

# 9TH GRADE

## Grant High School Course Guide 2022-23



Cover created by Atticus Tong

# Grant High School 2022-2023

We have developed our 9th grade success team model to ensure that students get to know many of their classmates and build relationships with a small group of teachers who will help them apply their talents, build on their assets, and develop the habits needed to be successful at Grant High School. Our 9th graders will have a common set of experiences and courses as they enter high school. This 9th grade success team structure is designed to establish a strong foundation that will help ALL students maximize their potential.

## Common Core Program for all 9th graders

### SUCCESS TEAM COURSE DESCRIPTIONS

**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. In addition, students have the opportunity to analyze film by learning the cinematic techniques that the director uses. 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.

**NGSS PHYSICS:** This course 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. Students who have taken NGSS Physics in middle school will begin their sequence with NGSS Chemistry

**9<sup>TH</sup> GRADE INQUIRY:** This required course will support your transition to Grant High School and provide instruction to support academic success. You will explore college and career options, learn academic skills, and also focus on important social/emotional skills. Additionally, 9th Grade Inquiry will help you develop the essential critical thinking skills and awareness that you will need for college, career, and beyond. This class will spark your curiosity about yourself and the world, and empower you to be an active and engaged member of your community. We will practice and learn academic skills and standards consistently by using current/relevant content to prepare you for all course levels at Grant High School. This will include reading and writing strategies and organization. This will be particularly important in preparation for AP Human Geography which is the course all 10th graders take for their state required world history credit.

## MATHEMATICS (required)

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

**ALGEBRA SUPPORT:** This elective course is taken in conjunction with Algebra 1-2. This course seeks to build confidence by providing extra time, re-teaching as needed, additional practice, and repeated opportunities to show proficiency with the Common Core Algebra standards. Course availability is based upon available staffing resources. Students will be selected for this course based on a variety of factors such as middle school grades, MAP testing and teacher recommendations.

**GEOMETRY 1-2:** (Chose this if you have passed Compacted Math 2) 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.

## PHYSICAL EDUCATION (required)

PE and Health are graduation requirements

You will take PE 1-2 your 9th grade year and Health 1-2 your 10th grade year

**PHYSICAL EDUCATION (PE) 1-2:** The goal of the Physical Education program is the development of a physically literate person. One who has learned skills and understanding necessary to perform a variety of physical activities can participate in regular fitness activities and knows the benefits of 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 a students' independence.



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# OTHER GRADUATION REQUIREMENTS

We recommend that you begin your World Language  
in your 9th grade year

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## 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. Students will have the opportunity to pursue Spanish, Japanese or American Sign Language. If you have earned a world language high school credit in middle school, we recommend you keep studying your language in your 9th grade year. Placement depends on whether students have already begun their language study prior to entering high school. If you have not earned high school credit yet, you can start your world language credits during your 9th or 10th grade year.

**World Language course requests above first year (level 1-2) must  
have your current teacher's approval.**

**Talk to a Grant counselor for more information**

**SPANISH 1-2:** By the end of the first year of Spanish, the student will be able to converse, read, and write about themselves, their diverse communities, and pastimes. They will also be able to identify their own cultural norms as similar to and/or distinct from various Spanish-speaking cultures' norms. Cultural traditions and customs as well as 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, and identify classroom objects, clothing, and colors by name.

**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 current teacher's approval is on your Course Request form. During the second year of Spanish, students will learn how to talk and write in three main tenses: Presente, future, and past in preparation for Spanish 5-6. Some of the topics explored in this course are:

- Communities- to describe their own in order to compare their cultural practices with those of Spanish-speaking communities.
- Living arrangements - to describe the social and environmental challenges we face, and compare them to those of a Spanish speaking country.
- Foods - to explore our favorite dishes, talking about where those dishes come from and inform our own culture, in order to compare them to those of a Spanish speaking country.
- Planning a trip - is a practical skill that students can use in the future. They learn about currency exchange, arranging and comparing airbnbs, identifying activities to do, etc.
- Daily routines - In this unit we explore our routines at home and at school in order to compare them and contrast them with those of a Spanish speaking country.
- Clothing - to be able to compare and contrast local attire with those of other Spanish Speaking communities.
- Talking about the past - Students will learn to talk about their past experiences.

**JAPANESE:**

At Grant HS, the Japanese program offers Japanese 1-2 and Japanese 3-4 on alternate years. Students in the Japanese Dual-Immersion Program enter at a level above Japanese 3-4. Please see the full description of these courses and our Japanese Program on the Grant High website <https://www.pps.net/Page/13502>. *Grant will not be offering Japanese 1-2 until the 2023-24 school year.* If you would like to take Japanese to meet your World Language requirements for graduation, please plan on starting it your 10th grade year.

