

Catholic District School Board of Eastern Ontario
Notre Dame Catholic High School

<i>COURSE TITLE:</i>	Essentials of Mathematics, Grade 9
<i>COURSE CODE:</i>	MAT 1L
<i>LEVEL OF DIFFICULTY:</i>	Essential
<i>AREA OF STUDY:</i>	MATHEMATICS
<i>SUGGESTED PREREQUISITE(S):</i>	Grade 8 Mathematics
<i>NUMBER OF SCHEDULED HOURS:</i>	110
<i>FACILITATOR(S):</i>	Glen Cordick
<i>WRITER(S):</i>	Erin McElhone, Lisa Verge, Cathy Wyatt
<i>DATE OF PREPARATION:</i>	revised August 2007
<i>MINISTRY GUIDELINES:</i>	The Ontario Curriculum, Grades 9&10, Mathematics
<i>TEXTS:</i>	Math Essentials 9 Workbook, (McGraw-Hill, Ryerson) with Supplements
<i>RESOURCES:</i>	TIPS4RM; Targeted Implemented & Planning Supports for Revised Mathematics; Math Concepts & Connections 9; Nelson, Educ. Ltd.

COURSE DESCRIPTION:

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development, to prepare them from Grade 11 Workplace Preparation course. Whenever possible ideas will be presented in real life context, providing students with the opportunity to explore, organize, interpret and use mathematical models to solve problems. Technology and manipulative materials will be used where possible and appropriate. Assessment and evaluation will be done using a wide variety of strategies where possible.

COURSE STRANDS/UNITS:

(not necessarily in order)

Develop and Consolidating Money Sense (MS)

- Write and Rounding decimal Numbers in everyday money situations;
- Solve problems with money from everyday situations;
- Communicate information about money concepts and money sense.

Develop Concepts in Proportional Reasoning (PR)

- Determine relationships between fractions, percentages, ratios, rates
- Solving problems drawn from everyday situations involving percent, ratio, rate, fractions
- Communicate information about proportional reasoning concepts;

Develop and Consolidating Concepts in Measurement (MG)

- Estimate and measure length, capacity and mass in the metric system;
- Estimate and measure length, capacity and mass in the imperial system;
- Investigate and solve problems using metric units in the concepts of perimeter, area and volume.
- Communicate information about measurement concepts;

ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATION:

This course enables students to strive to develop a confident and positive sense of self; within the setting of a supportive and caring classroom community. The dignity and value of each student will be respected and affirmed. Through their personal growth in reason, critical thinking and communication, students come to appreciate their mathematical ability as a God given gift. By sharing their strengths and abilities students contribute to the good of others, in service to the classroom and school community.

Teaching Strategies

Throughout this course the students will have use of graphing calculators, algebra tiles, concrete examples and the use of multiple texts as resources. Investigations (student based) will be utilized as necessary to allow the students to discover some of the key expectations. There will be teacher lead discussions for some of the key points but students will be encouraged to explore the role of math in the everyday environment.

Literacy Components:

Through out this course the literacy components will focus on summarizing the material presented through various forms such as the Frayer model. This will help consolidate the information they cover over the units. The students will also be encouraged to use visual representations of the information presented to consolidate the information that the mathematics algebraically represents. Students will be directed to predict (and evaluate) their answers throughout the course, so that they can generalize the solutions and reaffirm the solutions with correct mathematics.

COURSE EVALUATION:

Student achievement will be based on the achievement chart categories outlined below and individual demonstration of the specific expectations. . All major assignments will be evaluated by levels and marks. Grades will be determined using the students' most consistent and most recent levels of achievements. For purposes of reporting, the percentages grade range will correspond to the following levels as defined by the board:

Level	Mark Code	Level	Mark Code	Level	Mark Code	Level	Mark Code
4++	98/ 100						
4+	94	3+	79	2+	69	1+	59
4	86/ 90	3	75	2	65	1	55
4-	82	3-	72	2-	62	1-	52

THE ACHIEVEMENT CHART FOR MATHEMATICS

The achievement chart identifies four categories of knowledge and skills in Mathematics: *Knowledge, Problem Solving, Communication and Application*. The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Each achievement chart has descriptions of the levels of achievement for each of the four categories of knowledge and skills. Level 3 is the provincial standard; level 4 indicates a level of aptitude *beyond* the standard; level 2 indicates the student is slightly below provincial standard; and level 1 indicates limited understanding of the material.(Mathematics: Ontario Curriculum Grades 9 & 10, Revised, 2005)

Formative Evaluation

Formative evaluation is used to measure student's learning skills and as a means of diagnostic assessment to improve learning. Learning skills include works independently, teamwork, organization, work habits/homework, initiative, these will have more descriptive outlines on the early report.

DETERMINING THE GRADE

CULMINATING ACTIVITY

A Culminating Activity provides an opportunity for students to synthesize and demonstrate the full breadth of their understanding of overall expectations. The task is completed over more than one class period, involves all four categories of the achievement chart, and is authentic and related to the “real world”. Student work to be assessed must demonstrate individual achievement.

70% SUMMATIVE EVALUATION	30% CULMINATING ACTIVITY
Summative Evaluation:	
Term Assessment Weighting	70% Final Assessment Weighting
All categories will be weighted equally	Culminating Activity
	30%
	30

As per policy of NDCHS, if the Culminating Project(s) is *not* attempted, no credit in this course will be granted.

