



9TH GRADE LEARNER STANDARDS

WORLD GEOGRAPHY/CIVILIZATION

- ~ Identify the countries of the world
- ~ Compare and contrast the five themes of geography
- ~ Utilize geography skills and tools to gather information about the world
- ~ Analyze the physical processes that shape the earth
- ~ Distinguish characteristics of landforms, climate, water cycle, vegetation, and natural resources
- ~ Examine human characteristics, including language, religion, population, political and economic systems, culture, and quality of life
- ~ Examine the characteristics of ancient civilizations (Mesopotamia, Egypt, Indus River Valley, Yellow River Valley and the Americas)
- ~ Investigate the characteristics of classical civilizations
- ~ Analyze the diffusion and interaction of cultures (colonization and trade)
- ~ Compare and contrast revolutions that have influenced the world
- ~ Understand how social change and thinking have evolved over time
- ~ Understand interactions of peoples during the 20th and 21st centuries (World and Cold Wars, international organizations, and terrorism)

ENGLISH 9

- ~ Understand the nature of language and appreciate the role of Language Arts
- ~ Understand and use oral language skills to communicate
- ~ Utilize the skills, strategies, and processes of reading and writing
- ~ Identify Greek /Latin roots, connotative and denotative meanings, sentence structure, and commonly confused words

Reading

- ~ Analyze text features and structures in a variety of informational texts
- ~ Comprehend cue words and phrases through inferences and relevant information
- ~ Describe how conflict, character, and plot work together
- ~ Explain character development through implication and inference
- ~ Relate themes in literary works to real-life events
- ~ Analyze how setting contributes to characterization, plot, or theme
- ~ Interpret figurative language and identify the speaker in literature

Writing

- ~ Compose informational and literary text to reflect upon, and recreate experiences, report observations, and persuade others
- ~ Compare multiple ideas and perspective to extend thinking through writing
- ~ Emphasize persuasive compositions using 6-Trait writing process
- ~ State a thesis that clearly takes a position
- ~ Organize writing effectively and be able to refute counter arguments
- ~ Evaluate and revise for 6-Traits of writing
- ~ Analyze multiple points of view for credibility through paraphrasing, effective summary, and/or quotations
- ~ Utilize citations where appropriate to support inquiry
- ~ Pose probing questions to seek elaboration and clarification of ideas
- ~ Construct supportive statements to communicate agreement with or acceptance of diverse ideas

ENGLISH 9 HONORS—Application Required

- ~ English 9H offers an accelerated Pre-A.P. Language arts program geared towards high school College Preparation and/or Advanced Placement classes. In addition to fulfilling State Core Curriculum requirements, students will write several times per week, read multiple pieces of literature, and develop advanced writing techniques through intensive literary analyses, and high-level critical thinking. Students must be personally accountable and committed to academic rigor.

ALGEBRA 1

- ~ Analyze rational and irrational numbers on a number line
- ~ Apply the Pythagorean Theorem
- ~ Identify the slope of a line when given different points of information and as a rate of change in real-life situations
- ~ Determine the effects of changes in slope or y-intercept when using slope-intercept form
- ~ Rewrite linear equations in slope-intercept and standard form
- ~ Create the equation of a line when given the graph of a line
- ~ Identify the x- and y-intercepts from an equation or a graph
- ~ Model linear relations and inequalities by graphing
- ~ Compute solutions to problems
- ~ Solve linear equations, inequalities, proportions and rearrange expressions in simplified form and solve quadratic equations
- ~ Write quadratic equations when given the solution
- ~ Solve systems of two linear equations
- ~ Graph a system of linear inequalities and identify the solution
- ~ Determine whether the relationship between two variables is linear or nonlinear
- ~ Categorize the relationship between two linear variables, as having positive, negative, or no correlation
- ~ Compile, record, organize, and display a set of data
- ~ Demonstrate mastery of performing operations on polynomials

