



Malvern CI Math Course Outline - MTH1W

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Course Description: This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Daily Class Requirements: Chromebook, lined paper, grid paper, three ring binder for notes, scientific calculator, ruler, pencil, eraser, pen, highlighters or some coloured pencils

Course Policies

Plagiarism: Plagiarized work may result in a mark of zero as well as further disciplinary action.

Late assignments: Late assignments without legitimate cause may be subject to mark deductions. Please speak with your teacher if you feel you won't be able to complete your assignment on time.

Missed tests/assessments: You are expected to be present for all test and assessment dates. If you are going to be away for a legitimate reason, your parent/guardian should reach out to the teacher.

Assessment and Evaluation Strategies

Diagnostic: Assessment activities used, as required at the beginning of a block of learning (i.e. course, unit), to determine students' strengths and learning needs in order to plan, modify and adjust instruction or to provide alternative learning opportunities. *Diagnostic assessment data is not used in the determination of midterm or finals for inclusion on the report card. (e.g. homework, diagnostic test)*

Formative: Ongoing assessment during the learning process. It is used to monitor student performance and provide feedback in an effort to enhance and improve learning and instruction. Recorded formative data can be tracked and monitored to support professional judgment in cases where the body of evidence provided by the student has been affected by such things as illness, missed assignments, etc. **(e.g. homework, pop quizzes, rough notes, planning notes, process work, practice tests)**

Summative: Evaluation that occurs at the conclusion of a block of learning (e.g. activity, unit, course, semester/school year) and focuses on student achievement and program effectiveness. This is used to determine the 70% term mark. **(e.g. unit test, quiz, research project, rich task)**

Learning Skills are evaluated on the Report Card as E (excellent); G (good); S (satisfactory); N (needs improvement).
1) Responsibility 2) Organization 3) Independent Work 4) Collaboration 5) Initiative 6) Self-Regulation

Term Work (70% of overall mark): evaluated in the following achievement categories
1) Knowledge and Understanding (25%) 2) Application (25%) 3) Communication (25%) 4) Thinking/ Inquiry (25%)

Culminating Tasks (30% of overall mark)
1) EQAO 2) Exam

**Weightings of term work, culminating tasks and types of culminating tasks are subject to change based on TDSB direction.*



Classroom Routines and Procedures:

- **Regular attendance is essential.** If you are going to be away, you are responsible for catching up on missed work.
- **Take responsibility for your education.** Whether you learn depends on your willingness to listen, ask appropriate questions, and do the work necessary to succeed. If your academic preparation is weak you may have to work harder and seek more help in order to do well. Here are some suggestions revolving around the theme of practice.
 - Do extra questions. Try the challenging questions that are not simply mechanical.
 - Talk about concepts. Discussing things you have learned will frequently expand your understanding.
 - Talk about solutions to questions with classmates. This often helps you to identify alternate approaches, and it always helps you to expand understanding.
 - Review concepts as often as possible.
- **All work submitted must be your own.** Submitting another person's work is considered plagiarism and may result in a mark of zero.
- **Listening is an important part of class.** Please listen to instructions. Record important dates.
- **No eating during class.** Food is not permitted in any classroom.
- **Refer to the Student Code of Conduct for further information.**

Term work will be based on the following overall curriculum expectations.

Units of Study
Unit 1. Numbers and Numbers Sense
Unit 2. Algebra (Polynomials, Exponent properties, Scientific Notation)
Unit 3. Algebra (Equations, Modelling Using Equations)
Unit 4. Linear Relations Part 1
Unit 5. Linear Relations Part 2
Unit 6. Geometry

Data, Coding, Probability and Financial Literacy concepts will be included in the six units above.

Homework is an integral part of this course. You should expect homework each time you have Math. Completing it will allow you to develop and master important skills. Consequently, you will consolidate your mathematical experience and be able to move ahead with confidence. In addition, math is a sequential learning process. If you get behind it is difficult to catch up because each topic builds on the previous one. It would be like going to Spanish class without learning the last set of vocabulary words. The teacher would be talking to you using the new vocabulary, but you would not understand what was being said. If some work is not understood, see your teacher for extra help as soon as possible.

Math contests serve the purpose of posing interesting and challenging problems. If you prepare for the contest by solving problems beyond the scope of regular homework questions you will become a better problem solver. Not only will this improve your level of performance on the contest but also it will almost certainly improve your level of preparedness for the university studies in any discipline. Another good reason for writing a contest is that it provides you with an opportunity to see how you compare with thousands of other good mathematics students. This may assist you in your decision regarding university studies. Finally, you will gain a sense of satisfaction and enjoyment from preparing for and writing the contest. It is intended as a challenge that will help you stretch your thinking (Source: Mathematics Preparation Manual for Post-Secondary Studies, University of Waterloo).

😊 Record the contact information and help times for your instructor **HERE:**