POLICIES

Policy for Assignment Deadlines

Under the new policy, there will be two procedures for students unable to meet assignment deadlines:

1) Pre-Approved Extension Policy

Students who feel they will be unable to meet an assignment deadline will need to negotiate a new deadline under the following terms:

- a) The student must complete a Pre-Approved Late (P.A.L.) form. This **MUST** include a parent signature as well as email and phone contact information. These forms are available on the school website, in student services and in the main office.
- b) The student must demonstrate they have some components of the assignment complete/attempted.
- c) The student must present the first two items to the classroom teacher a minimum of **one** day prior to the due date¹.

Once the student has produced his/her signed contract as well as the attempt at the assignment, the teacher and student will negotiate a new deadline that will allow the student time to complete the assignment and ensure submission in a timely fashion. The teacher will then make parent contact (email or phone) to communicate the new deadline. If the assignment is submitted on the agreed upon date, full marks will be given. If a student fails to submit the assignment on the agreed upon date, **(2) Late Assignment Policy** will apply.

¹ Failure to negotiate a Pre-Approved Extension (one day prior) due to excused absences for sports, extra-curricular activities, doctor’s appointments, etc. will result in a Pass/Fail on the assignment should the deadline be missed. Students in these circumstances will need to negotiate prior to missing class. In the case of illness on the negotiation day or the due date, the parent must **directly** contact the classroom teacher to make arrangements.

2) Late Assignment Policy

If a student misses an assignment deadline without negotiating a Pre-Approved Extension or defaults on an extended deadline, the following will apply.

They will be given a Pass (P), Fail (F), or Incomplete (I) based on the work they submit. A “P” will be given if the submitted work meets curriculum expectations. The “P” will not prevent a student from earning his/her credit. However, having more than one “P” in a single course will result in a lower overall grade. An “F” will be given if the work submitted

does not meet curriculum expectations. An “I” will be given if the assignment is not submitted at all. Both an “F” and an “I” may put a student’s credit at risk.

A student who fails to meet a submission deadline will be required to work on the incomplete assignment in **mandatory** Lunch Study Hall (Rm. 144). Study Hall will begin the day after the assignment was due and the work must be submitted within one week of the original (or renegotiated) due date, at the discretion of the teacher. It is expected that the student will continue to work on the assignment outside of school hours, where appropriate, in addition to lunch study hall in order to meet the new deadline. At the end of the week, the student will receive an “I” if nothing is submitted or an “F” if what they submit still does not meet curriculum expectations. If the assignment meets curriculum expectations, the student will receive a “P” which cannot prevent them from earning the credit. If a student skips study hall, they will automatically be assigned an “I” and the parent will be contacted by the Student Success Team.

Academic Dishonesty

If a student cheats on a test or plagiarizes a summative assignment, they will have to re-do the work in a supervised setting at their teacher’s convenience. The parent will be notified and the vice-principal will create a file to track the incident. Should a second incident occur in any class, the student will receive a suspension and a grade of zero for that assignment.

CLASSROOM EXPECTATIONS: Each student in this math course is expected to:

1. Have in class a **SEPARATE** binder/duotang, workbook, paper, **pencil**, eraser, ruler, calculator.
2. You will be expected to take notes sometimes. Therefore a binder/duotang is necessary. Notebooks may be collected periodically as assessment. The expectation will be that notes be present, organized and homework is completed/attempted **each** day assigned.
3. Be on time for class. Lates merit detentions and suspensions.
4. Catch up on all work missed due to absence. This is **YOUR** responsibility. (Remember your binder will be checked periodically, and homework regularly)
5. Everyone has the right to silence while writing the test. There will be no talking during a quiz or test until everyone has finished. Talking to your peers, even if you are finished will result in a **zero** for that test.
6. Students are expected to be present for all their tests. Should a student be involved in a school approved extra-curricular activity on the day of the test, it becomes the **responsibility of the student** to inform the teacher **well in advance** so that arrangements may be made for a make-up test. Under no circumstances will a make-up test be given to a student who has skipped a test.
7. All tests, assignments (items submitted for evaluation) must be written in **pencil** (or typed) or it may **NOT** be evaluated.
8. Ask for help when experiencing any difficulty. I will willingly help you. I will have scheduled times available for extra help, please see me at the **start** of your difficulties.
9. **Any** missing late assignment may affect your overall level of achievement. (see above)
10. Keep the room in order; ie., no writing on desks, no eating in the classroom, etc.

Please show this course outline to your parents/guardians. It is the contract between us for this course. I ask that **both** you and your parents read it thoroughly and complete the portion below. Return it tomorrow.

I, _____ ((print student name) have read and understood the expectations outlined in the Grade 9 Essentials of Mathematics (Essentials) Course Outline

(student signature)

Parents/Guardians : Please be aware of the expectations set for your son/daughter in this course. If you have any questions, please do not hesitate to contact me at NDCHS: 253-4700 or via **email** at glen.cordickg@cdsbeo.on.ca

(parent/guardian signature)

Sincerely,
Glen Cordick

<p>Please Note: All math students are required to purchase a pencil & calculator and bring them to class EACH day!</p>

Daytime Phone number:

Comments: