

St. Clair Catholic District School Board
Student Information Sheet/ Outline of Course Study

School	Ursuline College Chatham
Department	Mathematics
Course Title	Grade Nine Locally Developed Credit Course
Grade and Level	Grade 9 (Credit) MAT1LO
Credit	One full
Prerequisite	None
Textbook	A student workbook may be available
Teacher(s)	Ms. R. Vandenberg, Ms. J. Grant
Department Head	Mrs. M. Taylor-Joyes
Ministry Document	Course Profile: Locally Developed Compulsory Credit Course- MAT1LO
Date	September 2009/February 2010

Course Description

This course extends topics introduced in earlier grades to a deeper degree, as well as introduces new topics to the students. Students will have opportunities to consolidate core skills and to deepen their understanding of key mathematical concepts. This course enables students to develop mathematical ideas and methods through the exploration of applications, the effective use of technology, and extended experiences with hands on activities. The students will study topics in the following three areas: Money Sense; Concepts in Measurement; Concepts in Proportional Reasoning.

How this course supports the Ontario Catholic Graduate Expectations:

The following expectations from the Ontario Catholic Graduate Expectations will be stressed throughout the course: The graduate is expected to be: - An effective communicator who reads, understands and uses written materials effectively; - A reflective, creative and holistic thinker who thinks reflectively and creatively to evaluate situations and solve problems ; - A self-directed , responsible, lifelong learner who sets appropriate goals and priorities in school , work and personal life; - A collaborative contributor who works effectively as an independent team member; - A responsible citizen who accepts accountability for one's one actions.

How this course supports the competencies of Choices Into Action:

Career exploration activities through classroom experience (page 19, Choices into Action)

1) Expectations regarding Learning Skills

It is expected that students will demonstrate the following: (this is not intended to be an exhaustive list)

- Independent learning ability
- Team work ability
- Organizational skills on a daily basis
- Strong work habits during class time
- Completed homework and assignments
- Initiative in all areas of the course

Learning skills will be assessed according to criteria which have been clearly communicated to students and will be reported separately from student achievement of the curriculum

expectations. The student's demonstrated learning skills in each course will be evaluated using the four-point scale, E- Excellent, G- Good, S- Satisfactory, N – Needs Improvement.

2) Overall expectations for student learning

Through this course, the student will be expected to demonstrate knowledge, skills and values related to the following strands:

<p>Strand 1: Developing and Consolidating Money Sense</p> <ul style="list-style-type: none"> • Interpret, write and round decimal numbers in everyday money situations • Solve problems involving money, drawn from everyday situations • Communicate information about money concepts • Use literacy skills to obtain and communicate information about money sense in a variety of manners (reading, writing, speaking and listening) 	<p>Strand 2: Developing and Consolidating Concepts in Measurement</p> <ul style="list-style-type: none"> • Estimate and measure length, capacity, and mass in order to consolidate an understanding of the metric system • Estimate and measure length using the Imperial system • Solve problems (investigations, estimates, measurements, etc) to consolidate an understanding of perimeter, area, and volume • Use literacy skills to obtain and communicate information about measurement concepts
<p>Strand 3: Developing and Consolidating Concepts in Proportional Reasoning</p> <ul style="list-style-type: none"> • Determine relationships among fractions, percentages, ratios and rates by constructing diagrams, building models, and estimating measurements • Solve problems from everyday situations involving percent, ratio, rate and fractions • Use literacy skills to obtain and communicate information about proportional reasoning 	

3) Individual Education Plan

Whenever accommodations are made to address student learning needs, or alternative or modified expectations are identified for a student, these accommodations, modifications, or alternative expectations will be outlined in an IEP and will be communicated to parents.

4) Course breakdown & assessment and evaluation strategies

Evaluation strategies will include checklists, quizzes, assignments, tests

Unit title/Description	Suggested Timing
Developing and Consolidating Money Sense	25 hours
Developing and Consolidating Concepts in Measurement	25 hours
Developing Concepts in Proportional Reasoning	25 hours
Summative Assessment Activities	10 hours

5) Teaching/Learning Strategies

Instruction in this course will be evaluated according to the following breakdowns:
Group work, pair activities, individual work, projects and assignments.

6) Assessment and Evaluation

Student achievement of the learning expectations will be evaluated according to the following breakdowns:

Categories of Knowledge, Skills and Values	Weighting (%)	
	Term Evaluation (100%) Evaluation	Final
Knowledge & Understanding	50	Culminating
Thinking, Inquiry, Problem Solving	10	Assessment
Communication	20	And
Applications	20	Final Exam
BREAKDOWN OF FINAL MARK	70% of term mark	30%

7) School, department and classroom policies

a) See student handbook for school rules

b) **HOMEWORK** will be assigned almost every day. Depending on the topic, the time required to complete the assignment will vary, but at the grade nine level the homework should require 15-20 minutes per night. To ensure success, any suggested homework assignments are to be completed for the beginning of the next class. The completion of assignments, neat and orderly notes, and routine correction of problems are essential for success.

c) **REGULAR** and **PROMPT** attendance is required in order to be successful. If a student is absent it is their responsibility to make up for missed work. Notes should be copied from a reliable student, and homework exercises attempted. Extra help is available and can be arranged with the teacher.

c) **TESTS AND ASSIGNMENTS MISSED OR LATE.** The reasons for the absence or late will be taken into account, but a mark of zero can be assigned to the student for circumstances that seem to warrant such a mark. Assignments not submitted within the stated time frame may be cause for the student's overall grade to fall to a lower level.

Every effort should be made to write the test at the scheduled time period. Below are some test and assignment procedures:

- i) If you know that you will be away for a scheduled test and/or assignment due date for some legitimate reason, inform your teacher and make alternate arrangements before you leave.
- ii) If a test is missed due to a legitimate or sudden absence, it will be written at a time determined by the teacher after consultation with the student. The usual date for writing the test would be the first day back after the absence. A note signed by the parent/guardian must support such legitimate absences.
- iii) As a general rule, there will be no make-up tests or assignments. If special circumstances warrant, make-up tests or assignments may be provided to students who have demonstrated that earlier difficulties have been corrected.

To the student, Parent(s) or Guardian(s):

We have read and understand this Students Information Sheet/Outline of Course of Study

Course Code: MAT1L0 (Grade 9 Local Developed Compulsory Credit Math)

Student: _____

Date: _____

Parent/Guardian: _____

Date:
