



MISSISSAUGA SECONDARY SCHOOL
MATHEMATICS DEPARTMENT – Foundations for College Mathematics, Grade 12

Course Code: MAP4C

Pre-requisite: MBF3C0/MCF3M0

Workbook: Foundations for College Mathematics 12 (\$12.00 replacement)

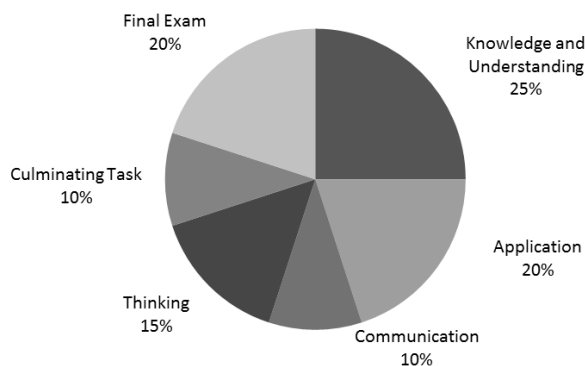
Course Description:

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Overarching Learning Goals:

1. Students use a variety of statistical methods to collect, represent and communicate data that will allow them to critically analyse and interpret its application to real-world use by various businesses, including media and advertising industry.
2. Students use appropriate mathematical models (including linear, quadratic, exponential/logarithmic and trigonometric) to solve real-world applications including interpretation of graphs, rates of change and optimal dimensions through a variety of tools and computational strategies.
3. Students understand personal finance and through reasoning they can reflect on case studies and use technology to build and plan budgets.

Course Weighting



Course Breakdown:

Unit 1: Mathematical Models

Unit 2: Personal Finance

Unit 3: Geometry and Trigonometry

Unit 4: Data Management

Assessment and Evaluation - Key Terms and Definitions:

Assessment for Learning: The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go and how best to get there (e.g. diagnostic pieces, observations, conversations, assignments, concept maps, interviews and progress monitoring). The information gathered is used by teachers to provide feedback and adjust instruction to help students focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as Learning: The process of developing and supporting student understanding of their own learning. Students are actively engaged in this assessment process: that is, they monitor their own learning (e.g. metacognitive questions, journals and self-assessment, problem solving templates, interviews, conferences); use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and overall expectations as specified in the curriculum document.

Assessment of Learning: The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality (e.g. quizzes, tests, presentations, projects, problem solving tasks). The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves and others. It occurs at or near the end of a cycle of learning. These measures will contribute to pivotal decisions that will affect a student's future pathways.

For more information, please refer to the Ontario Ministry of Education Grade 11 Curriculum Outline at:
<http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>

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<u>Achievement Chart Category</u>	<u>Evidence of Learning</u>		
	<u>Observations</u>	<u>Conversations</u>	<u>Products</u>
<u>Knowledge</u> Knowledge of content (e.g., facts, terms, use of tools) Understanding of mathematical concepts	Participation	Peer conferencing	Quizzes
<u>Thinking</u> Use of planning skills - understanding the problem - making a plan for solving the problem Use of processing skills -carrying out a plan - looking back at the solution Use of critical/creative thinking processes -reason mathematically to solve multi step problems	Problem solving group work Informal Presentations Interpretation Skills	Student-teacher conferencing Group work Classroom contributions Response Journals	Unit Tests Assignments Projects Summative Tasks Final Exam
<u>Communication</u> -Expression and organization of mathematical ideas and thinking, using pictorial, graphic, dynamic, numeric, algebraic forms and concrete models -Communication for different audiences and purposes in oral, visual, and written forms -Proper use of conventions, terminology and symbols	Written expressions Listening and speaking skills Self-assessment	Presenting solutions Responding to questions Asking relevant questions	
<u>Application</u> -Application of knowledge and skills in familiar contexts -Transfer of knowledge and skills to new contexts -Making connections within and between various contexts (e.g., between concepts, representations, and forms within mathematics; involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world)	Appropriate use of manipulatives		

STUDENT ASSESSMENT, EVALUATION, AND REPORTING IN PEEL SECONDARY SCHOOLS

Success Criteria for completing this course:

Learning Skills: Each student is assessed not only on their academic achievement but also on their Learning Skills. These skills include: ***Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation***. Learning skills will not be factored into the grade for this course but will appear on the report card. It is important to remember that the development and consistent practice of these skills will influence academic achievement.

Attendance & Punctuality: Regular attendance to scheduled classes, and active participation in learning activities, will provide students with the experiences necessary to successfully complete this credit. Attending classes on time will ensure that there are no gaps in the student’s learning, demonstrate commitment to learning, and respect for self & others. Please refer to the student agenda for more information regarding the Attendance and Punctuality Policy.

Homework Completion: Consistent homework completion is essential for student success. Although students will be given some class time to initiate their homework, they should expect an average of 30 minutes of homework each night. Students should use unit outlines to plan effectively, manage time efficiently, and work ahead, if possible. Homework will be monitored according to your teacher’s instruction. Students should seek support as soon as possible when having difficulty with daily homework.

Missed Evaluation: Students will be given ample notice regarding the date for an evaluation. Students who are aware that they will be absent must discuss the situation with their teacher prior to the absence. An unexpected absence for a legitimate reason may need to be supported on the Math Department, **“REASON FOR ABSENCE”** form, which is available online at the course web site, as well as the MSS website (<http://schools.peelschools.org/sec/mississauga/Pages/default.aspx>). Upon approval, the student may be given an opportunity to write an alternate evaluation at the teacher’s convenience, in the specified classroom.

Late and Missed Assignments: Please see the Policy on Absence of Evidence of Student Achievement outlined in the student agenda

Plagiarism and Cheating: Please see the Policy on Plagiarism and Cheating outlined in the student agenda

Homework, Assignments and Effective Communication: To earn a credit students have a responsibility to submit sufficient evidence of understanding within established deadlines. It is in the student's best interest to submit evidence of learning at every opportunity that is provided, so that his/her grade accurately reflects what was learned. In the event that a student produces insufficient evidence in the key understandings for the course, the entire credit is at stake.

Student Signature: _____ **Parent Signature:** _____