



Kinder High School for the  
Performing and Visual Arts

# 2025-2026 9<sup>th</sup> Grade Academic Course Offerings

## Overview

All students will take one academic course each in the fields of English, Math, Science, and Social Studies, and Languages Other Than English (if the student has not completed this requirement). Within each of these subjects there are choices that are differentiated by workload and content.

## English

**English 1 PreAP** - Pre AP English-I allows for students to dive deeper into the subject matter to master the skills needed for future Advance Placement English courses. In the course, the instructor will introduce students to the world of literature and fine-tune their writing skills. This class will require students to form opinions on the work, read novels/texts curated by the instructor, conduct research, engage in class discussions, write a variety of essays, and deliver presentations in class. Students will be expected to draw conclusions and make connections from the various texts to the environment around them. Throughout this course, students are asked to be independent thinkers and open-minded to various forms of literature and topics. Students will develop and strengthen their critical thinking skills when analyzing various readings in class. Students will also strengthen their voice and writing craft and become more confident in their analytical skills and communication. This course is outlined through the [College Board Pre-AP English I Course Guide](#) to prepare students for Pre Advanced/ AP English courses in their high school career.

## Science

**Biology** - This is a general survey course that presents the facts of biology within a pattern of unifying themes that helps students understand the larger significance of the details that they are learning. Examples of themes studied are cells, Mendelian genetics, molecular biology, natural selection, reproduction and inheritance, structure and function, energy relationships, ecology, and science and society. Emphasis is also placed on developing critical thinking, laboratory, and writing skills. At the completion of two semesters of Biology I, students take a statewide end-of-course exam. Homework will be assigned for every lesson and will last about 20-30 minutes. This course is designed to scaffold the content to meet the needs of students.

**Biology PreAP** - Topics covered in this fast-paced course include ecology, biochemistry, cell biology, molecular biology, microbiology, genetics, ethics, evolution, diversity of life, human anatomy, physiology, and botany, with an emphasis on evolutionary biology. Students are expected to review independently much of the information presented. Concepts presented in lectures are illustrated using demonstrations and experiments. Students in this class must be able to articulate their knowledge clearly and concisely, both in speech and writing. Lab reports include data collection as well as an in-depth analysis of experimental results. Students should be able to apply basic graphing, algebraic skills and statistical analysis of data. In addition to readings from the text, students are

frequently assigned technical and complex supplemental readings. Projects in the form of presentation are assigned each term. This course fulfills the life science requirement. Students should expect 1 chapter test every two weeks, and homework from every lesson that will last about 1 hour. Assessments are aligned with the end of the year course exam as well as college board material for PreAP Biology.

## Social Studies

**World Geography** – This course is a 9<sup>th</sup> grade level thematic geography course. Students will review physical geography, mapping and geography tools, and then explore a wide variety of human geography concepts such as human-environment interactions, demographics, religions of the world, political systems, economic systems, globalization, and regional studies. Per HISD, as there is no textbook for the class, readings will be curated by the classroom teacher and district and provided digitally. Academic geography requires minimal outside time commitments other than finishing class assignments and preparing for unit tests twice a marking period. For most students, time spent on Academic World Geography at home is no more than 1 hour per week. Tests are mostly multiple choice with some short answer.

**AP Human Geography** - introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. Please note that this is a **COLLEGE LEVEL** course with a national exam in May. Significant outside reading and study (*3-6 hours a week*) will be required to be successful. Additionally, content will be discussed at a college level and will include topics required by College Board such as demography (including methods to increase or limit birth rates), gender issues, migration and immigration, cultural patterns and processes (including religion, language, and diffusion), political patterns and processes (including political power, political boundaries and conflict), agriculture (discussion of methods of agriculture including harvesting of animals for human consumption), cities and urban land use, and industrial and economic development. Some topics may be too mature for some students. The curriculum is set by College Board. Please note that AP Human Geography is a CHOICE for students to take, and if the content is not the right choice for your student, the on-level academic world geography may offer a better fit as it designed for 9th grade students. Many of the same concepts will still be covered as components of the Texas Essential Knowledge and Skills (TEKS) such as the study of world religion and demography.

## Mathematics

The typical math course progression is as follows;

Algebra 1 → Geometry → Algebra 2 → AP Precalculus or AP Statistics → AP Calculus, AP Precalculus or AP Statistics

The objective of homework is to practice outside of class to become more proficient. While homework times are noted below, it truly varies from student to student based on their skills in the course. (HPW = Hours Per Week).

