

Standard vs. Honors Options: Grade 9

English 9	English 9 Honors
Academic emphasis on development of organizational skills, time management, skills in written expression and literary analysis	Academic emphasis on developing critical and analytical thinking and writing skills, developing annotation skills, and building a vocabulary and analyzing the effects of literary devices
Emphasis on sense of self and how students fit into their local and global communities	Emphasis on a global outlook and how literature increases our empathy for humanity
Literature study of <i>The Odyssey</i> , <i>Romeo and Juliet</i> , <i>Of Mice and Men</i> , choice novels, short stories, poems and works of non-fiction	Literature study of <i>The Odyssey</i> , <i>Romeo and Juliet</i> , <i>Of Mice and Men</i> , <i>A Long Way Gone</i> and selected short stories, poems and non-fiction
Includes scaffolded opportunities for long-term assignments and oral presentations	Recommended that students have successful time management skills and enjoy talking about, and presenting their ideas about the literature studied

World History II	World History II Honors
Content focus is 1500 – present; more units of study, more breadth	Content focus is 1500-present (Focus on 20 th Century); more depth within units of study
Skill development in writing one paragraph to well-developed 3-5 paragraph essays, content vocabulary and grade level reading comprehension, examination of historical sources/document analysis	Expanding skills in writing 5-7 paragraph essays using historiography to support claims, content vocabulary and above grade level reading comprehension using analytical texts, analytical writing, and document analysis with primary sources
Workload expectation: regular skills-based homework assignments. For students who are more comfortable with more direct teacher support in the classroom.	Workload expectation: daily homework readings and occasional outside of class projects/assignments
Assessments: More SOL based (multiple choice)	Assessments: More writing-based (essay, document analysis) and discussion (Socratic Seminars)

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Biology 9	Biology 9 Honors
Good transitional year; emphasis on development of organizational skills	Expectation that students can and will manage their own long-term assignments
Most labs come with explicit directions; students are expected to read and follow on their own	Strong emphasis on lab design where students must be able to develop and follow their own procedures
Lab reports usually consist of answering direct questions and formulating a conclusion. Students should be aware of and be able to identify potential causes for error in their results.	Lab reports require a higher level of analytical and abstract thinking and writing skills. Students need strong writing skills to communicate not only what happened but also start to explore why it happened. They also need to be able to explain in writing not only what errors may have affected their results but also how those errors changed the data they collected and offer plausible methods for reducing or eliminating the errors.

Geometry	Geometry 9 Honors
Content focus: Euclidean geometry. Points, lines, planes, geometric constructions and proofs, logic and Venn Diagrams, parallel lines and transversals, triangle properties, quadrilaterals, circles, solid figures, volume, area, surface area, transformations.	Content focus is the county POS for Geometry with an emphasis on proofs, rigor and the inclusion of extension topics. SOL in Geometry
Skill development in: application of algebra to geometry, using inductive and deductive reasoning to solve problems, apply principles, and create proofs	Skill development in proving geometric theorems and applying advanced algebraic skills to geometry concepts
Workload expectation: skills based homework and projects; end of year projects contain some real-world application of geometry	Workload expectation: daily homework and occasional outside projects
Assessments: some SOL based questions (multiple choice). The majority of the testing involves applying algebra (setting up equations, solving for variables, graphing, etc.) to geometric principles.	Assessments: Quizzes and tests with minimal multiple choice questions and an emphasis on application and connection of concepts. There are second chance assessments on tests only, up to 80%.