GEOMETRY

- ~ Recognize numerical patterns and create rules to explain patterns
- ~ Illustrate terms of geometry - segments, angles, lines, circles, polygons etc.
- ~ Formulate conditional converse, inverse, contrapositive and bi-conditional statements
- ~ Justify the steps in solving an algebraic equation using properties of algebra
- ~ Apply the process of deductive reasoning to prove geometric theorems
- ~ Proofs about segments, angles, parallel lines, perpendicular lines, triangles and parallelograms, and the Pythagorean Theorem
- ~ Compare the slope of lines to determine their relationship
- ~ Analyze and classify triangles based upon angle measure and/or side length
- ~ Identify and describe properties of points of concurrency in a triangle
- ~ Explain the properties of the points of concurrency
- ~ Categorize quadrilaterals into subgroups (parallelograms, rectangles, squares, rhombuses, kites, and trapezoids)
- ~ Compute measure of an unknown length using ratios and similar polygons
- ~ Decide if two triangles are similar or congruent
- ~ Implement the Pythagorean Theorem to find the length of missing sides or prove that a triangle is right, acute or obtuse
- ~ Apply trigonometric ratios to calculate the measure of missing sides or angles in right triangle
- ~ Convert radicals into a reduced form if possible
- ~ Apply the properties of circles lines and segments intersecting parts of a circle to calculate missing values
- ~ Describe the center and radius of a circle given its equation
- ~ Determine the area of any regular polygon, circle or section of a circle
- ~ Compute the surface area and volume of prisms, cylinders, pyramids, cones and spheres
- ~ Identify and classify prisms based on their nets

ALGEBRA II HONORS

- ~ Solve, simplify, and graph equations and inequalities
- ~ Solve and graph absolute value equations and inequalities
- ~ Analyze and graph linear functions
- ~ Analyze, solve, and graph systems of equations and inequalities in two and three variables
- ~ Analyze, graph, and solve quadratic functions and quadratic inequalities
- ~ Add, subtract, multiply, divide, and solve equations involving complex (imaginary) numbers

- ~ Add, subtract, multiply, and divide (factor) polynomials
- ~ Simplify rational expressions
- ~ Simplify and analyze power functions, function operations, and inverse functions
- ~ Solve radical equations
- ~ Graph square root and cube root functions
- ~ Analyze, simplify, graph, and solve logarithmic functions
- ~ Add, subtract, multiply, divide, and solve rational equations and functions
- ~ Explore probability and statistics, including The Fundamental Counting Principle, permutations, combinations, compound events, independent events and dependent events
- ~ Evaluate, graph, and use sine and cosine functions
- ~ Analyze general angles and covert angles between degree and radian measure

BIOLOGY

- ~ Compare /Contrast energy flow through an ecosystem.
- ~ Identify and compare relationships between matter Cycles and organisms.
- ~ Describe how interactions among organisms and their environment help shape ecosystems.
- ~ Relate how fundamental chemistry applies to the structure and function of living cells.
- ~ Compare /contrast how photosynthesis & respiration cycle matter and transfer energy through the cell.
- ~ Investigate and summarize the structure and function of cells and cell parts.
- ~ Describe the structure and function of organs and organ systems.
- ~ Compare sexual and asexual reproduction.
- ~ Predict and interpret patterns of inheritance in sexually reproducing organisms.
- ~ Illustrate how the structure and replication of DNA are essential to heredity and protein synthesis.
- ~ Justify biological diversity as a result of evolutionary processes.
- ~ Classify organisms into a hierarchy of groups based on similarities that reflect their evolutionary relationships.

EARTH SYSTEMS

- ~ Explain the big bang theory and evidence supporting it.
- ~ Relate the structure and composition of the solar system to the processes that exist in the universe.
- ~ Compare the unique physical features that make life on Earth possible, to that of other planets.
- ~ Analyze how ecosystems differ using abiotic and biotic factors.
- ~ Summarize how Earth's diversity of life has changed over time.
- ~ Explain the evidence that supports the theory of plate tectonics.
- ~ Describe the processes within Earth that result in plate motion and relate it to changes in other Earth systems.
- ~ Explain the water cycle in terms of reservoirs, the movement between reservoirs, and the energy to move water.
- ~ Evaluate the importance of freshwater to the biosphere.
- ~ Analyze the physical and biological dynamics of the oceans.
- ~ Demonstrate how matter in the atmosphere cycles through other Earth systems.
- ~ Evaluate ways in which the atmosphere has been altered by living systems.
- ~ Describe the transformation of solar energy into heat and chemical energy on Earth and eventually the radiation of energy to space.
- ~ Relate energy sources and transformation to the effects on Earth systems

