9TH GRADE PLANNING

HBT
Guidance

KEEP IN MIND

There's something for everyone!

SHS has 4 years of **"on-ramp"** opportunities.

Be kind to yourself and create a **balanced schedule**.

Taking 1 honors course <u>does not</u> mean you have to take others.

Listen to your teachers' and counselor's recommendation.

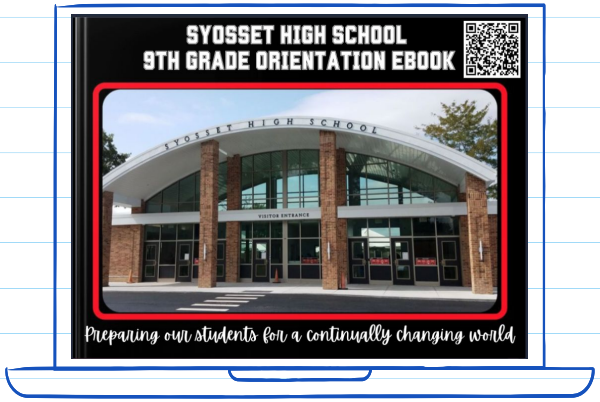
SAMPLE SCHEDULE

This sample shows what fits in the schedule.
It does not indicate actual class order.

1	English	
2	Social Studies	
3	Math	
4	Science	
5	Science Lab (Alt)	PE (Alt)
6	World Language	
7	Lunch	
8	The Arts Req. (one 1 credit or two ½ credits)	
9	Elective (one 1 credit or two ½ credits)	

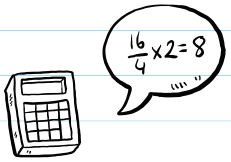
Support classes (workshop/lab/IS) will replace an elective period. You will discuss this at your Guidance appointment.

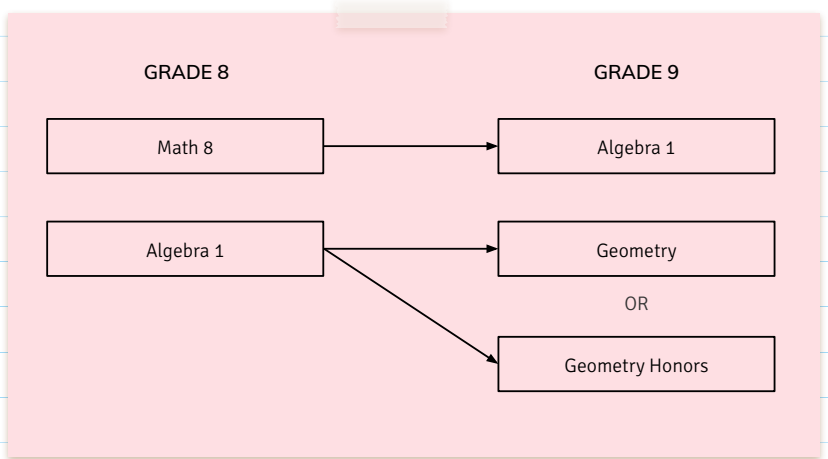
9TH GRADE ORIENTATION eBOOK



- ➔ Virtual orientation
- ➔ Essential info about SHS
- ➔ Learn about each department's course offerings
- ➔ Answers many FAQs

MATH


16/4 x 2 = 8


GRADE 8
GRADE 9
Math 8
Algebra 1
Algebra 1
Geometry
OR
Geometry Honors

MATHEMATICS DEPARTMENT

ALGEBRA 1

- 1st course in the NYS regents sequence
- Explore the world of functions & equations
- Identify patterns and equivalence
- Manipulate algebraic and graphic representations
- Students will use a graphing calculator

GEOMETRY

- 2nd course in the NYS regents sequence
- Explore concepts of congruence, similarity, and symmetry
- Explore 2-D & 3-D properties
- Reason abstractly and quantitatively
- Create compass constructions

