MATHEMATICS

Students will be placed in math classes based on their ability and/or prior high school credit(s) earned in middle school. The first three years of high school, mathematics classes are Algebra 1-2, Geometry, and Algebra 3-4. All three of these courses are required for graduation.

ALGEBRA 1-2: Algebra 1-2 is structured around problems and investigations that build the conceptual understanding of algebraic topics and an awareness of connections between the different ideas. There are strong threads woven throughout the course on multiple representations and the meaning of a solution. Students will be asked to justify their thinking, generalize relationships, make connections between ideas, and reverse thinking to solve problems.

A major focus of Algebra 1-2 is to develop multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics included in the course are: simplifying algebraic expressions, solving equations, problem solving, one and two variable statistics, functions (linear, quadratic, and exponential), systems of equations, inequalities, and sequences. Students will use available software to deepen their understanding of basic algebraic concepts and develop confidence in their ability to think mathematically as they work both individually and collaboratively. Homework is required in this class.

GEOMETRY 1-2: *(Choose this if you have passed Compacted Math.)* In this course, students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus will be congruence, similarity, right triangles, trigonometry, circles, and measurement. In addition, students will build on probability concepts from the middle grades by expanding their ability to compute and interpret theoretical and experimental probabilities for compound events, attending to mutually exclusive events, independent events, and conditional probabilities. Students use the software available with the TI-84 calculator and/or Geometer's Sketchpad to deepen their understanding of key ideas. Homework is required in this class.

WORLD LANGUAGE

World Language is a requirement for all students. Students must complete two years of the same world language during their high school career.

AMERICAN SIGN LANGUAGE 1-2: American Sign Language (ASL) 1-2 is for students with no prior or minimal skills and knowledge of ASL. It includes the study of the history, structure, and grammar of ASL. ASL 1-2 also encompasses the study of the historical and cultural contexts of the Deaf community. ASL is a visual, spatial, gestural language that utilizes space and movement to convey meaning. You will develop communication skills of which you are not accustomed to: using hands, face, body, eyes, and space. In order to progress, it is important that you become comfortable using body language and listening with your eyes. To encourage and foster the development of ASL, spoken language (talking) will not be used during class for some activities with the goal of no voicing by level 3-4.

SPANISH 1-2: By the end of the first year of Spanish, the student will be able to converse, read, and write about him/her/them, family, and pastimes. They will be able to describe daily routines at home, as well as at school, and will have the language necessary to be able to sell and buy products in a market. Cultural traditions and customs including geography, songs, foods, and holidays will also be taught. Students will be able to speak in the present tense, use proper greetings, identify numbers, describe weather, date and time, identify classroom objects, clothing, colors, and more. The oral proficiency rating goal is Novice High, in accordance with ACTFL proficiency guidelines (www.actfl.org).

SPANISH 3-4: You may enter at this level if you have taken and received high school credit for Spanish 1-2 in middle school **and the current teacher's approval is on your Course Request form**. During the second year of Spanish, students will build on knowledge and skills gained in the first year. Among some of the themes we may cover/review: families, personalities, feelings, weather, routines, school subjects, professions, clothing, health, technology, cultural celebrations in present and future. Students will be introduced to past tense too. The goal for oral proficiency is Novice High/Intermediate Low, in accordance with ACTFL proficiency guidelines (www.actfl.org).

JAPANESE: NON-IMMERSION STUDENTS: *At Grant HS, the Japanese program offers Japanese 1-2, Japanese 3-4, Japanese 5-6 and Japanese 7-8/AP Japanese.*

JAPANESE 1-2: In the first year Japanese class, students will build a basic foundation of the Japanese language through the development of the language skills: speaking, listening, reading, and writing. Students will learn to communicate on familiar topics such as self-introduction, family, hobbies, and everyday life. Students will learn the Japanese sound system, hiragana and katakana (Japanese characters), and begin the study of kanji (Chinese characters).

