THAMES VALLEY DISTRICT SCHOOL BOARD

London Central Secondary School

COURSE OUTLINE 2019-2020

Course Name:	Foundations for College Mathematics Grade 11	Course Code:	MBF 3C
Course Type:	Grade 11 College Preparation	Credit Value:	1.0
Teachers(s):	Mr. Pursch/Mr. Gilbert		

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 connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; solve problems in geometry and trigonometry . Students will consolidate their mathematical skills as they solve problems and communicate their thinking. http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf **Prerequisite: Foundations of Mathematics, Grade 10, Applied**

Course Overall Expectations:	
Strand	**Overall Expectations**
Mathematical Models	make connections between the numeric, graphical, and algebraic representations of quadratic relations, and use the connections to solve problems;
	demonstrate an understanding of exponents, and make connections between the numeric, graphical, and algebraic representations of exponential relations;
	describe and represent exponential relations, and solve problems involving exponential relations arising from real–world applications.
Personal Finance	compare simple and compound interest, relate compound interest to exponential growth, and solve problems involving compound interest;
	compare services available from financial institutions, and solve problems involving the cost of making purchases on credit;
	interpret information about owning and operating a vehicle, and solve problems involving the associated costs.
Geometry and Trigonometry	represent, in a variety of ways, two–dimensional shapes and three–dimensional figures arising from real–world applications, and solve design problems;
	solve problems involving trigonometry in acute triangles using the sine law and the cosine law, including problems arising from real–world applications.
Data Management	solve problems involving one–variable data by collecting, organizing, analysing, and evaluating data;
	determine and represent probability, and identify and interpret its applications.

Assessment and Evaluation Strategies:

The purpose of assessment and evaluation is to improve student learning. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the curriculum document. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use a variety of strategies throughout the course, including: providing students with feedback about their work (known as assessment for learning), helping to set learning goals and monitor their own progress (known as assessment as learning), and evaluation and reporting of progress in the form of grades and marks (known as assessment of learning).

Unit Overview	Assessment and Evaluation Methods (May include major evaluations)
Data Management	**quizzes, performance tasks, assignments, projects, portfolio, journals, unit tests**
Applying Probability	
Connecting Graphs and Equations of Quadratics	
Exponential Relations	
Personal Finance	
Representing Two-Dimensional and Three-Dimensional Figures	
Applying the Sine Law and the Cosine Law in Acute Triangles	
Course Culminating Activity/Independent Study	**One for each strand**
Midterm and Final Exam	**Midterm, Final**

Assessment and Evaluation Categories and Weights:

Achievement Chart Categories	
Achievement Category Percentage	**Percentage**
Knowledge/Understanding	35
Thinking/Inquiry	15
Communication	15
Application	35

Evaluation/Weight of Marks	
Evaluation	**Percentage**
Term Evaluation	70
Final Evaluation • Midterm	15
• Final	15

Learning Skills and Work Habits Assessment:

The development of learning skills and work habits is an integral part of student learning.   These skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits influence student achievement and are included as a formal part of the assessment and evaluation process. Learning skills and work habits will be assessed through a variety of teacher strategies. (e.g. observation, student /teacher conference, self-reflection, checklists, exit cards, etc.) These important learning skills and work habits will be formally reported on the Provincial Report Card according to the following scale: E- Excellent, G- Good, S- Satisfactory, N- Needs Improvement.

Academic Dishonesty - Cheating and Plagiarism:

Learning tasks that students complete as well as the assignments, tests and exams that students submit for evaluation must be their own work. Cheating and plagiarism is a serious offence that will not be condoned. Academic consequences will result.

Test Policy

According to the Growing Success Document (2010) a student <u>MUST</u> fulfill his/her responsibilities and commitments <u>within</u> the learning environment, including completing all types of assessments according to agreed-upon timelines.

It is the math department expectation that all students will write tests on the date set out by the classroom teacher. In the event of an illness, emergency, or other significant situation, an exception can be made, provided sufficient documentation is given to the classroom teacher. Please note that parental approval is not a legitimate reason for missing an evaluation. If an acceptable absence is known prior to the assessment date, alternate arrangements must be made with the classroom teacher in advance.

If this expectation is not met, the evaluation will be completed but may not contribute to the student's course marks.

Late and Missed Assignments - Student Roles and Responsibilities

Students are expected to:
- be responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher;
- understand that there will be consequences for not completing assignments for evaluation and/or for submitting those assignments late;
- use class time productively;
- in extenuating circumstances, request an extension from the teacher before the due date.

   Mark deductions for late and missed assignments may apply to major assignments only.

References: *TVDSB Assessment & Evaluation Policy*, September 2011;
   Growing Success - Assessment and Evaluation, and Reporting in Ontario Schools, 2010.
   Student Planner and School Web site