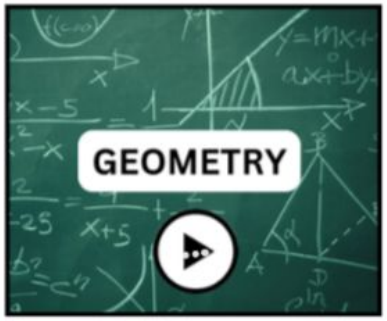
GEOMETRY HONORS PLACEMENT INDICATORS

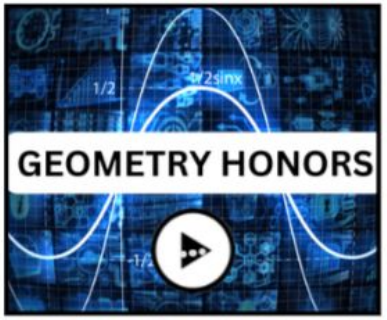
- 95+ assessment average in Algebra 1
- 90+ Algebra 1 Regent score
- Strong critical thinking skills and enjoyment of mathematics
- Ability to persevere when solving challenging problems
- Mandatory summer assignment

LAB/SUPPORT PLACEMENT INDICATORS

- Available for Algebra 1 and Geometry
- Teacher Recommendation
- Parent/student request
- Assessment scores show a need for academic support

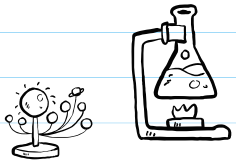
CLICK THE VIDEOS BELOW TO LEARN MORE ABOUT OUR CLASSES.

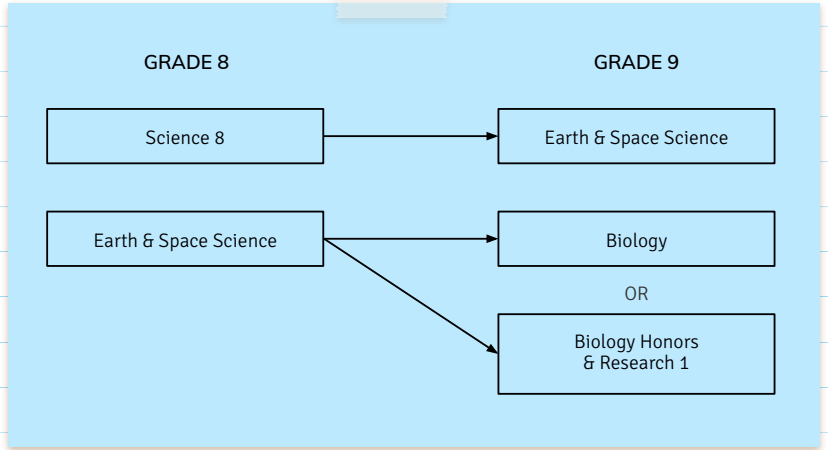




click here for Math in eBook

SCIENCE




GRADE 8
GRADE 9
Science 8
Earth & Space Science
Earth & Space Science
Biology
OR
Biology Honors
& Research 1

SCIENCE DEPARTMENT

WHAT IS THE DIFFEENCE BETWEEN BIOLOGY AND BIOLOGY HONORS?
Biology is a course designed to give students a comprehensive overview of high school biology and prepares students for the Regents in Biology. Biology Honors is both an accelerated and advanced course. The pace is fast and the students are expected to learn material in much greater depth.

WHAT IS RESEARCH 1?
Students who take Biology Honors must also take Research 1. This course meets every other day, with the Biology Honors lab meeting the other days in the cycle. Research 1 is comprised of science, social science and technology research. Students are prepared to pursue different kinds of research and to use various tools for data collection and design.

8th Grade	9th Grade	10th Grade	11th Grade	12th Grade
Science 8	Earth Science (R)	Biology (R) Biology Honors (R) w/Research 1	Chemistry (R) Applied Chemistry	Physics (R) Applied Physics AP Physics 1 (R) AP Physics C* Oceanography Forensic Science AP Environmental Science* AP Biology* AP Chemistry* SUPA Forensics* College Anatomy & Physiology* Adv. Science/Tech Research 12* Adv. Social Science Research 12* Adv. Math/CS Research 12*
Earth Science (R)	Biology (R) Biology Honors (R) w/Research 1	Chemistry (R) Chemistry Honors (R) Applied Chemistry Science/Tech Research 10* *With co-enrollment in Chemistry Honors* Social Science Research 10* *With co-enrollment in Chemistry Honors* Math/CS Research 10* *With co-enrollment in Chemistry Honors*	Physics (R) Applied Physics AP Physics 1 (R) Oceanography Forensic Science AP Biology* AP Chemistry* Adv. Science/Tech Research 11* Adv. Social Science Research 11* Adv. Math/CS Research 11*	