JAPANESE 3-4: In the second year Japanese class, students will learn to exchange personal information - using phrases and simple sentences - and will learn to ask and answer simple questions on a variety of familiar topics such as school, hobbies, food and community. Second year students will learn to differentiate two styles of Japanese, so that they can speak formally as well as casually. Students will continue to improve their fluency with hiragana and katakana, acquire basic kanji, and have more practice with reading to get the main idea and some details. Both traditional and contemporary Japanese culture will be introduced through authentic materials and experiences such as Japanese film, music, and cultural exchanges with native speakers. The proficiency target of this class is Novice High in accordance with the ACTFL Proficiency Guidelines (www.actfl.org).

JAPANESE IMMERSION STUDENTS

JAPANESE DUAL LANGUAGE IMMERSION (JDLI): JAPANESE GLOBAL PERSPECTIVES: This course, conducted in 100% Japanese, is offered to freshman students in the Japanese Dual Language Immersion (DLI) program. Students in this course will explore a variety of topics related to Japanese culture, and analyze, compare and contrast different perspectives on those topics. Practice for the AP Japanese Language and Culture exam is embedded in the curriculum for the students to build a strong foundation to take the exam in the following year.

Note: *9th grade and 10th grade students will be in the same class together. 9th grade students will take Global Perspectives and 10th grade students will take AP Japanese.*

***Prerequisite:** *Successful completion of JDLI K-8 with teacher recommendation or Intermediate-Mid level proficiency in Japanese.*

PHYSICAL EDUCATION

A Physical Education credit needs to be completed before senior year.

PHYSICAL EDUCATION (PE) 1-2: The goal of the Physical Education program is the development of a physically literate person. A person who has learned the skills and the understanding necessary to perform a variety of physical activities, can participate in regular fitness activities, and knows the benefits and values of physical activity for a lifetime. The mission of Portland Public Schools' Physical Education program is to:

- Impart the knowledge, values, and skills necessary to becoming lifelong learners and movers by practicing wellness habits and developing positive social skills through a variety of movement experiences.
- Create a physical education setting that encourages individual growth and supports diverse learning styles along with the development of critical thinking, problem solving, and effective group interactions amongst all students.
- Integrate other curricular areas within the physical education setting such as: oral/written communication, math, health, and science.
- Promote utilization of current exercise technology and educational opportunities.
- Encourage personal & family integration into the community to experience wellness benefits.
- Provide knowledge and skills that will empower students' independence.

CAREER AND TECHNICAL EDUCATION (CTE) PATHWAYS

Grant High School is proud to offer state-approved programs of study in Career and Technical Education (CTE). Students are encouraged to complete one CTE course as part of their graduation requirements (see four year plan worksheet), and many students complete a CTE program of study which can be three to four years. Students who complete a CTE program of study are recognized at graduation and the completion is also noted on their final high school transcript.

ANIMATION INTRODUCTION 1-2: This is a hands-on digital imaging, basic animation class using Adobe After Effect, and Photoshop on a MAC platform. In completing this course, students will have developed a basic understanding of Photoshop, and After Effects as well as basic animation design principles. In the second semester students will learn how to "RIG" and animate characters using Rubber Hose, JoyStick, and Sliders. Animations during the second semester will use the industry standard of storyboarding, editing, keyframing, and using audio. Students will start to learn how to present their animation compositions with a disciplinary vocabulary of the animation industry while interpreting the design principles of classmates' animations through critique and assessments. Students will be creating exciting animation projects that will help prepare them for the animation and design industry.

ARCHITECTURAL DRAWING 1-2: Architectural Drawing is an introductory CTE course focused on the principles, concepts, and visual communication tools used in the fields of architecture, design, and urban planning. Students will be introduced to architectural history and will learn about the role of the architect. Students will produce a variety of architectural drawings using a combination of drawing techniques and will also construct physical models. Additionally, students will develop design solutions by applying recognized industry principles.

ART OF PRODUCT DESIGN 1-2: This project based course explores form, function, and aesthetics. We will use a variety of materials and techniques such as: Clay, Mixed Media Sculpture, Weaving, Plaster, Wire, Small Metals and Jewelry design. Students will learn about a broad range of design related careers and gain an understanding of the impact and influence that craft and design can have on the world. Students will create prototypes as well as a final product for each design challenge. Class sessions are primarily workshop based and include hands-on activities, group discussion, demonstrations, and slide-presentations to reinforce the key ideas. Topics include identifying consumer needs, investigating problems in design, refining ideas, material use, design for production and manufacturing, production costs, and retail pricing. We will meet with local designers and visit a variety of local production facilities to learn about their process and products. Hands-on experiences provide opportunities for a multitude of learning styles, increase student confidence, and can improve overall academic performance. As a CTE course, we will incorporate business education and career related experiences in the form of field trips and visitors from industry.