PHYSICAL EDUCATION

- ~ Attain competence in a variety of sport-specific skills by applying the required techniques
- ~ Assess skill performance of self and others by using critical cues
- ~ Demonstrate an understanding of movement concepts that include physical, mental, and social applications
- ~ Recognize the benefits of a healthy lifestyle and the consequences of poor nutrition and inactivity

- ~ Explore a variety of nontraditional physical activities for personal interest both during and outside of school (*continued*)
- ~ Exhibit responsible personal and social behaviors that show respect in activity settings
- ~ Recognize that physical activity provides opportunities for enjoyment
- ~ Utilize computer software to assist in assessing and tracking fitness levels
- ~ Participate in a number of class activities that promote strength, muscular and cardiovascular endurance, flexibility, and personal satisfaction

COMPUTER TECHNOLOGY

- ~ Enhance keyboarding skills
- ~ Understand the usage of computer processes and operating systems
- ~ Use word processor to create, format and edit business documents
- ~ Include textual citations and references (bibliography) in a report
- ~ Insert text files, graphics, or other objects into documents
- ~ Use spreadsheet software to create charts and business documents
- ~ Demonstrate an understanding of ethics related to computer technology
- ~ Students will access on-line information resources
- ~ Learn about electronic mail (email) using his/her own account
- ~ Create an electronic slideshow presentation
- ~ Apply computer skills to complete a project for another class

YEARBOOK/COMPUTER TECH (Application Required)

- ~ Students will complete all the Computer Tech class requirements along with taking pictures, designing and organizing the yearbook

DANCE COMPANY

- ~ Demonstrate technical proficiency and knowledge of the body
- ~ Document progress on technical and performance goals
- ~ Discuss methods of enhancing dancers' abilities in choreography
- ~ Identify the mastery of performing techniques in self and others
- ~ Demonstrate knowledge and skills in the elements of dance: Body, Energy, Space, and Time and display in solo and group choreography
- ~ Create a 3-5 minute group dance with coherence and aesthetic unity
- ~ Participate in the process of presenting a concert
- ~ Analyze how choreographer uses abstraction to create meaning
- ~ Work cooperatively sharing choreographic ideas
- ~ Identify the purpose of dance in world cultures past and present
- ~ Analyze a professional or university concert

DANCE INTRO/ DANCE INTRO-ADVANCED

- ~ Demonstrate correct technique and body knowledge through conditioning
- ~ Demonstrate knowledge and skills using: Body, Energy, Space, and Time
- ~ Demonstrate and identify basic concepts of performing techniques
- ~ Understand dance as a means to communicate meaning
- ~ Create and perform a movement sequence based upon a dance element
- ~ Evaluate a sequence or dance with a beginning, middle, and end
- ~ Define and perform the process of abstraction
- ~ Identify the purposes served by dance through time and world cultures
- ~ Explore how dance can be used collaboratively with other school subjects
- ~ Participate in dance concert

MENS DANCE

- ~ Demonstrate elements of dance: movement, space, time and energy
- ~ Explore dance forms : capoeira, tap, step, modern, and hip-hop
- ~ Participate and focus on agility, balance, coordination, rhythmic accuracy, and spatial awareness
- ~ Identify and demonstrate the importance of fitness, conditioning, overall coordination and composition as it pertains to dance

DANCE 1

- ~ Demonstrate knowledge and skills in dance: Body, Energy, Space, and Time
- ~ Improvise in a group and perform based on an idea or activity
- ~ Understand dance as a means communicate meaning
- ~ Create and perform movement in AB, ABA, rondo, canon or echo

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- ~ Create, perform, and evaluate a dance study in a small group with a beginning, middle, and end demonstrating unison, contrast, and transition
- ~ Demonstrate cooperative choreographic work in a small group
- ~ Create a movement pattern based on a single gesture, analyzing the changes in meaning each alteration may create
- ~ Identify the purposes served by dance throughout time and cultures
- ~ Participate in dance concert

INTERMEDIATE BAND

- ~ Increase technique to intermediate level including: embouchure, tone quality, intonation, range, articulation, and finger dexterity
- ~ Recognize and demonstrate proper usage of intermediate rhythms including: triplets, sixteenth notes, and their accompanying rests
- ~ Demonstrate an understanding of intermediate music theory and terms
- ~ Perform 8 Major scales and arpeggios up to one octave
- ~ Perform intermediate ensemble sight-reading and performance skills
- ~ Perform band literature in a variety of styles appropriate to playing level
- ~ Develop multicultural, interdisciplinary, critical listening and historical aspects of music