(R) denotes a course ending a NYS Regents exam

*Denotes courses with very specific pre and/or co- requisites. Please see the course manual for more information

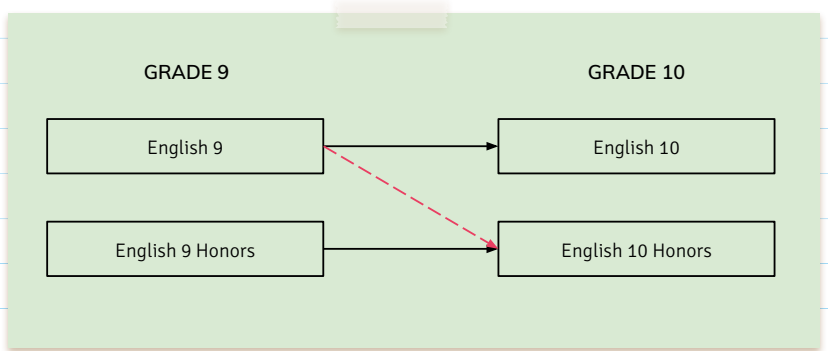
+Weighting is provided for Honors, AP, and Research courses.

IF A STUDENT DOES NOT TAKE HONORS WILL THEY BE AT A DISADVANTAGE FOR FUTURE COURSE WORK?
Multiple on ramps to honors and advanced course work are available to students throughout 9th-12th grade. Students not taking Biology Honors with Research 1 in 9th grade can still take honors and/or courses for college credit in subsequent years.

For all courses culminating in a Regents examination, satisfactory laboratory reports for 1200 minutes of laboratory experience is required (1) for entrance into the Regents examination, (2) to pass the course, and/or (3) to retake the course in summer school. In addition, laboratory reports must be completed and submitted within the time period determined by the subject teacher but in no case more than 15 school days after the completion of the laboratory work. A minimum of 70% of the labs must be completed each marking period to receive a passing grade for the marking period.

click here for Science in eBook

ENGLISH



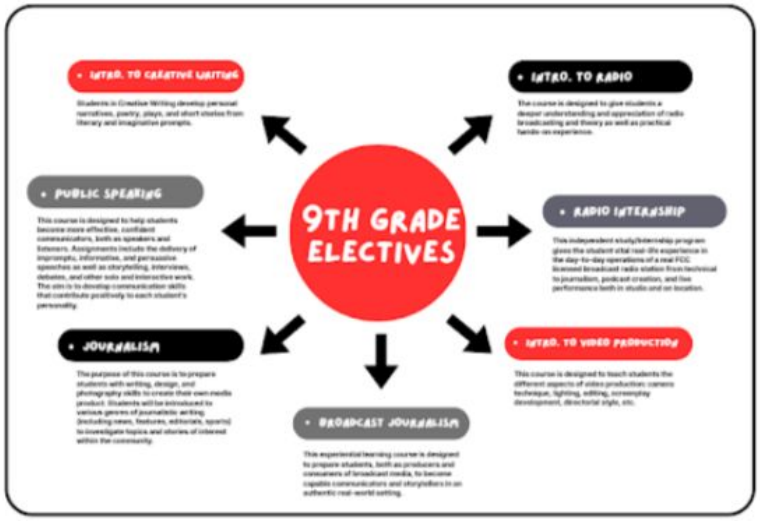
Example of on-ramp opportunity

ENGLISH/COMMUNICATION ARTS/ENL DEPARTMENT

WHICH ENGLISH CLASS MUST 9TH GRADERS TAKE?
All 9th grade students must take either English 9 Enriched or English 9 Honors.