AUDIO ENGINEERING/MUSIC PRODUCTION: An introduction to the world of creating sound in the analog, digital, and live world. Students will become familiar with technical musical/audio vocabulary and learn the practical skills necessary to work with audio equipment. The class will explore the different methods and techniques used for home recording systems and up to professional studios in the greater Portland area. Students will develop skills such as tracking, mixing and mastering as well as microphone placement and acoustics. Students will also be responsible for designing, producing, and working all major concerts, plays and assemblies throughout the school year. Career opportunities may be possible through potential partnerships with local recording studios and professional sound engineers.

CERAMICS FOUNDATIONS 1-2: Foundations of Ceramics 1-2 is a year-long introductory course to clay and the ceramic process. In this class, students learn handbuilding techniques for constructing functional and sculptural forms out of clay and surface finishing techniques using stains, glazes, and other media. We also learn how to study three-dimensional forms through the elements of art and principles of design. Sketchbooks are issued to every student, so writing, sketching, and designing is frequently exercised. There is also a strong emphasis on studio practice which is the way in which we navigate and operate in the studio on a daily basis. For example, we practice how to use equipment, tools, and materials, aid in the procedures of recycling clay and firing kilns, and maintain a clean, safe, and healthy environment. In the second semester, students are introduced to the wheel throwing process, though no completed projects are required. Otherwise, credit is earned through an equal combination of completed projects, studio skills, and daily practice. Most work is accomplished in class, so regular attendance and time management are essential.

COMPUTER SCIENCE 1-2: Have you ever used an app, played a game, or been on a website and asked yourself, "I wonder how they made this?" Computer Science 1-2 is your first step towards answering that question. This is a hands-on, project-based course that focuses on the skills that people need to become good programmers. Over the course of the year, we will learn fundamental programming principles through the programming of websites, games, interactive stories, robots, and more, while also learning important skills such as problem solving, research, and algorithm development. Students do not need any prior programming experience to be successful in this course.

CULINARY ARTS 1-2: Students will be introduced to the world of restaurants and careers in the Culinary Arts. Students will spend nine weeks learning about safety, sanitation, knives, knife skills, and students will earn their food handlers card. Once students are qualified to enter the kitchen, they will learn basic food skills and preparation. Subjects include: Soups and Stocks, Quick Breads and Yeast Breads, Plating and Presentation, Fruits and Vegetables, Salads and Starters. Students will also begin to learn effective management skills as well as the business of running a food-related enterprise.

DIGITAL MEDIA & POP CULTURE: FOUNDATIONS: This course is focused on exploring contemporary ways in which artists use and create digital works. This introductory course covers a wide array of digital media and pop culture including graphic art, social media, websites, video games, television, and film. The conceptual content of this course is centered on students' experience and interests, using critical discussion of contemporary culture as a lens. Students will produce digital media using a variety of technology including the Adobe Suite, iMovie, Canva, Pixlr, and more. Examples of class activities include producing short films, writing media reviews, and designing movie posters.

INTRODUCTION TO ENGINEERING 1-2: Do you like to design with 3D modeling software and make things by hand and with 3D printers and laser cutters? Do you like choosing your own projects or participating in design and building challenges with your peers? In this hands-on, project-based class you will learn engineering using the tools and design processes used by engineers. These include hand tools, computer aided design (CAD), electronics, digital fabrication (3D printing & laser cutting), and many others.

GRAPHIC DESIGN FOUNDATIONS 1-2: This course introduces students to the field of graphic design from a business perspective. Students will learn how to apply the elements and principles of design to produce essential marketing assets for a business. Students will use the industry standard software Adobe Photoshop, Adobe Illustrator, and Adobe InDesign to explore how to problem-solve businesses' visual communication needs. Students will learn how to utilize images, color, and typography to create marketing materials and products such as logos, maps, and album covers. As a CTE course, we will incorporate business education and career-related experiences in the form of field trips and visitors from the industry.

