



**MISSISSAUGA SECONDARY SCHOOL**  
**MATHEMATICS DEPARTMENT – Grade 9 Locally Developed Math**  
**(LDCC 9 Mathematics)**

**Course Code:** MAT1LO

**Pre-requisite:** Grade 8 Mathematics

**Workbook:** Math Essentials 9 (replacement cost \$12)

**Course Description:**

This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, in the Grade 10 LDCC course, and in the Grade 11 and Grade 12 Mathematics Workplace courses.

The course is organized by three major strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems.

Students have opportunities to extend their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Successful completion of this course prepares students for Grade 10 Locally Developed Mathematics (MEL2LO).

**Ministry Course Overall Expectations:**

Developing Money Sense

- Understanding the basics of purchasing items including percentages involved in sales tax
- Introduction to the basics of personal finance
- Estimating total cost, calculating discounts

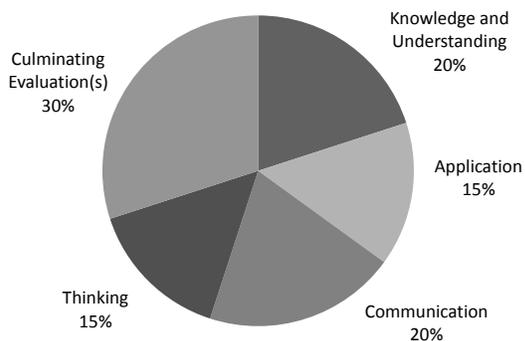
Developing concepts in Measurement

- Understanding Metric and Imperial Measurement
- Calculating Perimeter and area
- Applying measurement to personal situations such as planning furniture for a room

Developing Proportional Reasoning

- Introduction to the use of Scale in measurement
- Understanding Ratios and Proportions and Unit Rates and how they can be used to describe relationships in everyday life

**Course Weighting**



**Course Breakdown:**

**Topic 1:** Developing Money Sense

**Topic 2:** Developing Concepts in Measurement

**Topic 3:** Developing Proportional Reasoning

**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.

<u>Achievement Chart Category</u>	<u>Evidence of Learning</u>		
	<u>Observations</u>	<u>Conversations</u>	<u>Products</u>
<b><u>Knowledge</u></b> Knowledge of content (e.g., facts, terms, use of tools) Understanding of mathematical concepts	Participation	Peer conferencing	Quizzes
<b><u>Thinking</u></b> <b>Use of planning skills</b> - understanding the problem - making a plan for solving the problem <b>Use of processing skills</b> -carrying out a plan - looking back at the solution <b>Use of critical/creative thinking processes</b>	Problem solving group work  Informal Presentations  Interpretation Skills	Student-teacher conferencing  Group work  Classroom contributions	Unit Tests  Assignments  Projects  Summative Tasks
<b><u>Communication</u></b> -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	Response Journals  Presenting solutions  Responding to questions	Final Evaluation
<b><u>Application</u></b> -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)	Self-assessment  Appropriate use of manipulatives	Asking relevant questions	

#### 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 and 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:** \_\_\_\_\_

Revised: August 2015