**Algebra 1** – This course is the foundation of high school mathematics. All students who have not yet earned an Algebra 1 credit must take this course and then pass the STAAR Algebra 1 EOC (End of Course) exam at the end of the year as a graduation requirement. There is no Advanced level for Algebra 1. Topics covered include linear, quadratic, and exponential functions. Students learn symbolic, graphical and calculator methods for working with these functions. HPW: 3

**Geometry**: Prerequisite, Algebra 1 – In this course, you will build on your knowledge of geometric figures by learning and applying new properties and characteristics to these figures. Academic level moves slower while focusing on content specific to the course. HPW: 1-3,

**Geometry PreAP with Statistics**: Prerequisite, Algebra 1. This course moves more quickly and covers additional content and skills to lay the groundwork for future advanced coursework in math and science. Students complete inquiry-based lessons to discover relationships. Access to the College Board's Pre-AP classroom will prepare students for their AP courses. Each unit includes assessments created by the College Board. The first unit of study is probability and statistics to prepare students for the PSAT and SAT and introduce the field to students (this is a good pre-cursor to AP Statistics). Probability & Statistics are part of the TEKS and are taught with less detail in the regular Geometry course. HPW: 2-3

**Algebra 2 (prerequisite Geometry)** – It is a mix of review from Algebra 1 as well as new topics such as the use of complex numbers, quadratic functions, coordinate geometry, logarithmic and exponential functions, solving and graphing polynomial functions, sequences and series, and probability. Like Geometry, the regular level focuses on current year objectives. HPW: 2

**Algebra 2 PreAP** – The goal of this College Board course is to prepare students to successfully pursue more advanced topics in mathematics. In Algebra 2, students build on the concepts and skills learned in Algebra 1. Students also investigate new topics such as complex numbers, coordinate geometry, logarithmic and exponential functions, polynomial, radical, and rational functions, sequences and series, and probability. The Algebra 2 PreAP course involves more breadth and depth of topics and prepares students for AP Pre-calculus. HPW: Honors course 3

## **Languages Other Than English**

**Spanish 1** – This is a 9<sup>th</sup> grade level course. Students will have the opportunity to begin the fun journey of learning a new language and explore the culture of all Spanish speaking countries. At this level, students will be able to: talk about what they like to do, describe themselves and others, talk about their likes and dislikes, introduce themselves and others, talk about countries and nationalities, describe the weather, identify people and things, talk about daily schedules, discuss food preferences, exchange information about family, make comparisons, use common idioms, etc. This is a fun course where students are going to be encouraged to communicate in the target language since day one. No previous knowledge is required. Students will practice all four communicative skills: reading, writing, speaking, and listening. At this level, students require minimal outside time commitment to complete short assignments, prepare quizzes, projects, and tests. Most students spend no more than one hour per week to complete their work.

**Spanish 2** – Students will continue the fun journey of learning a new language and explore the culture of all Spanish speaking countries. Grammar plays a very important role in this course to advance so, several techniques and resources are incorporated to reinforce the students learning process to make it meaningful yet entertaining. Music, art, videos, aural materials, hands-on activities, written texts and authentic materials are part of this course. Students will continue improving all four communicative skills: reading, writing, speaking, and listening, and students will be tested after each

grammar and vocabulary topic is covered. At this level, students still require minimal outside time commitment to complete short assignments, prepare quizzes, projects, and tests. Most students spend no more than one hour per week to complete their work.

**Spanish 3 HISD Advanced (Honors)** is a preparatory language college course in which different approaches are used. The resources are varied, and technology is incorporated. Among others, music, art, videos, the web, aural materials, hands-on activities, written texts and authentic materials are included in the lessons. The language will be practiced and promoted through a variety of oral and written activities and students will be encouraged to respond in the target language. The students will read short stories and authentic materials to enhance their reading skills. They will also be exposed to many different styles of speaking to facilitate their oral production and to improve their ability to pick up salient facts and ideas presented orally.

The students are quizzed after each grammar and vocabulary topic is covered and a test is given after each chapter is finished. Homework, quizzes, projects, tests, etc. are announced in advanced so that students have enough time to prepare them; there usually are oral projects that are carefully graded using a rubric. Two to three full years of basic and low intermediate language study is required to be ready for the demanding content of the course. Moderate outside time is required in this course and most students spend no more than 2-3 hours per week to complete their work.