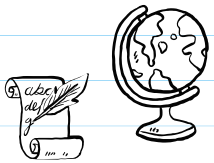
WHAT IS THE DIFFERENCE BETWEEN ENGLISH 9 ENRICHED AND ENGLISH 9 HONORS?
Both 9 Enriched and 9 Honors courses are aligned with the NYS Next Gen standards. Both courses prepare students for the rigors of high school academic reading and writing in their English classes and across content areas. While English 9 Enriched is designed to strengthen students' foundation in English language arts for successful participation in more advanced English courses, English 9 Honors is intended for students who are already vigorous readers and are able to comprehend advanced texts.

WHICH ENGLISH AND/OR COMMUNICATION ARTS ELECTIVES MAY 9TH GRADERS TAKE?
*Make sure to review the curriculum guide for more details about each course.

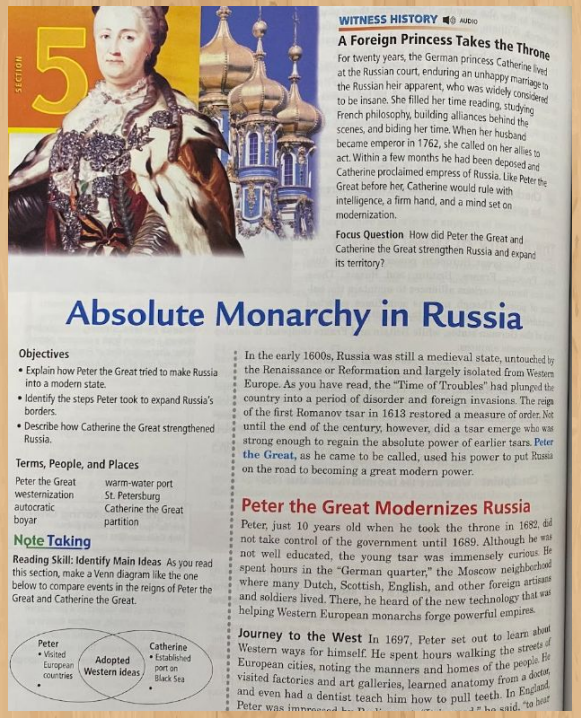


click here for English in eBook

SOCIAL STUDIES



Global History 9	AP World History I	AP World History
Global Regents (Grade 10)	Global Regents (Grade 10) AP World Exam (Grade 10)	Global Regents (Grade 10) AP World Exam (Grade 9) Accelerated college level course Covers two years of material in 1



SECTION 5

WITNESS HISTORY AUDIO

A Foreign Princess Takes the Throne

For twenty years, the German princess Catherine lived at the Russian court, enduring an unhappy marriage to the Russian heir apparent, who was widely considered to be insane. She filled her time reading, studying French philosophy, building alliances behind the scenes, and biding her time. When her husband became emperor in 1762, she called on her allies to act. Within a few months he had been deposed and Catherine proclaimed empress of Russia. Like Peter the Great before her, Catherine would rule with intelligence, a firm hand, and a mind set on modernization.

Focus Question How did Peter the Great and Catherine the Great strengthen Russia and expand its territory?

Absolute Monarchy in Russia

Objectives

- Explain how Peter the Great tried to make Russia into a modern state.
- Identify the steps Peter took to expand Russia's borders.
- Describe how Catherine the Great strengthened Russia.

Terms, People, and Places

Peter the Great	warm-water port
westernization	St. Petersburg
autocratic	Catherine the Great
boyar	partition

Note Taking

Reading Skill: Identify Main Ideas As you read this section, make a Venn diagram like the one below to compare events in the reigns of Peter the Great and Catherine the Great.

