

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

Number, Number Sense and Operations Standard

Students demonstrate number sense, including an understanding of number systems and operations and how they relate to one another. Students compute fluently and make reasonable estimates using paper and pencil, technology-supported and mental methods.

By the end of the 8 – 10 program, students will . . .

- A. Use scientific notation to express large numbers and numbers less than one.
- B. Identify subsets of the real number system.
- C. Apply properties of operations and the real number system, and justify when they hold for a set of numbers.
- D. Connect physical, verbal and symbolic representations of integers, rational numbers and irrational numbers.
- E. Compare, order and determine equivalent forms of real numbers.
- F. Explain the effects of operations on the magnitude of quantities.
- G. Estimate, compute and solve problems involving real numbers, including ratio, proportion and percent, and explain solutions.
- H. Find the square root of perfect squares, and approximate the square root of non-perfect squares.
- I. Estimate, compute and solve problems involving scientific notation, square roots and numbers with integer exponents.

- 1. Identify and justify whether properties (closure, identity, inverse, commutative and associative) hold for a given set and operations; e.g., even integers and multiplication.
- 2. Compare, order and determine equivalent forms for rational and irrational numbers.
- 3. Explain the effects of operations such as multiplication or division, and of computing powers and roots on the magnitude of quantities.
- 4. Demonstrate fluency in computations using real numbers.
- 5. Estimate the solutions for problem situations involving square and cube roots.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

Measurement Standard

Students estimate and measure to a required degree of accuracy and precision by selecting and using appropriate units, tools and technologies.

By the end of the 8 – 10 program, students will . . .

- A. Solve increasingly complex non-routine measurement problems and check for reasonableness of results.
- B. Use formulas to find surface area and volume for specified three-dimensional objects accurate to a specified level of precision.
- C. Apply indirect measurement techniques, tools and formulas, as appropriate, to find perimeter, circumference and area of circles, triangles, quadrilaterals and composite shapes, and to find volume of prisms, cylinders, and pyramids.
- D. Use proportional reasoning and apply indirect measurement techniques, including right triangle trigonometry and properties of similar triangles, to solve problems involving measurements and rates.
- E. Estimate and compute various attributes, including length, angle measure, area, surface area and volume, to a specified level of precision.
- F. Write and solve real-world, multi-step problems involving money, elapsed time and temperature, and verify reasonableness of solutions.

- 1. Convert rates within the same measurement system; e.g., miles per hour to feet per second; kilometers per hour to meters per second.
- 2. Use unit analysis to check computations involving measurement.
- 3. Use the ratio of lengths in similar two-dimensional figures or three-dimensional objects to calculate the ratio of their areas or volumes respectively.
- 4. Use scale drawings and right triangle trigonometry to solve problems that include unknown distances and angle measures.
- 5. Solve problems involving unit conversion for situations involving distances, areas, volumes and rates within the same measurement system.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

**Geometry and Spatial Sense
Standard**

Students identify, classify, compare and analyze characteristics, properties and relationships of one-, two- and three-dimensional geometric figures and objects. Students use spatial reasoning, properties of geometric objects, and transformations to analyze mathematical situations and solve problems.

By the end of the 8 – 10 program, students will . . .

- A. Formally define geometric figures.
- B. Describe and apply the properties of similar and congruent figures; and justify conjectures involving similarity and congruence.
- C. Recognize and apply angle relationships in situations involving intersecting lines, perpendicular lines and parallel lines.
- D. Use coordinate geometry to represent and examine the properties of geometric figures.
- E. Draw and construct representations of two- and three-dimensional geometric objects using a variety of tools, such as straightedge, compass and technology.
- F. Represent and model transformations in a coordinate plane and describe the results.
- G. Prove or disprove conjectures and solve problems involving two- and three-dimensional objects represented within a coordinate system.
- H. Establish the validity of conjectures about geometric objects, their properties and relationships by counter-example, inductive and deductive reasoning, and critiquing arguments made by others.

- 1. Define the basic trigonometric ratios in right triangles: sine, cosine and tangent.
- 2. Apply proportions and right triangle trigonometric ratios to solve problems involving missing lengths and angle measures in similar figures.
- 3. Analyze two-dimensional figures in a coordinate plane; e.g., use slope and distance formulas to show that a quadrilateral is a parallelogram.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

By the end of the 8 – 10 program,
students will . . .

I. Use right triangle trigonometric
relationships to determine lengths and
angle measures.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

Patterns, Functions and Algebra Standard

Students use patterns, relations and functions to model, represent and analyze problem situations that involve variable quantities. Students analyze, model and solve problems using various representations such as tables, graphs and equations.

By the end of the 8 – 10 program, students will . . .

- A. Generalize and explain patterns and sequences in order to find the next term and the n th term.
- B. Identify and classify functions as linear or nonlinear, and contrast their properties using tables, graphs or equations.
- C. Translate information from one representation (words, table, graph or equation) to another representation of a relation or function.
- D. Use algebraic representations, such as tables, graphs, expressions, functions and inequalities, to model and solve problem situations.
- E. Analyze and compare functions and their graphs using attributes, such as rates of change, intercepts and zeros.
- F. Solve and graph linear equations and inequalities.
- G. Solve quadratic equations with real roots by graphing, formula and factoring.
- H. Solve systems of linear equations involving two variables graphically and symbolically.
- I. Model and solve problem situations involving direct and inverse variation.