JOURNALISM INTRODUCTION 1-2: Take your writing to the next level with this fun, dynamic, and supportive writing course! Either as a feeder course for the school's award-winning Grant Magazine, or as a stand-alone exploration of new styles of writing, this course is for you. Students will learn the basics of journalism, including training in reporting and interviewing, ethics and First Amendment law, editing, and AP style. We will write personal profiles, feature stories, breaking news, reviews, and editorials. Expect exposure to graphic design, typography, page design, and photography, as well as explorations of media analysis, bias, fake news, and current events. Students will have opportunities to submit work to Grant Magazine. The class is open to grades 9-11.

MARKETING & ENTREPRENEURSHIP: In this introductory business course, students learn about marketing concepts and how they apply to business creation and management. Students who are interested in developing an understanding of business, planning to study business in college, and/or becoming informed consumers are encouraged to take this course. The class will cover a variety of topics including brand development, promotion, merchandising, advertising, distribution, pricing, product development, market research and planning, sales, and entrepreneurship. This is a project-based course in which students will have the opportunity to learn business skills in a hands-on environment.

PRINCIPLES OF BIOMEDICAL SCIENCE: (Dual-Credit) This course provides guided exposure to a variety of health careers/occupations and will cover important issues in healthcare. The students will experience how biology, chemistry, and physics are used by medical and health professionals. Students will participate in real-life simulations and role-play exercises with peers and medical experts. Students will also research the academic and people skills needed to pursue medical research, nursing, nutrition, radiology, pharmaceutical fields, dentistry, sports medicine, anesthesiology, physical therapy, kinesiology, chiropractic, and other health-related fields. This course is offered as a Dual Credit class in partnership with Portland Community College.

ROBOTICS 1 - 2: Do you want to design, build, and program robots that perform a wide variety of tasks as well as compete in class challenges? In this project-based course, you will build and program self-driving robots and remote-controlled robots. Previous programming experience is helpful, but not required.

SCREEN PRINTING FOUNDATIONS 1-2: Students will build on art and design skills to further develop their personal style. In this course, students will learn to screen print on T-shirts, posters, patches, and more. Students will create projects using various prompts and techniques including hand cut stencils, photo emulsion stenciling, and digital design.

STAGECRAFT/BEGINNING TECHNICAL THEATRE: Learn the basics of stage operations and what it takes to put on a show! Work on projects in set construction and painting, lighting, props, stage management, hair and special effects make-up, and costuming. Support GHS productions and events in the Auditorium and Black Box.

WOODWORKING 1-2: This class introduces students to the amazing possibilities of making things from wood. Through a series of increasingly complex projects, students will learn the properties of wood; safe and proper use of hand tools, power tools, and machinery; techniques for finishing wood projects; and how to create an excellent project from raw materials. Focus will primarily be on small wood projects such as boxes and small furniture. Additionally students will be introduced to the basics of carpentry, construction, and the building trades. The goal of this class is for students to be able to design, create, and build projects to fulfill individual and community needs as we explore the joy of working with our hands.



PERFORMING ARTS

CHOIR

MEN'S ENSEMBLE: Men's Ensemble is a non-auditioned vocal musical class for tenor and bass voices. Previous vocal experience is not required. The class will focus on developing vocal tone, learning to sing in an ensemble setting, becoming familiar with various vocal repertoire, showmanship, and basic elements of music theory/history. Students will perform concerts throughout the year featuring pieces of many different styles such as popular, folk, classical and jazz. Snazzy bow ties to be provided!

TREBLE CHOIR: Treble choir is a non-auditioned vocal musical class for alto and soprano voices. Previous vocal experience is not required. The class will focus on developing vocal tone, learning to sing in an ensemble setting, becoming familiar with various vocal repertoire, showmanship, and basic elements of music theory/history. Students will perform concerts throughout the year featuring pieces of many different styles such as popular, folk, classical, and jazz. Treble Choir is a fun, exciting, and supportive environment for anyone who loves music and wants to be part of an amazing community.