Peter • Visited European countries •
Adopted Western ideas
Catherine • Established port on Black Sea •

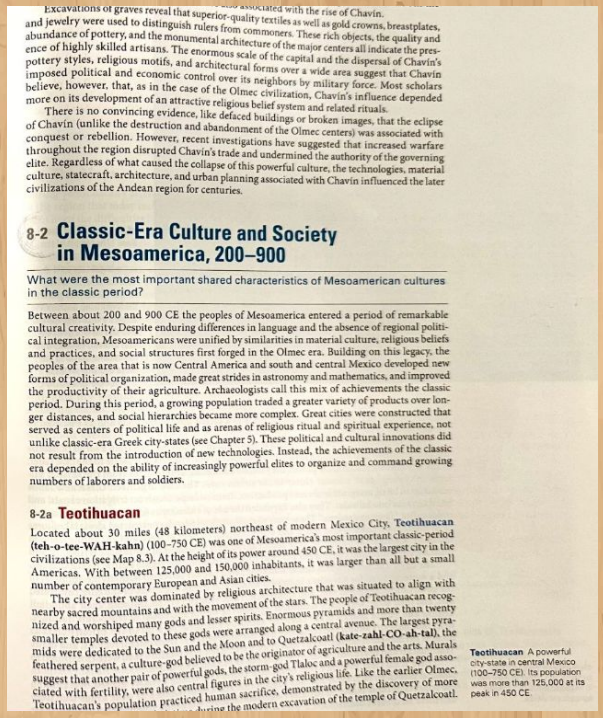
In the early 1600s, Russia was still a medieval state, untouched by the Renaissance or Reformation and largely isolated from Western Europe. As you have read, the "Time of Troubles" had plunged the country into a period of disorder and foreign invasions. The reign of the first Romanov tsar in 1613 restored a measure of order. Not until the end of the century, however, did a tsar emerge who was strong enough to regain the absolute power of earlier tsars. **Peter the Great,** as he came to be called, used his power to put Russia on the road to becoming a great modern power.

Peter the Great Modernizes Russia

Peter, just 10 years old when he took the throne in 1682, did not take control of the government until 1689. Although he was not well educated, the young tsar was immensely curious. He spent hours in the "German quarter," the Moscow neighborhood where many Dutch, Scottish, English, and other foreign artisans and soldiers lived. There, he heard of the new technology that was helping Western European monarchs forge powerful empires.

Journey to the West In 1697, Peter set out to learn about Western ways for himself. He spent hours walking the streets of European cities, noting the manners and homes of the people. He visited factories and art galleries, learned anatomy from a doctor, and even had a dentist teach him how to pull teeth. In England, Peter was impressed by

Global History textbook



Excavations of graves reveal that superior-quality textiles as well as gold crowns, breastplates, and jewelry were used to distinguish rulers from commoners. These rich objects, the quality and abundance of pottery, and the monumental architecture of the major centers all indicate the presence of highly skilled artisans. The enormous scale of the capital and the dispersal of Chavín's pottery styles, religious motifs, and architectural forms over a wide area suggest that Chavín imposed political and economic control over its neighbors by military force. Most scholars believe, however, that, as in the case of the Olmec civilization, Chavín's influence depended more on its development of an attractive religious belief system and related rituals.

There is no convincing evidence, like defaced buildings or broken images, that the eclipse of Chavín (unlike the destruction and abandonment of the Olmec centers) was associated with conquest or rebellion. However, recent investigations have suggested that increased warfare throughout the region disrupted Chavín's trade and undermined the authority of the governing elite. Regardless of what caused the collapse of this powerful culture, the technologies, material culture, statecraft, architecture, and urban planning associated with Chavín influenced the later civilizations of the Andean region for centuries.

8-2 Classic-Era Culture and Society in Mesoamerica, 200–900

What were the most important shared characteristics of Mesoamerican cultures in the classic period?

Between about 200 and 900 CE the peoples of Mesoamerica entered a period of remarkable cultural creativity. Despite enduring differences in language and the absence of regional political integration, Mesoamericans were unified by similarities in material culture, religious beliefs and practices, and social structures first forged in the Olmec era. Building on this legacy, the peoples of the area that is now Central America and south and central Mexico developed new forms of political organization, made great strides in astronomy and mathematics, and improved the productivity of their agriculture. Archaeologists call this mix of achievements the classic period. During this period, a growing population traded a greater variety of products over longer distances, and social hierarchies became more complex. Great cities were constructed that served as centers of political life and as arenas of religious ritual and spiritual experience, not unlike classic-era Greek city-states (see Chapter 5). These political and cultural innovations did not result from the introduction of new technologies. Instead, the achievements of the classic era depended on the ability of increasingly powerful elites to organize and command growing numbers of laborers and soldiers.

