

## COURSE INFORMATION SHEET

**DATE:** September/07  
**SECONDARY SCHOOL:** Brebeuf College  
**DEPARTMENT HEAD:** Mr. M.Daoust  
**TEACHER :** Ms. S. Marino  
**DEPARTMENT:** Mathematics



<b>CURRICULUM POLICY DOCUMENT</b>		Course Profile for a Locally Developed Mathematics Catholic and Public Profiles Grade 9 <b>2005</b>	
<b>COURSE TITLE</b>	Mathematics for Everyday Life	<b>COURSE CODE</b>	MAT 1L1
<b>PRE-REQUISITE</b>	None	<b>GRADE &amp; TYPE</b>	Nine Workplace
<b>FULL YEAR / SEMESTER</b>	Semester	<b>CREDIT VALUE</b>	1.00

COURSE DESCRIPTION
<p>This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 and Grade 12 Mathematics Workplace Preparation courses. The course is organized by three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems.</p> <p>Students have opportunities to further develop 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.</p>

STRAND / UNIT TITLES	HOURS	OVERALL EXPECTATIONS / UNIT DESCRIPTION
Developing and Consolidating Money Sense	35	<ul style="list-style-type: none"> <li>• interpret, write, and round decimal numbers with understanding in everyday money situations;</li> <li>• solve problems involving money, drawn from everyday situations;</li> <li>• communicate information about money concepts;</li> <li>• use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about money sense.</li> </ul>
Developing and Consolidating Concepts in Measurement	40	<ul style="list-style-type: none"> <li>• estimate and measure length, capacity, and mass, in order to consolidate understanding of the metric system;</li> <li>• estimate and measure length, using the imperial system;</li> <li>• solve problems, carry out investigations, estimate, and measure, using metric units, to consolidate understanding of perimeter, area, and volume;</li> <li>• communicate information about measurement concepts;</li> <li>• use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about measurement concepts.</li> </ul>
Developing and Consolidating Concepts in Proportional Reasoning	35	<ul style="list-style-type: none"> <li>• determine relationships among fractions, percentages, ratios, and rates by constructing diagrams, building models, and estimating measurements;</li> <li>• solve problems drawn from everyday situations involving percent, ratio, rate, and fractions;</li> <li>• communicate information about proportional reasoning;</li> <li>• use literacy skills (reading, writing, listening, and speaking) to</li> </ul>

		obtain and communicate information about proportional reasoning.
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STUDENT EVALUATION CRITERIA					
TERM – 70%			FINAL – 30%		FINAL REPORT CARD GRADE CALCULATION – 100%
<b>10 ≤ RELATIVE EMPHASIS / WEIGHTING ≤ 40</b>			RELATIVE EMPHASIS / WEIGHTING		TERM TOTAL + FINAL TOTAL = REPORT CARD MARK
KNOWLEDGE/UNDERSTANDING	40		Exam	20	
INQUIRY/THINKING	10		Cumulative Assessment	10	
COMMUNICATION	10				
APPLICATION	10				
<b>TERM TOTAL</b>	<b>70</b>		<b>FINAL TOTAL</b>	<b>30</b>	

ASSESSMENT FORMAT USED					
WRITTEN		PERFORMANCE		OTHER	
Homework	x	Oral Presentations	x	Teacher Observations	x
Quizzes	x	Written Reports	x	Blackboard Work	x
Unit Tests	x			Self Evaluation	
Final Exam	x			Student -Teacher Conferences	x
Summative Assessment	x			Checklists	x

RESOURCES	
WORKBOOK	<i>Math Essentials 9</i> McGraw-Hill Ryerson
COURSE RELATED WEBSITES	Extensions of topics covered in the class
COURSE PROFILES	<i>Catholic Board Course Profile</i> <i>Public Board Course Profile</i>
SCIENTIFIC CALCULATORS AND BASIC CALCULATORS	Used to throughout the course to enable students' success.

POLICIES & PROCEDURES	
ABSENCES/LATES	See <i>Academic Responsibility</i> in School Agenda Book
PLAGIARISM	See <i>Academic Responsibility</i> in School Agenda Book

<b>CHEATING</b>	See <i>Academic Responsibility</i> in School Agenda Book
<b>HOMEWORK</b>	Homework is assigned to complete class work and build on mathematical skills developed in the class.
<b>EXTRA HELP</b>	Teachers are available for assistance either before or after school. A buddy system is established for peer assistance within the class.