- 1. Define function with ordered pairs in which each domain element is assigned exactly one range element.
- 2. Generalize patterns using functions or relationships (linear, quadratic and exponential), and freely translate among tabular, graphical and symbolic representations.
- 3. Describe problem situations (linear, quadratic and exponential) by using tabular, graphical and symbolic representations.
- 4. Demonstrate the relationship among zeros of a function, roots of equations, and solutions of equations graphically and in words.
- 5. Describe and compare characteristics of the following families of functions: linear, quadratic and exponential functions; e.g., general shape, number of roots, domain, range, rate of change, maximum or minimum.
- 6. Write and use equivalent forms of equations and inequalities in problem situations; e.g., changing a linear equation to the slope-intercept form.
- 7. Use formulas to solve problems involving exponential growth and decay.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

By the end of the 8 – 10 program, students will . . .

J. Describe and interpret rates of change from graphical and numerical data.

8. Find linear equations that represent lines that pass through a given set of ordered pairs, and find linear equations that represent lines parallel or perpendicular to a given line through a specific point.

9. Solve and interpret the meaning of 2 by 2 systems of linear equations graphically, by substitution and by elimination, with and without technology.

10. Solve quadratic equations with real roots by factoring, graphing, using the quadratic formula and with technology.

11. Add, subtract, multiply and divide monomials and polynomials (division of polynomials by monomials only).

12. Simplify rational expressions by eliminating common factors and applying properties of integer exponents.

13. Model and solve problems involving direct and inverse variation using proportional reasoning.

14. Describe the relationship between slope and the graph of a direct variation and inverse variation.

15. Describe how a change in the value of a constant in a linear or quadratic equation affects the related graphs.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

Data Analysis and Probability Standard

Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

By the end of the 8 – 10 program, students will . . .

- A. Create, interpret and use graphical displays and statistical measures to describe data; e.g., box-and-whisker plots, histograms, scatterplots, measures of center and variability.
- B. Evaluate different graphical representations of the same data to determine which is the most appropriate representation for an identified purpose.
- C. Compare the characteristics of the mean, median and mode for a given set of data, and explain which measure of center best represents the data.
- D. Find, use and interpret measures of center and spread, such as mean and quartiles, and use those measures to compare and draw conclusions about sets of data.
- E. Evaluate the validity of claims and predictions that are based on data by examining the appropriateness of the data collection and analysis.
- F. Construct convincing arguments based on analysis of data and interpretation of graphs.
- G. Describe sampling methods and analyze the effects of method chosen on how well the resulting sample represents the population.

1. Classify data as univariate (single variable) or bivariate (two variables) and as quantitative (measurement) or qualitative (categorical) data.
2. Create a scatterplot for a set of bivariate data, sketch the line of best fit, and interpret the slope of the line of best fit.
3. Analyze and interpret frequency distributions based on spread, symmetry, skewness, clusters and outliers.
4. Describe and compare various types of studies (survey, observation, experiment), and identify possible misuses of statistical data.
5. Describe characteristics and limitations of sampling methods, and analyze the effects of random versus biased sampling; e.g., determine and justify whether the sample is likely to be representative of the population.
6. Make inferences about relationships in bivariate data, and recognize the difference between evidence of relationship (correlation) and causation.
7. Use counting techniques and the Fundamental Counting principle to determine the total number of possible outcomes for mathematical situations.

MATHEMATICS STANDARD
Grade – Ninth
Standard

Benchmark

Indicators

By the end of the 8 – 10 program,
students will . . .

H. Use counting techniques, such as permutations and combinations, to determine the total number of options and possible outcomes.

I. Design an experiment to test a theoretical probability, and record and explain results.

J. Compute probabilities of compound events, independent events, and simple dependent events.

K. Make predictions based on theoretical probabilities and experimental results.

8. Describe, create and analyze a sample space and use it to calculate probability.

9. Identify situations involving independent and dependent events, and explain differences between, and common misconceptions about, probabilities associated with those events.

10. Use theoretical and experimental probability, including simulations or random numbers, to estimate probabilities and to solve problems dealing with uncertainty; e.g., compound events, independent events, simple dependent events.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

By the end of the 8 – 10 program,
students will . . .

Mathematical Processes Standard

Students use mathematical processes
and knowledge to solve problems.

Students apply problem-solving and
decision-making techniques, and
communicate mathematical ideas.

- A. Formulate a problem or mathematical model in response to a specific need or situation, determine information required solving the problem, choosing method for obtaining this information, and set limits for acceptable solution.
- B. Apply mathematical knowledge and skills routinely in other content areas and practical situations.
- C. Recognize and use connections between equivalent representations and related procedures for a mathematical concept; e.g., zero of a function and the x-intercept of the graph of the function, apply proportional thinking when measuring, describing functions, and comparing probabilities.
- D. Apply reasoning processes and skills to construct logical verifications or counter-examples to test conjectures and to justify and defend algorithms and solutions.
- E. Use a variety of mathematical representations flexibly and appropriately to organize, record, and communicate mathematical ideas.

MATHEMATICS STANDARD

Grade – Ninth

Standard

Benchmark

Indicators

By the end of the 8 – 10 program,
students will . . .

- F. Use precise mathematical language and notations to represent problem situations and mathematical ideas.
- G. Write clearly and coherently about mathematical thinking and ideas.
- H. Locate and interpret mathematical information accurately, and communicate ideas, processes and solutions in a complete and easily understood manner.