8-2a Teotihuacan

Located about 30 miles (48 kilometers) northeast of modern Mexico City, **Teotihuacan (teh-o-tee-WAH-kahn)** (100–750 CE) was one of Mesoamerica's most important classic-period civilizations (see Map 8.3). At the height of its power around 450 CE, it was the largest city in the Americas. With between 125,000 and 150,000 inhabitants, it was larger than all but a small number of contemporary European and Asian cities.

The city center was dominated by religious architecture that was situated to align with nearby sacred mountains and with the movement of the stars. The people of Teotihuacan recognized and worshiped many gods and lesser spirits. Enormous pyramids and more than twenty smaller temples devoted to these gods were arranged along a central avenue. The largest pyramids were dedicated to the Sun and the Moon and to Quetzalcoatl **(kate-zahl-CO-ah-tal)**, the feathered serpent, a culture-god believed to be the originator of agriculture and the arts. Murals suggest that another pair of powerful gods, the storm-god Tláloc and a powerful female god associated with fertility, were also central figures in the city's religious life. Like the earlier Olmec, Teotihuacan's population practiced human sacrifice, demonstrated by the discovery of more

Teotihuacan A powerful city-state in central Mexico (100–750 CE). Its population was more than 125,000 at its peak in 450 CE.

AP World History textbook

click here for SS in eBook

WORLD LANGUAGE

- ❑ Chinese 2 or Honors
- ❑ French 2 or Honors
- ❑ Italian 2 or Honors
- ❑ Korean 2 or Honors
- ❑ Spanish 2 or Honors

- Grade 8 (level 1) languages continue in grade 9 (level 2)
- Level 1 elective languages*:
  - American Sign Language 1
  - Chinese 1
  - Japanese 1
  - Korean 1
  - Latin 1
  - Russian 1
  - Spanish 1

*Courses may or may not be offered based on annual student enrollment

WORLD LANGUAGES DEPARTMENT

WHAT ARE MY OPTIONS FOR STUDYING WORLD LANGUAGE IN 9TH GRADE, IF I AM DOING WELL IN MIDDLE SCHOOL WORLD LANGUAGE?

Since learning a language requires many years of study, most students continue in the same language through 12th grade. This is the best option for building language proficiency. In addition to Chinese, French, Italian, Korean, and Spanish, we offer American Sign Language (ASL), Japanese, Latin and Russian at the high school. Many Syosset High School students study two (and sometimes even three!) languages at the same time. You can do this as a 9th grader, if you have time in your schedule.

WHAT ARE MY OPTIONS IF I HAVE NOT BEEN SUCCESSFUL IN MIDDLE SCHOOL WORLD LANGUAGE?

One option for students who struggle in World Language is Exploring Latin, a course that includes learning about mythology, vocabulary study, and other literacy skills. Another option may be to take a level one course in ASL, Japanese, Latin, or Russian. Switching from French, Italian, Korean or Spanish to a different language should be discussed with your guidance counselor or the World Language Coordinator. Take advantage of this opportunity to learn a language that interests you!

WHAT ARE THE DIFFERENCES BETWEEN BETWEEN HONORS AND REGULAR LEVEL?

Learning to communicate in the target language is the goal in both honors and standard level. Honors classes are perfect for students who have special interest in language learning. The pace is fast. Honors is double the material compared to standard. Teachers do not spend a lot of class time reviewing. Honors students should spend time studying and preparing for class independently. Honors level classes are weighted slightly higher in GPA calculations. In standard classes more time is dedicated to absorbing and practicing each topic. Your skills will get stronger, whatever the level!

HOW MUCH HOMEWORK DOES EACH CLASS RECEIVE?

Learning a language requires effort, and doing work outside of class part of that. Homework should be expected in both honors and standard classes.

WILL I BE REQUIRED TO SPEAK IN THE TARGET LANGUAGE?

Of course! The way you learn to speak a language is by doing it! We aim for at least 90% of class time in the target language. The more the language is used in class, the more you learn.

CAN 9TH GRADE STUDENTS SWITCH FROM HONORS TO REGULAR CLASSES, AND VICE VERSA?