**KISO COURSE: JAPANESE IMMERSION - JAPANESE 5-6:**

The students in Japanese 5-6 will continue to build a strong foundation and learn how to express themselves using more vivid detail in Japanese. Students will transition from heavily depending on learned phrases to being able to express their ideas by creating connected sentences in Japanese and survive in daily (non- complicated) situations. Some of the content themes for this class are shopping, traveling, and the lifestyle in Japan. Students will learn to function in uncomplicated communicative tasks, which are required skills necessary when they visit Japan. Students will also learn to understand different styles of Japanese (written vs. spoken, direct vs. distal, gentle vs. blunt, etc.) so that they can communicate in more authentic way.

**SOGO COURSE – JAPANESE IMMERSION - HISTORY & CULTURE:**

This course is offered to Freshman and Sophomore Sogo Course students. Students in this course will explore specific aspects of Japanese culture and value by viewing and examining Japanese history and modern life. Such issues include: 'cultural borrowings' and its impact on Japan now and then, transportation, visual and performing arts, aesthetics, sports, clothing, etc. Students will investigate how cultural identity is formed over years as well as examining their own identities. AP preparation is embedded in this advanced curriculum. The students are strongly encouraged to take the AP Japanese Exam in their freshman and/or sophomore year. Conducted in Japanese.

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

**SOGO COURSE – JAPANESE IMMERSION - ADVANCED HISTORY & CULTURE\*:**

This course is offered to Freshmen and Sophomore Sogo Course students demonstrating full readiness to take the AP Japanese exam. Students in this course will explore specific aspects of Japanese culture and value by viewing and examining Japanese history (Edo period) and modern life. Such issues include: 'cultural borrowings' and its impact on Japan now and then, transportation, visual and performing arts, aesthetics, sports, clothing, etc. Students will investigate how cultural identity is formed over years as well as examining their own identities.

This advanced course will provide an accelerated opportunity to extend the student's language learning at a higher proficiency level. Students who wish to enroll in this class must be ready to handle authentic material in homework assignments and work independently on his/her own at home. Students in this course are expected to have the ability, independent study skills in Japanese, and the willingness to function in Japanese 100% of the time in class – including, peer-to-peer conversations and any email required by this class.

\*AP preparation is embedded in this advanced curriculum. The students are strongly encouraged to take the AP Japanese Exam in their freshman and/or sophomore year. Conducted in Japanese.

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

**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.

# COURSE OFFERINGS

## **BUSINESS & CTE (Career & Technical Education courses)**

### **ACCOUNTING AND PERSONAL FINANCE:**

This one-year course will introduce students to one of the fastest-growing professions in the United States, which includes a formal system of financial record management for sole proprietorships and partnerships. Students will gain experience dealing with specialized accounting applications: special journals, petty cash system, taxes, depreciation, managerial decisions, and interest. Accounting career opportunities and ethics will be researched and discussed. This course covers various aspects of personal finance such as; investments, budgeting, and managing personal banking. This course is also recommended for students interested in an accounting career and those pursuing other business career-areas.

### **ARCHITECTURAL DRAWING:**

This class is an introduction to basic architectural drawing skills including terminology, drafting tools, lettering, line quality, dimensions, plans, elevations, sections. Three dimensional techniques will be covered as well, including isometric, oblique, and perspective views. Sketch-ups are used to model simple building structures and everyday objects. Emphasis is on accurate visual communication using industry standard conventions.

### **AUDIO ENGINEERING/MUSIC PRODUCTION:**

An introduction to the world of creating sound in the analogue, 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.

### **GRAPHIC DESIGN: FOUNDATIONS:**

This course is an introductory project-studies class in which students acquire skills in graphic design from a marketing and visual communication perspective. Students will learn the elements of graphic design and optimizing graphics for print and non-print mediums. Instruction will utilize the Adobe Creative Cloud computer software package focusing primarily on the Illustrator, Photoshop, Bridge, and Acrobat programs. These programs will be used for students to create, edit, organize and publish their works. Creation and presentation of a digital portfolio of studio work will be required. This class requires students to have interest, motivation, knowledge of basic computer operation, and an ability to work maturely and independently with technology in a studio setting.

### **INTRO TO COMPUTER PROGRAMMING:**

This is a project-based, hands-on course that focuses on teaching the tools students need to become good programmers. We will design and code websites, games, and interactive stories, build and program robots, and design applications for the Raspberry Pi while learning important skills such as problem solving, research, algorithm development, and basic programming principles. Students do not need prior programming experience to be successful in this course.

### **INTRODUCTION TO ENGINEERING 1-2:**

Do you like to design and make things by hand and with machines in the makerspace? 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), digital fabrication (3D printing & laser cutting), and many others...

