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|  | **Glendale Secondary School*****Mathematics* Course Outline 2015/2016***Principles of Mathematics, Grade 9, Academic (MPM1D)* |  |

**PREREQUISITE:** none **HOURS:** 110 **CREDIT VALUE:** 1

**DEPARTMENT HEAD:** Mrs. R. Southern **TEXTBOOK:** Principles of Mathematics 9

**REQUIRED MATERIALS**: Calculator, pencil, ruler, textbook

**GUIDELINE:** The Ontario Curriculum, Grades 9 and 10, Mathematics

The text will be provided without charge. The student is responsible for returning the book in reasonable condition. The student will be charged for lost or damaged books. **Textbook replacement cost:** $90.00

**COURSE DESCRIPTION:**

This course enables students to develop understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will generalize as equations of lines, and will determine the connections between different representations of a relationship. They will also explore relationships that emerge from the measurement of three-dimensional objects ands two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Learning through abstract reasoning is an important aspect of this course. Successful completion of this course prepares students for Grade 10 Principles of Mathematics, Academic (MPM2D1) or Grade 10 Foundations of Mathematics, Applied (MFM2P1)

**STRANDS and OVERALL EXPECTATIONS:**

**Number Sense and Algebra**

• demonstrate an understanding of the exponent rules of multiplication and division, and apply them to simplify expressions;

• manipulate numerical and polynomial expressions, and solve first-degree equations.

**Linear Relations**

• apply data-management techniques to investigate relationships between two variables;

• demonstrate an understanding of the characteristics of a linear relation;

• connect various representations of a linear relation.

**Analytic Geometry**

• determine the relationship between the form of an equation and the shape of its graph with respect to linearity and non-linearity;

• determine, through investigation, the properties of the slope and *y*-intercept of a linear relation;

• solve problems involving linear relations.

**Measurement and Geometry**

• determine, through investigation, the optimal values of various measurements;

• solve problems involving the measurements of two-dimensional shapes and the surface areas and volumes of three-dimensional figures;

• verify, through investigation facilitated by dynamic geometry software, geometric properties and relationships involving two-dimensional shapes, and apply the results to solving problems.

***The primary purpose of assessment and evaluation is to improve student learning***

**ASSESSMENT**

The process of assessing student learning is continuous and on-going. Teachers use information gathered through assessments to provide feedback for students, to guide instruction and develop individual learning goals for students. This is assessment ***for*** learning. Students use this feedback to continuously improve their achievement and set individual learning goals. This is assessment ***as*** learning. Information from assessments informs the teacher’s professional judgment, but is not used in determining the student’s level of achievement.

**EVALUATION**

Evaluation is the process of determining a level of student achievement of the Overall Expectations for a course, which is recorded as a mid-term or final grade on a report card.

Students will be given numerous and varied opportunities to demonstrate their achievement of the Overall Expectations across the four categories of achievement (Knowledge & Understanding, Thinking, Communication and Application). Evidence of student achievement of the Overall Expectations is collected over time from three different sources – observations, conversations and student products.

To be successful students **must demonstrate achievement of EACH of the Overall Expectations** for the course. If a student is missing evidence of achievement of one or more of the Overall Expectations then a lower limit will be determined by the teacher.

In determining a report card grade teachers use their professional judgment to interpret the evidence of student achievement which reflects the student’s most consistent level of achievement with special considerations given to the more recent evidence.

The final grade is determined by the following breakdown:

**70 %** - evaluations made at the end of units throughout the semester.

**30%** - final demonstrations of learning (culminating activities and/or final examinations)

**REPORT CARDS**

Student progress is reported at 3 times during the semester.

**Interim Report** – October and March. Reports on student Learning Skills and Work Habits with next steps for improvement.

**Mid-term Report Card** – November and April. Reports on student achievement of the Overall Expectations to date. **Incomplete achievement** is reflected on Mid-term Report Cards, but replaced when learning has been demonstrated.

**Final Report Card** – February and July. Reports on student achievement of all of the Overall Expectations.

**ACADEMIC HONESTY**

Students are responsible for being academically honest in all aspects of their schoolwork. Academic dishonesty includes a variety of behaviours including cheating, plagiarism, facilitating or aiding academic dishonesty, and the unauthorized access or manipulating of student records, work and computer programs. Such behaviours impede the learning process and threaten the educational environment for all students.

Intentional academic dishonesty will result in disciplinary consequences. Teachers and parents should support students in striving for excellence and producing work with integrity.

**ATTENDANCE AND LEARNING SKILLS**

There is a direct link between good attendance and success at school. Students are expected to attend classes regularly and on time. Evidence of student achievement is gathered during classes through observations and learning conversations.

Learning Skills play an important role in a student’s level of achievement. Students will be assessed on the following learning skills: responsibility, independent work, collaboration, organization, initiative, and self-regulation.

**CELL PHONES/PERSONAL ELECTRONIC DEVICES**

Teachers will determine when personal electronic devices, including cell phones, will be used as instructional tools/supports. At other times these devices (with the exception of electronic translators) are not to be used and must be turned off and be stored away. Consequences for inappropriate use of these devices may include removal of the device from the learning environment.

**SCHOOL WIDE SUPPORTS**

* Student Support Team (formerly know as Learning Resource)
	+ In-class help
	+ Test and exam support
	+ Alternate learning environment
* English Language Learner Support Team
	+ Lunch-time help
	+ Test and exam support
* Math lunch-time help
* Math Homework Help – on-line support
* Information via school website @ <http://schools.hwdsb.on.ca/glendale/>
* School wide access to password protected wireless network
	+ Access to on-line resources
* Literacy Coaching
* Literacy @ Lunch
* Learning Commons @ Lunch
* Paper and electronic calendars
* Teacher/department Lunch-time/before/after school help

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I am aware of the course expectations and the policies and supports put in place for the student to be successful.

**Student’s Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Department Head Name**: Mrs. R. Southern **Contact Number**: 905-560-7343 ext. **Email:** rsouther@hwdsb.on.ca

Parent/ Guardian Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_