

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

School	Ursuline College Chatham
Department	Mathematics
Course Title	Mathematics for Everyday Life
Grade and Level	Grade 11 Workplace Preparation (MEL3E0)
Credit	One full
Prerequisite	Grade 9, Academic or Applied; Grade 10 Locally Developed Course
Textbook	Mathematics for Everyday Life Grade 11 (Workbook)
Department Head	Mrs. M. Taylor-Joyes
Ministry Document	Mathematics Grade 11 (revised 2006)
Date	September 2011/February 2012

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Course Description

This course enables students to broaden their understanding of mathematics as it is applied in important areas of day-to-day living. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in variety of situations.

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: Earning, Paying Taxes, and Purchasing</p> <ul style="list-style-type: none"> • Solve problems involving different types of remuneration • Describe various forms of taxation • Solve Problems involving the purchasing of items 	<p>Strand 2: Saving, Investing, and Borrowing</p> <ul style="list-style-type: none"> • Calculate simple and compound interest • Solve problems involving savings and investment alternatives • Solve problems involving different ways of borrowing
<p>Strand 3: Transportation and Travel</p> <ul style="list-style-type: none"> • Demonstrate an understanding of the costs involved in owning and operating an automobile • Demonstrate an understanding of the costs involved in travelling by automobile • Compare the costs of making a trip by automobile, by train, by bus, or by plane 	

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 and tests.

Unit title/Description	Suggested Timing
Unit1: Earning, Taxes and Purchasing	35 hours
Unit 2: Saving, Investing and Borrowing	37 hours
Unit 3: Cost of Transportation and Travel	27 hours
Summative Assessment Activities	11 hours

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%) Evaluation	Final
Knowledge & Understanding	50	Culminating
Thinking, Inquiry, Problem Solving	10	Assessment
Communication	20	
Applications	20	
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 level the homework should require 20-30 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: MEL3E0 (Grade 11 Workplace Math)

Student: _____

Date: _____

Parent/Guardian: _____

Date:

Note: Any student who loses his/her workbook is required to pay \$20.00 for a replacement.