Forest Hill Collegiate Institute
Course of Study and Evaluation Statement

Grade 9 Mathematics: Locally Developed

Note 1: All Ontario Ministry of Education curriculum documents with full course content information can be located at http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Note 2: Detailed information on Ministry of Education assessment, evaluation, and reporting policy is provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, located at http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

1. Course Details
- Program Area: **Mathematics**
- Course title: **Grade 9 – Locally Developed (MAT1L). Credit Value 1.0**
- Prerequisites: None
- Textbook that is essential to the course: **Math Essentials 9 – Second Edition**

2. Overall Goals

- 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.

- Overall Expectations:

By the end of the course, students will:

In **Developing and Consolidating Money Sense:**
- interpret, write, and round decimal numbers with understanding in everyday money situations;
- solve problems involving money**,** drawn from everyday situations;
- communicate information about money concepts;
- use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about money sense.

In **Developing and Consolidating Concepts in Measurement:**
- estimate and measure length, capacity, and mass, in order to consolidate understanding of the metric system;
- estimate and measure length, using the Imperial system;
- solve problems, carry out investigations, estimate, and measure, using metric units, to consolidate understanding of perimeter, area, and volume;
- communicate information about measurement concepts;
- use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about measurement concepts.

In **Developing Concepts in Proportional Reasoning:**
- determine relationships among fractions, percentages, ratios, and rates by constructing diagrams, building models, and estimating measurements;
- solve problems drawn from everyday situations involving percent, ratio, rate, and fractions;
- communicate information about proportional reasoning;
- use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about proportional reasoning.

• Specific Curriculum Expectations

Please refer to Ontario Ministry of Education curriculum document for details of Overall and Specific Expectations, found at http://www.edugains.ca/resources/CurriculumDocuments/LDCC_Math_9_10.pdf

3. Program Planning Considerations

- *Individual Education Plan*: Accommodations to meet the needs of exceptional students as set out in their Individual Education Plan will be implemented within the classroom program. Additional assistance is available through the Special Education program.
- *The Role of Technology in the Curriculum.* Using information technology will assist students in the achievement of many of the expectations in the curriculum regarding research, written work, analysis of information, and visual presentations.
- *English As a Second Language (ESL)*: Appropriate accommodations in teaching, learning, and evaluation strategies will be made to help ESL students gain proficiency in English, since students taking ESL at the secondary level have limited time in which to develop this proficiency.
- *Career Education*: Expectations in this course include many opportunities for students to explore educational and career options, and to become self-directed learners.
- *Cooperative Education and Other Workplace Experiences:* The knowledge and skills students acquire in this courses will assist them in their senior level cooperative-education and work-experience placements related to this course. General information about cooperative education courses can be found at http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf

4. Learning Skills

Learning Skills are skills and habits are essential to success in school and in the workplace. The Learning Skills evaluated are: **Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-regulation**. Teachers report achievement on the six Learning Skills using letter symbols: **E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement.**

Learning Skills clearly affect levels of achievement, but they are *not* part of the evaluation of achievement and are not included in the midterm mark or final course mark.

5. Academic Honesty: Cheating and Plagiarism

Students are expected to submit only their own original work on evaluations done in class or out of class. Plagiarism the passing off the ideas or writings of another as one's own. Cases of academic dishonesty (cheating and/or plagiarism) will be dealt with on a case-by-case basis, but each case will involve an investigation, communication with the student and his/her parent/guardian, and a mark of zero for the plagiarized work. Whether the student has an opportunity to demonstrate his/her learning in another assignment will be at the discretion of the teacher and/or Principal.

6. Teaching Strategies

Teachers use a variety of teaching strategies to maximize student learning. The following teaching strategies will be used in this course:

- *Direct Instruction* is highly teacher-directed. This strategy includes methods such as lecture, didactic questioning, explicit teaching, practice and drill, and demonstrations.
- *Indirect Instruction* is mainly student-cantered. Indirect Instruction includes inquiry, induction, problem solving, decision making, and discovery.
- *Interactive Instruction* relies heavily on discussion and sharing among participants. Interactive instruction may include total class discussions, small group discussions or projects, or student pairs or triads working on assignments together.
- *Experiential Learning* is inductive, learner cantered, and activity oriented. In Experiential Learning, students participate in an activity; critically look back on the activity to clarify learnings and feelings; draw useful insights from such analysis; and/or put learnings to work in new situations.
- *Independent Study* refers to the range of instructional methods which are purposefully provided to foster the development of individual student initiative, self-reliance, and self-improvement. The focus is on planned independent study by students under the guidance or supervision of a classroom teacher.

7. Assessment and Evaluation Strategies

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from assignments, demonstrations, projects, performances, and tests that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

- In this course, the following evaluation strategies may be used: **assignments, investigations (projects), in-class activities, mini and unit evaluations, summative evaluation as end of term exam.**

8. Achievement Chart

The achievement chart provides a standard, province-wide method for teachers to use in assessing and evaluating their students' achievement. Students are evaluated according to the major categories or strands in each course. Ministry curriculum documents provide detailed description of student achievement levels.

In this course, students are evaluated in four categories, according to the weightings shown:

Knowledge/Understanding	Thinking/Inquiry	Communications	Application
30%	20%	20%	30%

9. 70% Mark on Course Work

- Students need to demonstrate achievement of all the overall expectations of the course. 70% of the final mark in the course will be based on work done prior to the culminating activities. **Evaluations that are late, missing, and/or incomplete will affect a student's 70% grade.** See FHCI Evaluation Policy as printed in the Student Agenda Book for information about late, missed, and/or incomplete assignments.

10. 30% Grade Based on Course Culminating Activities

- All students must take part in the culminating activities for each course at every grade and level of study. The steps to follow when a student is absent from one or more culminating activities is included in the FHCI evaluation policy as printed in the Student Agenda Book.
- Culminating activities that occur in class are held within the last three weeks of classes. Culminating activities that are formal examinations occur within the last nine days of the semester.

11. Determining Marks for the Midterm Provincial Reports in November and April

This grade will be based on the evaluations that have been conducted to the midterm point in the course. Some of the Overall Expectations, categories/strands, and units will not have been addressed by the midterm, and the students' grades will most likely change when the students' entire work is evaluated by the end of the course.

12. Determining the Mark for the Final Report Card

The mark for the final will report card will be the sum of the 70% mark and the 30% mark.

13. Missed evaluation policy

If a student is legitimately absent for an evaluation, upon return to school, they must have a doctor's note or a note from their parent or guardian stating the reason for their absence. At that time, and at the convenience of the teacher, the student will write a makeup test. If a student does not have a valid reason for his/her absence**, a mark of zero will be given**. *Every effort will be made by the subject teacher to notify students well in advance of scheduled test dates.*

Definition of Legitimate Absence

- Illness with a doctor's note
- Death in the family
- Medical appointment (Advance notice required)
- Religious reasons (Advance notice required)
- School authorized field trip (Advance notice required)
- Court appearances (Advance notice required)