~ SYMPHONIC BAND

- Increase playing techniques to an advanced level including: embouchure, tone quality, intonation, articulation, finger dexterity, and range
- ~ Demonstrate an understanding of advanced music theory and rhythms including the identification of 12 key signatures, Circle of 5ths, enharmonics, syncopated rhythms, and advanced phrasing
- ~ Perform all 12 major scales and arpeggios up to and octave and a half
- ~ Develop advanced ensemble sight-reading and performance skills
- ~ Perform band literature in a variety of styles appropriate to playing level
- ~ Develop multicultural, interdisciplinary, critical listening and historical aspects of music

JAZZ BAND

- ~ Demonstrate an understanding of advanced music theory, ear training and musical interpretation in this style
- ~ Perform major, mixolydian, & dorian scales swing to the ninth note
- ~ Perform jazz literature in a variety of styles including swing, Latin, and rock
- ~ Develop rhythmic accuracy and jazz improvisation
- ~ Demonstrate correct jazz articulations

INTERMEDIATE PERCUSSION ENSEMBLE

- ~ Demonstrate ability to perform advanced rhythms
- ~ Demonstrate ability to perform 12 major scales and arpeggios
- ~ Demonstrate ability to perform various percussion instruments including mallet, timpani, snare drum, auxiliary, and ethnic percussion
- ~ Demonstrate ability to perform as an ensemble as well as with the band
- ~ Demonstrate knowledge of musical terms and theory

ADVANCED ORCHESTRA

- ~ Demonstrate the posture and tone of an advanced player
- ~ Recognize, write and play three octave scales
- ~ Write and recognize intervals 2nds, 4ths, 5ths, and octaves
- ~ Demonstrate ability to shift from any position between 1st and 5th
- ~ Display a solid vibrato and high level bow manipulation
- ~ Recognize and perform all bowing style, tempo, and dynamic markings
- ~ Create new melodies and rhythms in any meter

9TH GRADE TROUBADOURS AND CANTABILE CHOIRS

- ~ Demonstrate the ability to sing their part independently
- ~ Identify all lines and spaces of the bass clef, all major and minor key signatures, and write all major scales
- ~ Demonstrate the ability to audibly identify all major intervals
- ~ Execute sight singing using 3rds, 4ths, 5ths, 6ths, 7ths, and octaves
- ~ Demonstrate the ability to read and sing Latin

DRAMA 1

- ~ Demonstrate theatrical staging technique

- ~ Create and perform a character through physicality
- ~ Perform a choral reading using proper vocal technique and characteristics
- ~ Analyze a play according to correct story structure
- ~ Write and stage an original play as a group
- ~ Identify and perform basic improvisational acting skills
- ~ Perform a rehearsed and memorized scene and a one minute monologue

MUSICAL THEATRE

- ~ Prepare and execute a professional audition
- ~ Produce a professional acting resume
- ~ Model proper rehearsal and performance etiquette
- ~ Demonstrate proper theatrical vocal technique in performance
- ~ Demonstrate proper stage physicality in performance
- ~ Create and perform a character thru script analysis and rehearsal
- ~ Rehearse, memorize, and perform in a theatrical production

STAGE CREW 2

- ~ Hang, focus, run, and design stage lighting
- ~ Run and design theatrical sound
- Design and build theatrical sets, stage costumes, and masks

ART FOUNDATIONS-ONE

- ~ Plan and organize an artwork using the elements of design
- ~ Explore numerous art media, techniques and processes
- ~ Analyze the impact of different cultures on art
- ~ Differentiate between fore, middle, and back ground to show depth
- ~ Produce an accurate color wheel using only the three primary colors

ART FOUNDATIONS-TWO/ART FOUNDATIONS-TWO ADVANCED (Audition)

- ~ Create a work of art that communicates an idea or theme
- ~ Experiment with a variety of art media, techniques and processes
- ~ Design and construct a clay project using the three forms of hand building
- ~ Explore career opportunities in the art field
- ~ Illustrate (Break down) the artistic process by taking an artwork from an initial sketch, or idea, to a finished product

