

MAT1L
Mathematics for Everyday Life
Grade 9 Locally Developed Math

General Course Information

Prerequisite:	
Department:	Special Education and Mathematics Department
Extra Help:	By appointment
Workbook and Replacement Cost:	Math Essentials 9, McGraw-Hill Ryerson, \$30 if lost or damaged
Material Required:	Three-ring binder, writing utensils, calculator, student agenda
Course Fee:	N/A

Course Description

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 10 LDCC course. The course is organized in 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. 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.

The course is organized into 3 strands:

Developing and Consolidating Money Sense

- Understanding and Using Decimals
- Solving Problems Involving Money
- Communicating Information about Money

Developing and Consolidating Concepts in Measurements

- Understanding and Using the Metric System
- Understanding and Using the Imperial System
- Understanding and Applying Perimeter, Area, and Volume
- Communicating Information about Measurement

Developing Concepts in Proportional Reasoning

- Constructing Understanding of Fractions, Percentages, Ratios, and Rates
- Solving Problems
- Communicating Information about Proportional Reasoning

Assessment and Evaluation

Assessment Strategies

A variety of teaching/assessment strategies to address students' needs will be used during the semester. Formative assessments will be ongoing throughout the academic year. These may include:

- * Diagnostic assessment
- * Formative assessment
- * Performance assessment
- * Portfolio assessment
- * Rubrics
- * Checklists

Term Summative Evaluations (70% Term Work)

* Tests, quizzes, tasks and other forms of term summative evaluations will be at the end of chapters as stated in the course outline.

* Students will be provided with reasonable opportunities to master skills relating to the achievement of the curriculum expectations before the occurrence of assessments and evaluations.

* Major evaluations will be announced at least one week in advance.

* Absence on the day of an evaluation must be documented. If a student must miss an evaluation, s/he is expected to:

- a) see the teacher before the absence to arrange for an alternative date to make up the evaluation; or
- b) in case of illness or unexpected absence, present a note to the teacher, signed by a parent or guardian, immediately

* Cheating will not be tolerated in any form and will be dealt with appropriately.

Expectations are organized into the following four categories:

Knowledge and Understanding:	30%
Application:	30%
Thinking and Inquiry:	20%
Communication:	20%

Final Mark Calculation:

Terms (1 and 2) evaluation:	60%
Project:	10%
Final Exam and Summative:	30%

Learning Skills:

In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:

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

For specific policies on assessment and evaluation, and academic honesty, please refer to *School Procedures* in the student agenda.