



GEORGE S. HENRY ACADEMY COURSE OUTLINE



COURSE NAME

COURSE CODE	MEL3E1	GRADE	11
TEACHER(S)	V. Irons	CREDIT VALUE	1.0
DEPARTMENT	Mathematics	PREREQUISITE	MFM1P or MPM1D or MAT2L

COURSE DESCRIPTION:

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Additional information can be found at: <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

COMMUNICATION

Please direct all questions or concerns regarding student progress or program of study to the course teacher. Please call the Math Department office to speak with Ms. Irons at 416-395-3240 x 20080 or contact her by email at vanessa.irons@tdsb.on.ca

CONCRETE LEARNING RESOURCES

Mathematics for Everyday Life – Irwin Publishing \$80

Mathematics for Workplace and Everyday Life – McGraw-Hill Ryerson

DIGITAL LEARNING RESOURCES

Graphing Calculators

Fathom, Spreadsheets, Geometers' Sketchpad

Google Classroom

My School Day App - An app that allows you to stay up-to-date with in-class tasks and receive reminders about upcoming evaluations.

GEORGE S. HENRY ACADEMY'S COURSE WORK POLICY

For each evaluation, the teacher will inform students of the **due date** and the **ultimate deadline**. The ultimate deadline is the last opportunity for students to submit an assignment for evaluation. Teachers may also use a variety of other methods for dealing with late and missed assignments at their discretion.

Strategies to assist students in meeting deadlines include:

- Peer tutoring
- Using the school app
- Using a personal agenda
- Seeking extra help from teachers
- Requesting for assistance with time management and organizational skills
- Getting help from parents/guardians
- Getting help from a caring adult in the school

ASSESSMENT AND EVALUATION OF STUDENT ACHIEVEMENT

Each course follows an achievement chart which enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. Additional information can be found on the Ministry of Education website noted within the course description.

ACHIEVEMENT CHART CATEGORIES

Knowledge and Understanding (K & U): Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)

Thinking (T): The use of critical and creative thinking skills and/or processes

Communication (C): The conveying of meaning through various forms

Application (A): The use of knowledge and skills to make connections within and between various contexts

COURSE WORK (70% of your overall grade)

Categories	%	Possible Assessments of Learning
K & U	25	<p>Knowledge of content <i>Ex. facts, terms, procedural skills, use of tools</i></p> <p>Understanding of content <i>Ex. Understanding of mathematical concepts</i></p>
T	20	<p>Use of planning skills <i>Ex. understanding the problem (e.g., formulating and interpreting the problem, making conjectures) – making a plan for solving the problem</i></p> <p>Use of processing skills <i>Ex. carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) – looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting)</i></p> <p>Use of critical/creative thinking processes <i>Ex. problem solving, inquiry</i></p>
C	15	<p>Expression and organization of ideas and information <i>Ex. clarity of expression, logical organization, using oral, visual, and written forms (e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials)</i></p> <p>Communication for different audiences and purposes <i>Ex. Present to peers, teachers; presenting data, justifying a solution, expressing a mathematical argument, in oral, visual, and written forms</i></p> <p>Use of conventions <i>Ex. terms, symbols in oral, visual, and written forms</i></p>
A	10	<p>Application of knowledge and skills in familiar contexts <i>Ex. Applying mathematical concepts to familiar settings</i></p> <p>Transfer of knowledge and skills to new contexts <i>Ex. Applying mathematical concepts to unfamiliar settings such as word problems</i></p> <p>Making connections within and between various contexts <i>Ex. connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world</i></p>

FINAL EVALUATION (30% of your overall grade)

Type	Description	%
Culminating Task(s)	A culminating task will be used for your final assessment	30
Exam	No Exam for this course	

UNITS OF STUDY/COURSE ROAD MAP (subject to change)**A. Strand #1: Earning and Purchasing**Overall Expectations:

- To interpret information about different types of remuneration, and solve problems and make decisions involving different remuneration methods;
- To demonstrate an understanding of payroll deductions and their impact on purchasing power;
- To demonstrate an understanding of the factors and methods involved in making and justifying informed purchasing decisions.

Unit 1 – Jobs and Earnings

Unit 2 – Net Income and Purchasing Power

Unit 3 – Making Sound Purchasing Decisions

B. Strand #2: Saving, Investing and BorrowingOverall Expectations:

- To describe and compare services available from financial institutions;
- To demonstrate an understanding of simple and compound interest, and solve problems involving related applications;
- To interpret information about different ways of borrowing and their associated costs, and make and justify informed borrowing decisions.

Unit 4 – Working with Financial Institutions

Unit 5 – Saving and Investing

Unit 6 – The Nature of Borrowing Money

C. Strand #3: Transportation and TravelOverall Expectations:

- To interpret information about owning and operating a vehicle, and solve problems involving the associated costs;
- To plan and justify a route for a trip by automobile, and solve problems involving the associated costs;
- To interpret information about different modes of transportation, and solve related problems.

Unit 7 – Owning and Operating a Vehicle

Unit 8 – Travelling by Automobile

Unit 9 – Comparing Modes of Transportation

GEORGE S. HENRY ACADEMY'S LATE & MISSED EVALUATION POLICY

It is the responsibility of the student to make arrangements with their teacher for any missed course material and/or assignments. Extenuating circumstances will be considered on a case-by-case basis.

GEORGE S. HENRY ACADEMY'S ACADEMIC DISHONESTY POLICY

Cheating and plagiarism will not be condoned. For more information, refer to the Academic Honesty Policy found in the Student Handbook. The Student Handbook can be found in the George S. Henry Academy app.

SPECIALIST HIGH SKILLS MAJOR (SHSM) REQUIREMENTS

GRADE 11 AND 12 CREDITS	ENVIRONMENT	HEALTH & WELLNESS	HOSPITALITY & TOURISM
Major Credits	4	4	4
English (<i>including a CLA*</i>)	2	1	1
Mathematics (<i>including a CLA</i>)	1	1	1
Science or Social Sciences and Humanities (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)	-	1	-
Business Studies or Science (<i>including a CLA</i>) (<i>May be substituted with 1 coop credit</i>)			1
Cooperative Education	2	2	2
TOTAL	9	9	9

*Contextualized Learning Activity