St. Clair Catholic District School Board

Student Information Sheet/ Outline of Course Study

School	Ursuline College Chatham
Department	Mathematics
Course Title	Foundations for College Mathematics; College Preparation
Grade and Level	Grade 11 College (MBF3C0)
Credit	One full
Prerequisite	Grade 10 Academic or Applied
Textbook	Pearson Math 11 and TIPS4RM 11
Department Head	Mrs. M. Taylor-Joyes
Ministry Document	Mathematics Grade 11 (revised 2006)
Date	September 2011/February 2012

Course Description

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems related to vehicle ownership; develop their ability to reason by collecting, analyzing and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

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 leaner 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 the 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:

Strand 1: Mathematical Models • Demonstrate an understanding of the various formats for quadratic relations and use these connections to solve problems • Demonstrate an understanding of exponents and exponential relations in various formats • Solve problems involving exponential relations arising form real-world problems	**Strand 3: Geometry and Trigonometry** • Represent two and three dimensional shapes and figures arising from real-world applications and solve design problems • Solve problems involving trigonometry in acute triangles using the sine and cosine law, and apply such solutions to real-world situations
Strand 2: Personal Finance • Compare simple and compound interest, relate compound interest to exponential growth, and solve problems involving compound interest • Compare services available form financial institutions, and solve problems involving the cost of making purchases on credit • Interpret information about owning and operating a vehicle and solving problems involving the associated costs	**Strand 4: Data Management** • Solve problems involving one-variable data by collecting, organizing, analyzing and evaluation data • Determine and represent probability and identify and interpret its applications

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
Mathematical Models	28 periods
Personal Finance	18 periods
Geometry and Trigonometry	20 periods
Data Management	20 periods

5) Teaching/Learning Strategies

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

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%)	Final Evaluation
Knowledge & Understanding	40	Culminating
Thinking, Inquiry, Problem Solving	15	Assessment
Communication	15	And
Applications	30	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 eleven college level the homework should require 25-35 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: MBF3C0 (Grade 11 College Preparation)

Student: _____ Date: _____

Parent/Guardian: _____ Date: _____