POP VOICES & MUSIC EXPLORATION: Have you ever wanted to become a better singer? Are you looking to up your karaoke game or develop the confidence and skills necessary to sing a solo? Pop Voices & Music Exploration is an introductory singing class designed to teach you the fundamentals of how the voice works and how to perform. Students will practice singing their favorite songs from all genres both as a soloist and in groups. Every class period will consist of three parts: vocal warm-ups, a short lesson focusing on vocal technique, musicianship, or exploring a new form of music, and independent/group work that is guided by the instructor. Much of the class is student-led and project-based, so a strong work ethic and desire to work independently are encouraged. Aside from singing techniques, students will be introduced to the basics of the guitar and the piano in the second semester. If you already play an instrument, great! You'll be a huge asset to group cover projects. Most of all, this class will be a fun, loud, and student-driven environment where you can express yourself and explore new styles of music with friends.

DANCE

DANCE 1-2: All students are welcome in Dance class including beginners, trained dancers, and those who want to try out new dance styles in a supportive environment. Students will explore various forms of dance including hip hop, contemporary, and multiple historical and cultural dances. There will be opportunities to perform publicly, but it will not be required. Students will experiment with interpreting music through movement, while gaining new skills. Express yourself through choreography and freestyle, and learn about the constantly evolving art of dance in this fun and highly-active class.

INSTRUMENTAL

JAZZ II: This is the developmental jazz ensemble on campus. The ensemble is composed of the auditioned jazz musicians at Grant, and will study difficult standard and contemporary jazz literature. Students will work on improving their improvisation, ensemble performance in big band and combo mediums, and individual jazz performance abilities. Members will perform continually throughout the year at various concerts (at Grant and in the community), recruiting events, fundraisers, and festivals. Students in this ensemble will also perform as part of the pep band.



JAZZ LAB: This is a combo/improvisation focus class. The group studies and performs as a variety of jazz combos. A strong emphasis is placed on jazz style/interpretation, improvisation, and performance. Prior experience on an instrument is required, but no previous jazz experience is needed. Members will perform in at least three concerts. Students in this ensemble will be a part of the pep band.

***Prerequisite:** Previous instrumental experience

STRING ORCHESTRA: String Orchestra is open to students with prior violin, viola, cello, or string bass experience. The ensemble consists of students of various ability working to improve ensemble performance skills including blend, balance, intonation, rhythmic accuracy, melodic interpretation, and tone production. Members will perform in at least three concerts and possibly one festival throughout the year.

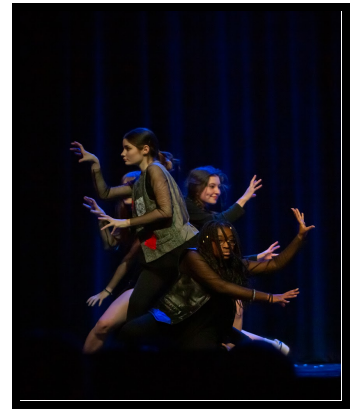
***Prerequisite:** Previous instrumental experience

SYMPHONIC BAND: Symphonic Band is a preparatory concert ensemble for Wind Ensemble consisting primarily of 9th and 10th graders. The ensemble contains members of various ability levels, but previous band experience or director's approval is required. Students in the Symphonic Band will play a wide variety of literature while continuing to grow in their aural abilities regarding blend and balance, intonation, rhythmic accuracy, and the production of good tone. They will perform in at least three concerts, one parade, and at various pep band events throughout the year.

***Prerequisite:** Previous wind instrument / percussion experience or director's approval

THEATRE

ACTING BEGINNING 1-2: This course is for ANYONE who would like to dive into performance/theater. No experience is necessary. This is a big, fun class! We play games and explore improvisation. Students will create original material and begin understanding acting technique and theatre in general (memorization of text is part of this class). This is for the beginning student who wants to find out what it feels like to perform in front of an audience. This is an introductory class and all are welcome!