MANUFACTURING

- ~ Understand past and varied occupations related to manufacturing industry.
- ~ Identify a variety of systems, methods, and materials used in manufacturing
- ~ Demonstrate how to measure using both conventional and metric systems
- ~ Learn and use safe work habits and techniques.
- ~ Understand the mass production process
- ~ Use orthographic projection to sketch and design
- ~ Explore, develop and understand basic skills using sheet metal, steel and wood through hands on experiences

INTERMEDIATE TECH

~ INTRODUCTION TO COMMUNICATIONS TECHNOLOGY

Student will explore various areas of the communications technology in more depth. Students will design and create a small project in the following areas: logos and slogans, graphic design, video editing, digital photography, photo editing, slide shows, CNC or laser engraving, and drafting. Students will choose which areas they would like to use in a major multi-media project.

FOODS 1

- ~ Identify and use kitchen equipment and appliances
- ~ Explain basic food-preparation terminology
- ~ Demonstrate kitchen safety, sanitation and basic first aid
- ~ Demonstrate food-preparation and kitchen management skills
- ~ Explore dietary guidelines and food guide pyramid
- ~ Evaluate personal dietary choices and intake
- ~ Produce quality food products from each area of the food guide pyramid
- ~ Identify food sources and functions of vitamins, minerals, carbohydrates, proteins, fats, water and fiber

CLOTHING 1

- ~ Compare and contrast natural and synthetic textile fibers and their qualities
- ~ Identify, operate and care for the parts of the sewing machine
- ~ Demonstrate correct pattern layout, cutting, and marking techniques
- ~ Interprets manufactured guide sheets to construct a project
- ~ Construct correct seam allowances using edge and seam finishes
- ~ Construct machine and hand-stitched hems, buttonholes, casings, patch pockets, and attach a button using a hand needle and a thread shank

KEYBOARDING APPLICATIONS

- ~ Demonstrate mastery of touch keyboarding
- ~ Practice and reinforce correct keyboarding techniques
- ~ Increase student keyboarding skills through drills, and practice
- ~ Students will increase accuracy using appropriate drills and timed writings
- ~ Use software to create, format, and edit personal and business documents
- ~ Improve composition and editing skills

CREATIVE WRITING

- ~ Bring settings to life through description, movement, and history
- ~ Bring characters to life by discovering voices, motives, back stories, and alternating points of view
- ~ Create "one scene openers and short stories
- ~ Collaborate in world creation – fantasy and contemporary
- ~ Improve upon poetry – rhyme, rhythm, and theme
- ~ Engage in metaphorical, symbolic writing
- ~ Adapt screenplays and scripts
- ~ Explore humorous writing
- ~ Brainstorm with music to capture a picture and a tone
- ~ Perfect the usage of dialogue
- ~ Identify, discuss, and incorporate universal themes
- ~ Write and illustrate children's books
- ~ Synthesize synopses and queries for potential publishers and agents
- ~ Develop a portfolio using works in progress and writing developments

WORLD LANGUAGE LEVEL 1

- ~ Identify sounds & symbols of the language, including alphabet & numbers
- ~ Communicate in the language about time, routines, clothing, home, food, activities, family, pets, weather, and likes and dislikes
- ~ Generate situational conversations, such as- introduction and ordering food
- ~ Formulate questions in the language to acquire information
- ~ Develop basic reading skills
- ~ Compare and contrast one's own culture with other world cultures

WORLD LANGUAGE LEVEL 2

- ~ Communicate in the language about cities, directions, transportation, shopping, trips, chores, jobs, and detailed descriptions
- ~ Generate situational conversations such as, making traveling arrangements
- ~ Differentiate between and produce language in the past, present, and future
- ~ Expand reading & writing skills
- ~ Extend knowledge of the history & culture of the chosen language

PEER TUTOR—(Application Required)

- ~ Instruct and build the self-confidence of special needs students by assisting in learning and
- ~ Practice skills with students until they are able to do them independently
- ~ Assist in applying knowledge to real life situations on field trips.
- ~ Complete additional assignments.

OFFICE AIDE (Application Required)

- ~ Demonstrate responsibility through excellent attendance and grades
- ~ Apply good communication, ethics and people skills
- ~ Follow directions well and work on tasks independently

2010-2011
Timberline
Grizzly
Standards

9th

Essential knowledge and skills
students should know and
be able to demonstrate.

"Timberline Middle School Community
will foster an environment
which encourages and facilitates
active inquiry, high achievement,
and responsible participation in society."