**AP Spanish IV** – follows the guidelines of the College Board AP Spanish Language and Culture course and provides opportunities for students to demonstrate their proficiency in the modes of communication from the Intermediate to the Pre-Advanced range as defined in the learning objectives in the curriculum framework. The three modes of communication (Interpretive, Interpersonal, and Presentational) defined in the Standards for Foreign Language Learning in the 21st Century are foundational to the AP Spanish Language and Culture course.

This AP Spanish Language and Culture course will be developed around themes that create an interesting, meaningful context in which students explore a variety of language concepts. These themes will help integrate language, content, and culture into an interrelated series of lessons and activities that promote the use of the language in a variety of settings.

Two to three full years of basic and low intermediate language study is required to be ready for the demanding content of the course. Moderate outside time is required in this course and most students spend no more than 3-4 hours per week to complete their work.

**AP Spanish Literature & Culture – Spanish V** – uses a thematic approach to introduce students to representative texts (short stories, novels, poetry, plays, and essays) from Peninsular Spanish, Latin American, and U. S. Hispanic literature. Students continue developing proficiencies across the three modes of communication (interpretive, interpersonal, and presentational) in the range of Intermediate High to Advanced Mid. Through careful examination of the required readings and other texts, students work to hone their critical reading and analytical writing skills. Literature is explored within the contexts of its time and place, and students gain insights on the many voices, historical periods, and cultures represented in the required readings and other texts. The course also includes a strong focus on cultural, artistic, and linguistic connections and comparisons, which is supported by the exploration of various media (art, music, film, articles, and literary criticism).

This AP Spanish Literature and Culture course is organized into units of study that take a chronological approach to the study of the literary works. These units comprise the content that colleges and universities typically expect students to master to qualify for college credit and/or placement.

This course is designed for students who have successfully completed at least three years of high school-level Spanish language study. Students may wish to complete the AP Spanish Language and Culture course before taking AP Spanish Lit. to be ready for the demanding content of the course. All required readings are done in class with the teacher and moderate outside time is required to complete assignments.

**French 1** - This is a beginning level course. No prior knowledge is required. In this class we will, of course, be learning the French language. We will also be studying the cultures and traditions of France and other French-speaking countries. Focus and practice from day one will be on the four language skills – speaking, listening, reading and writing. By the end of this school year, you will be proficient in the understanding and speaking of basic French. You will be able to speak and read text in the present, near future and command forms. You will know how to ask questions to request information. You will be able to describe yourself, your family, friends, clothing, tell time, order in a restaurant, and speak to shop owners. You will also be able to discuss teen activities, express likes and dislikes, make comparisons, and more. Each year includes a Food Day activity celebrating the French-speaking culture. At this level, students require minimal outside time commitment to complete short assignments and to prepare for quizzes, projects, and tests. Most students spend no more than one hour per week to complete their work.

**French 2** - In this class we will continue our journey to learn the French language, culture and traditions of France and other French-speaking countries. After a comprehensive review and continued practice of the previous year's curriculum, you will be learning to describe past, present and future events; discuss travel, technology, gastronomy, professions, shopping, teen activities, cultural events and the arts. Through many interactive activities and performance based-tasks (such as writing and illustrating your own children's book), you will also be able to request information, give directions, describe the weather, and further enhance your understanding of French to apply complex structures more resembling that of a native speaker. We will be listening to music, seeing videos, and holding conversations in addition to reading short stories, writing and speaking. Each year includes a Food Day activity celebrating the French-speaking culture. At this level, students still require minimal outside time commitment to complete short assignments, prepare for quizzes, projects, and tests. Most students spend no more than one hour per week to complete their work.

**French 3 HISD Advanced (Honors)** is a preparatory language college course in which different approaches are used to become intermediate speakers. The resources are varied, and technology is incorporated. Among others, music, art, videos, the web, aural materials, hands-on activities, written texts, and authentic materials are included in the lessons. The language will be practiced and promoted through various oral and written activities and students will be encouraged to respond in the target language. The students will read short stories and authentic materials to enhance their reading skills. They will also be exposed to many different styles of speaking to facilitate their oral production and to improve their ability to pick up salient facts and ideas presented orally. The students are assessed in several ways, such as tests, projects, performances, and proficiency checks in the interpretive, interpersonal, and presentational modes of communication. Homework, quizzes, projects, tests, etc. are announced in advance so that students have enough time to prepare them. Two full years of novice and low intermediate language study or demonstrated proficiency with credit by exam is required to be ready for the demanding content of the course. Moderate outside time is required in this course and most students spend no more than 2-3 hours per week to complete their work.