ELECTIVES

ART FOUNDATIONS 1-2: This 2-D course is a project based introduction to drawing and painting practices and media, and basic design concepts. Units of study emphasize acquisition of foundational technical skills in drawing, painting, color mixing, and color theory. The conceptual content is founded in the students' own lives, and the study of certain global and historical traditions. Students are challenged to creatively problem solve drawing/design ideas introduced through images, lecture, discussion, demonstration, idea generation, and sketchbook entries. Units of study conclude with finished major works requiring self-evaluation using standard scoring guides. Students will use their own sketchbooks for daily work which results in a personal record and guide to the content of the course.

INTRODUCTION TO LEADERSHIP: This class is open to any student interested in developing the characteristics and skills of a strong leader. This class is recommended for any student that is interested in any type of leadership position within the school or outside organizations in the future. Skills development will include topics such as: communication, planning, organization, problem solving, and teamwork.

MOCK TRIAL: In Mock Trial we will use courtroom procedures to improve skills of critical thinking, speaking, and persuasion.

- Students will learn or improve the skills of:
 - Courtroom procedures
 - Public speaking
 - Public Presentation
 - Critical Thinking
 - Persuasive argument
 - Improvisation
- Students will be required to:
 - Work cooperatively in groups over extended periods of time
 - Analyze researched resources
 - Read complex text material
 - Write and publically deliver persuasive performances
 - Meet strict deadlines
 - Read, review, and edit the work of their peers
 - Have their work read, reviewed, and edited by their peers

STUDY HALL: This is a non-credit, supervised study opportunity. Students who enroll in study hall are expected to use this time effectively to do homework and projects, study for classes, or read. Attendance is required.

SPECIAL EDUCATION PROGRAMS SERVICES

ACADEMIC SKILLS 9: Students learn practical study, organizational and self-advocacy skills. Students also work towards the achievement of individual IEP goals. Students will practice these strategies and will apply the skills to their regular Grant High School curriculum. Planning for post-high school transition skills will be integrated into this class.

BASIC LANGUAGE ARTS: This class builds and supports the foundation for student's literacy skills and prepares them for future English classes. The course curriculum will focus on critical reading, effective writing strategies, and written and verbal communication skills. Assignments will be individualized to support the needs and goals established in each student's IEP. In addition to some teacher selected materials, readings will be selected from the approved PPS language arts curriculum. Students will be expected to interact with a variety of written forms including but not limited to novels, short-stories, poetry, newspaper, magazine articles, and film. Writing and speaking opportunities can include journaling, narrative, expository, and persuasive modes.

BASIC MATH: This class builds and supports the foundation for students numeracy skills and prepares them for future high school math classes. The course curriculum focuses on critical numeracy, order of operations, functional math skills, pre-algebra, and basic geometric concepts. Assignments will be individualized to support the needs and goals established in each student's IEP.

BASIC SCIENCE: This class builds and supports the foundation for students' science skills and engages them in learning a variety of science subject matters. Assignments will be individualized to support the needs and goals established in each student's IEP.

BASIC SOCIAL STUDIES: This class builds and supports the foundation for students' social studies skills and engages them in learning around a variety of subject matters. Assignments will be individualized to support the needs and goals established in each student's IEP.

SOCIAL SKILLS: The program provides specially designed instruction in social skills, school success strategies, conflict resolution, coping skills, and academics at the students' instructional level. The program uses a blend of Trauma Informed Practices, collaborative problem solving, and a Restorative Justice approach to meet students at their therapeutic level. The classroom environments feature clear expectations, community building, relationship building with adults and peers, positive support strategies, and encouragement. Related services are provided consistent with each student's IEP.

DAILY LIVING: The program provides specially designed instruction in daily living skills at the students' instructional level. The program uses a blend of Trauma Informed Practices, collaborative problem solving and a Restorative Justice approach to meet students at their therapeutic level. The classroom environment features clear expectations and encouragement. Related services are provided consistent with each student's IEP.

STUDENT SERVICES

ENGLISH LANGUAGE DEVELOPMENT (ELD): Systematic English Language Development Instruction is a course for students whose first language is other than English to develop English proficiency. The class will draw from a repertoire of instructional routines and structured activities for oral, reading, and written language practice at students' respective proficiency levels. This course uses a student-centered approach in both planning and instruction and is geared towards authentic assessment and projects.

