



HIGH SCHOOL COURSE REGISTRATION  
9<sup>th</sup> GRADE

STUDENT: \_\_\_\_\_

Course Description

**History**

**Global Studies B:** 9<sup>th</sup> grade Global Studies is the second year of a two-year course of study. Global Studies examines world events from the beginning of time through modern day. In the first year, students explore the continents of Africa, Asia and Latin America. In its second year, students explore the Middle East, Eastern Europe, including the former Soviet Union, and Western Europe.

**Science**

**Physics:** This course will give students a foundation in conceptual physics knowledge and skills. Topics covered will include scientific thought, forces and Newtonian laws of motion, energy, work, electricity, magnetism, and waves. Students will explore the physics curriculum through daily activities and demonstrations, labs, large and small group discussions, and lectures. Students will demonstrate their mastery of these concepts with a culminating paper car design project.

**World Languages**

**French I:** French I will focus on speaking skills while building confidence in reading, writing, and listening comprehension. Students will participate in language and culture activities involving cooperative group work, theme projects, presentations, role playing, internet and media activities, and field trips.

**Spanish I:** Spanish I will focus on speaking skills while building confidence in reading, writing, and listening comprehension. Students will participate in language and culture activities involving cooperative group work, theme projects, presentations, role playing, internet and media activities, and field trips.

Teacher  
Recommendation

Student  
Choice

Course Description

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### **Math**

**Algebra II:** This course is designed to prepare students for the study of pre-calculus. Students will build off of their in-depth exposure to linear functions in Algebra I and will broaden their conception of functions to include quadratics, higher order polynomials, exponential functions, rational functions and radical functions. Students will also be exposed to various counting techniques in order to investigate and model a variety of mathematical and real-world problems.

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**Algebra I:** The Algebra I course is designed as an extension of the Pre-Algebra class and as a full-year, in depth treatment of basic Algebra and numeracy. Students will reason with expressions, equations, inequalities, and functions to model and solve problems in linear settings and to investigate nonlinear settings (specifically, quadratic) in order to further their understanding of linear and nonlinear settings.

### **English**

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**College Preparatory English:** Students will apply critical reading, writing and thinking skills to five fundamental genres: short stories, novels, nonfiction, poems, and plays. Students learn to identify characteristics of these genres and identify elements of fiction and literature including setting, theme, plot, symbolism, point of view, foreshadowing and irony. Students develop both their creative and expository writing skills through a variety of writing assignments, both formal and informal, including a major research paper. Students also practice and master editing techniques and apply them to their writing. Students develop public speaking skills through recitations and presentations. Finally, students develop reading comprehension, vocabulary and grammar skills through specific drills and practice exercises and apply these skills to their assignments

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**Honors English:** Students in Honors English read the core books in the 9<sup>th</sup> grade English curriculum and will complete all facets of the course mentioned in the College Preparatory description above. However, the pace of the Honors course is faster, requiring students to comprehend a greater depth and breadth of material than College Preparatory classes and to demonstrate a higher level of abstract and analytic thinking. Students will also read more broadly, independently and deeply by reading supplemental works, both inside and outside of class, to expand their understanding of core books. This course is writing-intensive.

### **Collegiate Skills**

**Bootcamp:** The course will meet once per week and is designed to orient and train 9<sup>th</sup> grade students to successfully meet

high school academic expectations. Students will begin the year reflecting on their current academic habits, learn the conventions and new expectations in a high school classroom, and improve their organizational skills. During the second and third quarter, students will learn and practice academic skills necessary for inquiry and research at the high school level: finding and evaluating sources, actively reading and note-taking, developing research questions and argumentative theses. These lessons will culminate with the traditional 9<sup>th</sup> grade research paper on a topic of the student's choosing. Finally, during the fourth quarter students will be compiling, revising, and reflecting on their academic growth by preparing their portfolio for the 9<sup>th</sup> Grade Roundtable and successfully demonstrating their mastery of the skills and habits necessary to proceed to the 10<sup>th</sup> grade at BCCS.

### **Art**

**Foundations of Visual Arts:** This course is an entry level visual arts class. Students will explore the elements of art (line, shape, color, value, texture and pattern) through the understanding and application of various media, techniques and processes. Using hands-on activities, students will challenge their potential to think creatively, solve problems and communicate ideas, feelings and experiences through two and three dimensional works. Using both shorter exercises and longer projects, we will explore techniques for representation, abstraction, and expression. Students will draw inspiration from observation, imagination, and research. We will develop our skills for writing and discussing art through in-process critiques, self-critiques, and peer critiques. Students will research and study visual images from various cultures and historic time periods, discussing the characteristics of these images as they pertain to their own works, and the works of others.

X \_\_\_\_\_  
Signature of Student

X \_\_\_\_\_  
Signature of Parent/Guardian

*\*\* Should you choose a course that is different from the teacher recommendation, you will need to coordinate a meeting in which you can advocate for entrance into the alternate course.*

- *Sign up for an advocacy meeting with Ms. Ogundipe.*
- *Ensure that your current academic subject teacher is able to come.*
- *Present your reasons for entrance at the meeting. Be sure to express your desire for the course in a well-thought out argument.*