<b>LEARNING SKILLS CRITERIA</b>	
<b>IN EACH REPORTING PERIOD, REPORT ON THE QUALITY OF THE LEARNING SKILLS DEMONSTRATED BY THE STUDENT IN EACH OF THE CATEGORIES IDENTIFIED ON THE REPORT CARD USING THE FOLLOWING LETTER SYMBOLS.</b>	
<b>E–EXCELLENT</b>	<b>G–GOOD</b>
<b>S–SATISFACTORY</b>	<b>N–NEEDS IMPROVEMENT</b>
<b>SKILL: WORKS INDEPENDENTLY</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• accomplishes tasks independently</li> <li>• accepts responsibility for completing tasks</li> <li>• follows instructions</li> <li>• regularly completes assignments on time and with care</li> <li>• demonstrates self-direction in learning</li> <li>• independently selects, evaluates, and uses appropriate learning materials, resources, and activities</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates persistence in bringing tasks to completion</li> <li>• uses time effectively</li> <li>• uses prior knowledge and experience to solve problems and make decisions</li> <li>• reflects on learning experiences</li> </ul>
<b>SKILL: ORGANIZATION</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• organizes work when faced with a number of tasks</li> <li>• devises and follows a coherent plan to complete a task</li> <li>• follows specific steps to reach goals or to make improvements</li> <li>• revises steps and strategies when necessary to achieve a goal</li> </ul>	<ul style="list-style-type: none"> <li>• manages and uses time effectively and creatively</li> <li>• demonstrates ability to organize and manage information</li> <li>• follows an effective process for inquiry and research</li> <li>• uses appropriate information technologies to organize information and tasks</li> </ul>
<b>SKILL: INITIATIVE</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• seeks out new opportunities for learning</li> <li>• responds to challenges and takes risks</li> <li>• demonstrates interest and curiosity about concepts, objects, events, and resources</li> <li>• seeks necessary and additional information in print, electronic, and media resources</li> <li>• identifies problems to solve, conducts investigations, and generates questions for further inquiry</li> <li>• requires little prompting to complete a task, displaying self-motivation and self-direction</li> </ul>	<ul style="list-style-type: none"> <li>• approaches new learning situations with confidence and a positive attitude</li> <li>• develops original ideas and devises innovative procedures</li> <li>• attempts a variety of learning activities</li> <li>• seeks assistance when needed</li> <li>• uses information technologies in creative ways to improve learning for self or others</li> </ul>
<b>SKILL: TEAMWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• works willingly and cooperatively with others</li> <li>• shares resources, materials, and equipment with others</li> <li>• responds and is sensitive to the needs and welfare of others</li> <li>• solves problems collaboratively</li> <li>• accepts various roles, including leadership roles</li> <li>• takes responsibility for his or her own share of the work to be done</li> <li>• works to help achieve the goals of the group or the class</li> <li>• helps to motivate others, encouraging them to participate</li> <li>• contributes information and ideas to solve problems and make decisions</li> </ul>	<ul style="list-style-type: none"> <li>• questions the ideas of the group to seek clarification, test thinking, or reach agreement</li> <li>• shows respect for the ideas and opinions of others in the group or class</li> <li>• listens attentively, without interrupting</li> <li>• in discussions, paraphrases points of view and asks questions to clarify meaning and promote understanding</li> <li>• recognizes the contribution of group members by means of encouragement, support, or praise</li> <li>• seeks consensus and negotiates agreement before making decisions</li> </ul>
<b>SKILL: WORK HABITS/HOMEWORK</b>	
<b>INDICATORS:</b>	
<ul style="list-style-type: none"> <li>• completes homework on time and with care</li> <li>• puts forth consistent effort</li> <li>• follows directions</li> <li>• shows attention to detail</li> <li>• uses materials and equipment effectively</li> </ul>	<ul style="list-style-type: none"> <li>• begins work promptly and uses time effectively</li> <li>• perseveres with complex projects that require sustained effort</li> <li>• applies effective study practices</li> </ul>

**NOTE:** The above chart is a reformatting of the skills identified in the Ministry of Education’s *Guide to the Provincial Report Card, Grades 9 – 12 : Appendix C: pages 27 to 29* .