Planning your 9th Grade Courses: You will take eight classes during ninth grade and you will work with your counselor to make a graduation plan in your ninth grade year.

9th Grade Plan	
Sample	Your Choices
<i>English 1-2</i> (required)	English 1-2 (required)
<i>Writer's Workshop</i> (required)	Writer's Workshop (required)
<i>Living in the U.S.</i> (required)	Living in the U.S. (required)
<i>NGSS Physics 1-2</i> (required)	NGSS Physics 1-2 (required)
<i>Physical Education (PE) 1-2</i> (required)	Physical Education (PE) 1-2 (required)
Math (required) <ul style="list-style-type: none"> Algebra 1 -2 Geometry (requires the successful completion of Algebra 1-2) 	Which Math will you take? (required)
World Language (required) <ul style="list-style-type: none"> American Sign Language 1-2 (Non Immersion) Japanese 1-2 (Immersion) Japanese: Global Perspectives Spanish 1-2 Spanish 3-4 (requires the successful completion of Spanish 1-2) <p>(Must complete 2 years of the same World Language during your high school career)</p>	Which World Language will you take? (required)
<i>Elective #1</i>	
<i>Alternate #1</i> (You must choose at least 4 alternates. Please rank in order of preference)	
<i>Alternate #2</i>	
<i>Alternate #3</i>	
<i>Alternate #4</i>	

PRE-9TH GRADE HIGH SCHOOL CREDIT

Credit may be offered for selected academic courses taken prior to grade nine if the pre-grade nine courses meet the same, or equivalent, criteria as a high school course. Students must earn a grade of “C” or better, and enroll in the next appropriate course at the high school level. These grades will be factored into the student’s high school grade point average (GPA) and the credits should be awarded at the middle school level.

Pre-9th Grade Credit Removal

If a student wants a pre-high school credit removed from their transcript, per district policy, they must complete the required paperwork before the end of the first semester of ninth grade. However, we strongly encourage families to do this sooner to ensure that students are properly placed in the correct course their ninth grade year. Students are required to remove pre-high school credit if they wish to retake the same level class in ninth grade. See your counselor for more information or download and print out this form and return it to the counseling office. <https://www.pps.net/domain/4831>

PATHWAYS TO EARNING COLLEGE CREDITS IN GRADES 10-12 AT GRANT HS

There are various options for students to earn college credit by taking certain classes while at Grant High School. Those two options are either through AP Courses or Dual Credit Courses. These classes become available to students starting their 10th grade year when ALL students are enrolled in AP Human Geography to earn their World History credit needed for graduation.

Advanced Placement Courses

Advanced Placement (AP) courses provide one pathway towards earning college credits in high school. AP courses are based on the College Board’s approved scope and sequence and are designed to prepare students for success on a national exam. College credit can be awarded based on the performance on each exam and is determined by colleges individually. Many colleges and universities award college credit with a score of 3 or higher. All students are encouraged to take the exam, but taking the exam is not required as a high school graduation requirement. Students and families are encouraged to communicate with colleges to understand their unique requirements. Please review this site <https://www.pps.net/domain/4824> for a list of AP classes taught at Grant.

Dual Credit Courses at Grant

Dual credit provides all eligible students the opportunity to begin to take college-level coursework that aligns with their post-high school goals and plans. Our partnerships for 2024-25 include Portland Community College, Portland State University, and Oregon Tech. Grant has a well-rounded selection of courses that expose students to a wide variety of content and experiences. *All students at Grant are enrolled in Dual Credit Junior English (WR 115) and Dual Credit Senior English (WR 121).*

If you are enrolled in a dual credit course at GHS and want to opt in to receive credit, you will register for the college class in your GHS class. Students will simultaneously be enrolled in their course at GHS and the college awarding credit. Benefits of dual credit include earning college credits while in high school at a significantly reduced cost.

For more information about Dual Credit, please review the Dual Credit section in our 10-12th Grade Course Guide or visit <https://www.pps.net/domain/6183>.

For videos and more helpful information about the courses offered, visit our Grant HS website: <https://www.pps.net/domain/6252>