

# T. L. KENNEDY SECONDARY SCHOOL

## Course Outline

The organization and evaluation of this course has been designed to conform to the requirements of Ontario Secondary Schools, Education Policy and Program Update, and Provincial Curriculum Policy.

Department/ Grade	Math – Grade 9	Ministry Course Code & Title	MAT2L0 –Locally Developed Math	Prerequisite	Any Grade 9 Math Credit
<b>Ministry Course Description</b>	This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three 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.				
<b>The Overarching Learning Goals</b>	Students will develop problem solving abilities by reasoning and proving mathematical arguments. After selecting the appropriate tools, upon completion of the problem, they should be able to reflect on their approach and make connections to other areas of life. They will develop their ability to communicate mathematical thinking through a variety of representations; oral, written or visual. This will apply to the three units of study: Extending Money Sense, Extending Understanding in Measurement and Extending Understanding in Proportional Reasoning. This will be accomplished by using manipulatives with real life examples and solving problem at the appropriate level of skills.				

**ASSESSMENT AND EVALUATION GUIDELINES:** *The primary purpose of assessment is to improve student learning.* Assessment and evaluation are based on the curriculum expectations and levels of achievement outlined in the provincial curriculum document. Evidence of student achievement for evaluation is collected over time from three different sources: **teacher observations, conversations with the student and student products.**

**Overall Expectations** – According to Growing Success students must demonstrate their learning of all curriculum overall expectation during the term and again in the final evaluation. Please visit <http://www.edu.gov.on.ca/eng/> for all curriculum documents.

### ASSESSMENT OF LEARNING SKILLS AND WORK HABITS

The following learning skills and work habits will be fostered throughout this course and assessed on the report card.

Learning Skills and Work Habits	Sample Behaviours
<b>Responsibility</b>	<ul style="list-style-type: none"> <li>➤ completes/submits homework, and assignments according to agreed upon timelines</li> <li>➤ takes responsibility for and manages own behaviour</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>➤ develops a plan for completing work</li> <li>➤ establishes priorities and manages time to complete tasks and achieve goals</li> <li>➤ identifies, gathers, evaluates, and uses information, technology, and resources to complete task</li> </ul>
<b>Independent Work</b>	<ul style="list-style-type: none"> <li>➤ uses class time appropriately to complete tasks</li> <li>➤ follows instruction with minimal supervision</li> </ul>
<b>Collaboration</b>	<ul style="list-style-type: none"> <li>➤ accepts various roles and an equitable share of work in a group</li> <li>➤ responds positively to the ideas, opinions, values and traditions of others</li> </ul>
<b>Initiative</b>	<ul style="list-style-type: none"> <li>➤ looks for and acts on new ideas and opportunities for learning</li> <li>➤ demonstrates curiosity and interest in learning</li> </ul>
<b>Self-Regulation</b>	<ul style="list-style-type: none"> <li>➤ sets individual goals and monitors progress towards achieving them</li> <li>➤ perseveres through challenges, and seeks clarification or assistance when needed</li> </ul>
<b>E - Excellent</b>	<b>G - Good</b> <b>S - Satisfactory</b> <b>N - Needs Improvement</b>

<b>The final grade (percentage mark) will be determined as follows:</b>	
<b>70% Term Work</b>	<b>30% Final Evaluation</b>
Over the semester, students will demonstrate their level of understanding of course skills and content through the evaluation products listed under “Term Assessments”	This will take place in the last 4-6 weeks for the semester. Based on ministry documents, it is the expectation that students be present for all parts of the final evolution and demonstrates their learning.

The final mark will be determined using the following achievement chart categories (with weights in brackets):

<b>Knowledge and Understanding (35%)</b>	<b>Thinking and Investigation (15%)</b>	<b>Communication (15%)</b>	<b>Application (35%)</b>
<b>Facts and concepts (knowledge), and the comprehension of their meaning and significance (understanding)</b>	<b>The use of critical and creative thinking skills and/or processes.</b>	<b>The expression of meaning through various forms including oral, visual, and written.</b>	<b>The use of knowledge and skills to make connections within and between various contexts.</b>

<b>Course Units of Study</b>	<b>Term Assessments (70% of the Final Mark)</b>
<b>Unit One: Extending Understanding in Money Sense</b>	Students will have assessments on an ongoing basis and will include quizzes or mini-tests that address all four achievement categories.
<b>Unit Two: Extending Understanding in Measurement</b>	
<b>Unit Three: Extending Understanding in Proportional Reasoning</b>	
<b>Final Evaluation</b>	Students will have the final 4-6 weeks of the semester to create an assignment that demonstrates all the overall expectations in the course. Student’s attendance is mandatory. According to Growing Success, students must complete a final evaluation. If a final evaluation is not complete credit will not be granted. As per Ministry Policy, teachers will evaluate using observations, conversations and products as well as their professional judgment to determine a grade.

<b>Types of Assessment: <i>Students are responsible for demonstrating their learning</i></b>
<b>Assessment <u>as</u> learning:</b> Students are actively engaged in this assessment process: that is, they monitor their own learning; 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 the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.
<b>Assessment <u>for</u> learning:</b> 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. The information gathered is used by teachers to provide feedback and adjust instruction and by students to 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.
<b>Assessment <u>of</u> learning:</b> The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. 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.

You must keep this course outline in the front of you course binder/notebook.

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Print student name

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Student Signature

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Parent/Guardian Signature

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Teacher Signature and Date