

Standard vs. Honors Options: Grade 9

| English 9 | English 9 Honors |
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| 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 |
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| 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) |

Standard vs. Honors Options: Grade 9

| Biology 9 | Biology 9 Honors |
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| 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 |
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| 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%. |