Generally, students stay at the same level throughout high school. You can reach high proficiency levels in both programs by working hard and continuing through 12th grade. Some students in standard classes take SUPA, a college-level class, in 12th grade. Your World Language class should challenge you, but feel doable. It may be possible to switch from honors to regular (and vice versa). If you are unsure, speak with your teacher about where they think you will be most successful. They know both you and our program, so follow their recommendation.

HOW MANY CREDITS IN WORLD LANGUAGE DO STUDENTS NEED TO GRADUATE FROM HIGH SCHOOL?

Most students in Syosset go beyond the minimum New York State graduation requirements and study World Language through 12th grade. World Language graduation requirements are:
Regents Diploma: 1 credit, plus pass a Checkpoint A Exam
Regents Diploma with Advanced Designation: 3 credits, plus pass a Checkpoint B Exam

WHAT TYPES OF ASSESSMENTS DOES EACH CLASS DO?

Assessments are similar to those in middle school. This includes integrated performance assessments, quizzes and tests, writing assignments, speaking activities, and reading. Language learning is cumulative, meaning each step forward depends on what you've learned before, so the level of difficulty increases a little bit at a time.

WHAT IS THE ADVANTAGE OF TAKING HONORS?

Honors students reach high levels of proficiency over the years, may earn the NY State Seal of Biliteracy (a diploma designation recognizing their language skills), and take a college-level course in 12th grade. Additionally, colleges and universities favor students who take more challenging classes.

click here for World Language in eBook

PHYSICAL EDUCATION

- General Physical Education
- Aquatics
- Dance 1

LUNCH

Time to reconnect and recharge

ELECTIVES

Courses to explore and expand interests.

Understanding credits:

1 credit

Daily for full year

½ credit

Alternating day for full year
(Alt)

rotates with another alt day class
(ex: R/W day)

½ credit

Daily for half year
(Fall or Spring)

must pick one Fall class (Qt 1-2)
AND one Spring class (Qt 3-4)

½ credit each

The Arts Elective Requirement

Graduation requirement: 1 credit minimum

One
1 credit course

OR

Two
½ credit courses

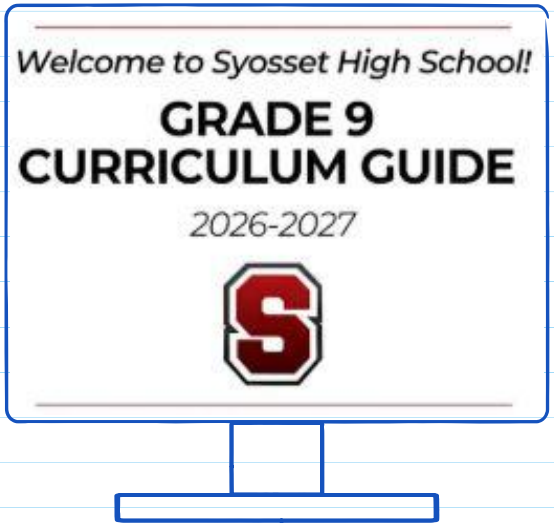
Courses must be from one department:

Art	Tech
Music	Communication Arts
Theater	Human Ecology

Specific courses satisfy the Arts requirement.
On the 9th Grade Planning Worksheet - those courses are listed on the front and also have a on the back.

9TH GRADE CURRICULUM GUIDE

- ➔ Provides course descriptions
  (a brief explanation of the class)
- ➔ <u>Before</u> Guidance appointment: Students **must** read course descriptions for classes they are interested in taking



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JOIN THE
8-9 GOOGLE
CLASSROOM

THINGS TO CONSIDER

Strengths & Interests

SHS has many courses that allow students to foster their personal abilities and passions.

Challenge & Rigor

Talk to your teachers & counselor about selecting classes with the appropriate level of challenge for *you*.

Balance

Consider the time commitment necessary for academics, extracurricular and social activities.

UPCOMING DATES

Week of Dec 1	Students visit SHS View teacher recommendations on portal
Dec 8	Guidance/Student appointments begin
Feb 4 & 10	Parent/Teacher Conferences
Feb 13	Course requests due
Mar 18	Virtual SHS Orientation for Parents