### **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:**

This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. The activities and projects introduce students to human anatomy/physiology, basic biology, medicine, and research processes that allow students to explore different areas in healthcare. Topics include career exploration, nutrition, biotechnology, blood circulation, immune response and mental health.

### **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.

### **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, but students are introduced to the basics of carpentry and construction as well. The goal of this class is for students to be able to design, create, and build projects to fulfill individual and community needs by the end of the year.



Picture from 2019

## **VISUAL ARTS**

### **DIGITAL MEDIA & POP CULTURE: FOUNDATIONS:**

CTE (Career Technology Education) course. This course will introduce students to digital art and design skills, ideas, and frameworks. Students will explore contemporary ways in which artists use and create digital works, which may include: graphic art, social media, animated GIFs, and short videos. The conceptual content of this course is centered on students' experience, interests, and motivations, using critical discussion of contemporary culture as a lens. Referencing discussions, images, internet media, and lecture, students will be asked to creatively problem solve in each assignment. With an emphasis on social responsibility, students will gain the kinds of skills necessary to be empowered to create the kinds of media they consume.

**ART: FOUNDATIONS:**

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 and weekly observational drawing homework, which results in a personal record and guide to the content of the course.

**CERAMICS & SCULPTURE: FOUNDATIONS:**

CTE (Career Technology Education) Course. This beginning course will introduce students of all abilities to the FANTASTIC world of 3D Art. Students will explore a variety of media with an emphasis in CLAY! Techniques may also include: wire, cardboard, plaster, fibers, and more! We will touch on art history, culture, and art criticism. Students will learn to creatively problem solve, using research and sketches to create functional and sculptural forms. Flex period is required for use as studio "homework" time.

**PHOTOGRAPHY: FOUNDATIONS:**

The major emphasis of this course is to gain technical and artistic photography skills. Students explore the elements & principles of photography as well as completing specific projects, which will help them learn about the potential of their own equipment. Evaluation is based upon completion of assignments, keeping an up-to-date Google Drive Folder, participation in group discussions, and critique of work quality. Students will learn the manual function of their camera and how to properly expose photos. Students will also discover many different photography techniques, such as: developing film, scanning negatives, working with DSLR cameras, and manipulation of images in Adobe's Lightroom.

**INTRODUCTION TO ANIMATION:**

This course is a historical journey through animation. Using a variety of tools and mediums, students will learn digital and traditional animation techniques, from flipbooks and zoetrope's to Adobe Flash and basic ActionScript. We will consider 3 dimensions in Claymation, study a variety of animation studios and traditions, and create comics and other time-based arts. Students will work through all phases of project development, including brainstorming, scripting, storyboarding, edits, audio, and screening. The course will also consider commercial uses for animation, including infographics and other professional applications.

**SCREEN PRINTING: FOUNDATIONS:**

Students in this course will learn skills and techniques to run and operate their own hypothetical screen printing operation. Through technical and conceptual exercises, students will build on art and design knowledge to develop their own style and aesthetic. Students will investigate business operation ideas and be able to put their research into practice.

## 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 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. Lots of fun!

### **POP VOICES & MUSIC EXPLORATION:**

Have you ever wanted to be a better singer? Or learn how to play the guitar, the piano, or another instrument? Do you love music and want to find a way to learn more about what it takes to be a musician? Pop Voices is a class where you can learn the foundations of popular music and discover your own unique musical voice. In Pop Voices, you'll learn how to sing and play the music of your favorite artists, become familiar with the fundamentals of how music works, and have the opportunity to grow as a performer in a supportive and encouraging environment. All styles of music will be covered ranging from R&B to Folk, from Rock 'n Roll to Jazz, and beyond. You'll get to work as a soloist and in small groups as you dive deeper into your love of music and improve your skills. All abilities and experience levels are invited whether you're new to singing and playing instruments or have been making music for years. Most of all, this class will be a fun, loud, and student-driven environment where you can express yourself and explore.

## **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 LAB:**

This is a preparatory ensemble for the Jazz Ensemble. The group studies and performs standard and contemporary big band jazz, as well 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 needed. Members will perform in at least three concerts. **Prerequisite:** Previous instrumental experience.

### **PERCUSSION ENSEMBLE:**

Students who are interested in percussion this is the course for you. Students perform in multiple ensemble settings, including drumline, mallet, concert, Latin, and non-traditional styles. This ensemble makes up the drumline at pep events, marching percussion, and performs at various concerts throughout the year. Students have the option of repeating for a second semester. Priority is given to percussionists enrolled in concert ensembles.

### **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 9<sup>th</sup> and 10<sup>th</sup> 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:**

This course is about having fun, moving, making each other laugh and think, and really exploring what you are capable of as a performer. This class offers you exciting opportunities to perform in a wide variety of styles and formats and emphasizes trust, play, games, and improvisation before jumping into script work. This class wants to fire your imagination and open you up to all the possibilities the acting experience can release within once you give it a try. If you are a student who always wanted to act but could not get over their stage fright, this class is for you. Students will work together in a structured and supportive atmosphere, develop solid performance skills, and build community!

