

## 9TH GRADE COURSE DESCRIPTIONS

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

**ALGEBRA 1-2:** A major focus on developing multiple strategies to solve problems and to recognize multiple ways of understanding concepts. Topics included: 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 Algebra 1-2 with a C or higher.)* Students will explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Areas of focus: 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:** *Freshman can choose to defer this credit until 10th/11th grade with different course options. A PE credit needs to be completed before starting senior year.*

**LIFETIME FITNESS:** The goal of the PE 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.

**WORLD LANGUAGE:** *Students are required to complete **two years of the same world language.***

**AMERICAN SIGN LANGUAGE 1-2:** (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](http://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](http://www.actfl.org)).

**JAPANESE 1-2 (Non-Immersion Students):** 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 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. **\*Prerequisite:** *Successful completion of JDLI K-8 with teacher recommendation or Intermediate-Mid level proficiency in Japanese with District approval.*

**ELECTIVES:** *(In alphabetical order. Offerings subject to change.)*

**\*\*ACCOUNTING & PERSONAL FINANCE 1-2:** Learn the entire accounting cycle for a service business, including analyzing business transactions, using journals/ledgers, preparing financial statements, and applying business/accounting terminology on the computer. The personal finance portion prepares you to become financially responsible, conscientious members of society. Explore the sociology of personal finance while developing skills in money management, budgeting, setting financial goals, using credit wisely,

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understanding loans, taxes, insurance, and making investment choices. Analyze personal financial decisions, evaluate their costs/benefits, and apply these insights to real-world financial situations. This course provides a strong foundation for financial literacy and prepares you for future financial success.

**\*\*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!

**\*\*ARCHITECTURAL DRAWING 1-2:** 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, & aesthetics. We will use a variety of materials and techniques such as: clay, mixed media sculpture, weaving, plaster, wire, small metals & jewelry design. Students will learn about a broad range of design related careers and gain an understanding of the impact and influence 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 incorporate business education and career related experiences in the form of field trips and visitors from industry.

**ART: BEGINNING 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 preparatory 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.

**\*\*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: BEGINNING 1-2:** 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 3D forms through the elements of art and principles of design. Sketchbooks are issued to every student. 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. Credit is earned through an equal combination of completed projects, studio skills, and daily practice. Most work is accomplished in class; regular attendance and time management are essential.

**CHOIR: TENOR/BASS (aka MEN'S ENSEMBLE):** 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!

**CHOIR: TREBLE (aka 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.

**\*\*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?" This course 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 year, we will learn fundamental programming principles through

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programming 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.

**CREATIVE WRITING:** When the Viking hero Beowulf was challenged, he didn't draw a weapon, but rather, "The leader of the troop unlocked his word-hoard." This course aims to unlock your word-hoard, to arm you with writing powers to use—like any power—for good or for ill. We will dive deeply into the cool waters of creative writing, exploring eclectic genres, reading mentor texts as investigators of craft, writing until our fingers bleed. We will share our writing with the class, publish our work in small and large ways, sharpen our words into keen-edged tools, and play and splash in the waters of creativity.

**DANCE 1-2:** All students are welcome; 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.

**\*\*DIGITAL MEDIA: BEGINNING 1-2:** 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.

**\*\*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.

**\*\*INTRO 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.

**INTRO 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.

**JAZZ BAND: BEGINNING:** This is the developmental jazz ensemble. 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 BAND: 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. 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*

**\*\*JOURNALISM: INTRO 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.

**ORCHESTRA: STRING:** String Orchestra is open to students with prior violin, viola, cello, or string bass experience. The ensemble consists of students of various abilities working to improve ensemble performance skills including blend, balance, intonation,

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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*

**PHOTOGRAPHY: BEGINNING 1-2:** Do you love taking photos? Do you love looking at photos? Do you want to know how to improve the photos that you are currently taking? Well then, this is the class for you! No background in photography is needed for this course, nor do you need to own a camera. The major emphasis of this hybrid photography course is gaining technical and artistic photography skills. You will learn a myriad of photographic techniques like: composition and framing tools (these are what make your photos look good) and how to use the manual settings of the DSLR & SLR film cameras (this gives you full control over your camera). You will also learn how to: develop film, scan negatives, and edit your photos in Adobe's Lightroom. Evaluation is based upon completion of assignments, keeping an up-to-date notebook, participation in group discussions and critiques, and evaluation of the quality of your work. You will be graded on your growth in the class, and not how your work measures up to the work of others.

**\*\*PRINCIPLES OF BIOMEDICAL SCIENCE:** 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 a Dual Credit class with PCC.

**\*\*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: BEGINNING 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 1-2:** 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.

**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.

**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. 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.*

**\*\*WOODWORKING 1-2:** Introducing 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 & 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.

**\*\* elective course is part of a CTE Program of Study, see Online Course Guide for more info (pages 12-15)**

### **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.