## **THEATER TECHNOLOGY 1-2: STAGECRAFT FUNDAMENTALS & EVENT PRODUCTION:**

This class is for the student who is interested in how things work, having a hands on experience, exploring creative design, build and paint, and light the stage for performers. The Tech Theatre course is an exploration of the duties of stage technicians and their contribution to the total aesthetic effect of a dramatic production. Students must be able to work independently as students often work in small groups on directed projects. Students may take this class more than once for credit. Anyone can take this class at any time!

# GENERAL ELECTIVES

## **AVID 9:**

At the 9th grade level of AVID, our primary focus is the building of habits that lead to success in academically rigorous high school courses. Students who apply and are accepted into 9th grade AVID will take AVID in place of 9th grade Inquiry. These habits include organization, note taking, studying and writing skills. Additionally, the curriculum addresses self-awareness that can support goal setting, such as team building and conflict resolution, learning styles and time management. Other class activities support higher order thinking, such as Philosophical Chairs and Socratic Seminars. Field trips and guest speakers are also included as opportunities that enrich our learning and expose us to the variety of college and career opportunities. Students are expected to maintain a large binder of all their courses, and it is checked for organization and notes. Students also prepare questions for "Tutorials" based on their current courses. These activities help form the habits now that students need to be admitted to and later succeed at a 4 year college program. This is an application based course. Please see our website for updated information.

## **INTRODUCTION TO JOURNALISM:**

This course is a preparatory/feeder course for the school's award-winning journalism publication. Students will learn the basics of journalism, including training in reporting, interviewing and other information-gathering techniques. Students also will practice writing personality profiles, feature stories and breaking news. Some training involving page design and photography will be part of the introductory course. Students will have a chance to have work they complete appear in a *Grant Magazine* issue at the end of the school year.

## **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.

## **STUDENTS FOR EQUITY:**

Are you interested in deepening your knowledge about equitable practices? Would you like to be a driving force behind Race Forward? Our equity course focuses on promoting and supporting equitable practices both in our building and beyond: building and delivering training for community groups; building and delivering Race Forward events; working with Leadership, teachers, and administrators in finding ways to be inclusive of ALL of Grant's students.

## **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: Cooperative teamwork, Research, Analysis, Courtroom procedures, Public speaking, Presentation, Critical Thinking, Persuasive argument, Improvisation. Students will be required to: Read complex text material, Write and publically present prepared content, Meet strict deadlines, Read -review - - edit the work of their peers, Have their work read - reviewed - edited by their peers.

# Planning your 9<sup>th</sup> Grade Courses

You take 8 classes each year and you work with your counselor to make a graduation plan in your 9th grade year. This can help you as you start to think about earning all of your high school credits. Use this planner to plan your choices for 9th grade.

<b>9th Grade Plan</b>	
<b>Sample</b>	<b>Your Choices</b>
<i>English 1-2 (required)</i>	English 1-2 <i>(required)</i>
<i>9<sup>TH</sup> Grade Inquiry (required)</i>	9 <sup>th</sup> Grade Inquiry <i>(required)</i>
<i>NGSS Physics 1-2 (required)</i>	NGSS Physics 1-2 <i>(required)</i>
<i>Algebra 1 -2 (math is required)</i>	Math -
<i>Physical Education (PE) 1-2 (required)</i>	<i>Physical Education (PE) 1-2 (required)</i>
<b><i>Elective #1 - Spanish 1-2</i></b> <i>(2 years of the same World Language is a graduation required, taken during your 4 years in High School )</i>	
<b><i>Elective #2</i></b>	
<b><i>Elective #3</i></b>	
<b><i>Alternate #1</i></b> <b><i>(You must choose at least 6 alternates)</i></b>	
<b><i>Alternate #2</i></b>	
<b><i>Alternate #3</i></b>	
<b><i>Alternate #4</i></b>	
<b><i>Alternate #5</i></b>	
<b><i>Alternate #6</i></b>	

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## PRE-Ninth GRADE HIGH SCHOOL CREDIT

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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). Those credits should be awarded at the middle school level.

### Pre-Ninth 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 their freshman year.** However, we strongly encourage families to do this sooner to ensure that students are properly placed in the correct course their 9th grade year.

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>

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

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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.

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### Advanced Placement Courses

AP provides one pathway towards earning college credits in high school. 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 is 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 for 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

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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 2022-23 include Portland Community College, Portland State University, and the Oregon Institute of Technology. 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 rate.

**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 Website

<https://www.pps.net/domain/6252>