

991 St. Clair Ave. West
 Toronto, Ontario M6E 1A3
 Telephone: (416) 393-1780
 Fax: (416) 393-8169

Website: <http://schools.tdsb.on.ca/oakwoodci/>

Course of Study: Foundations for College Mathematics

Academic Year		2018 - 2019		Teacher Name:		Ms. Kent	
Department:		Math		Department Head:		Mr. Burtch	
Date developed:		2007		Revised:		June 2009	
Course Title	Foundations for College Mathematics			Course Code	MBF 3C		
Prerequisite	MFM 2P			Grade	10		
Level	College			Credit Value	1.0		

Course Description

Ontario Ministry of Education Document:

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Textbook: Foundations for College Mathematics 11 (McGraw-Hill Ryerson)

Instructional Strands/Units		
<i>Strand/Unit Titles</i>	<i>Approx. Time Spent</i>	<i>Overall Expectations/Unit Description</i>
Review	5 Periods	
Trigonometry	11 Periods	solve problems involving trigonometry in acute triangles using the sine law and the cosine law, including problems arising from real-world applications
Quadratics 1	8 Periods	make connections between the numeric, graphical, and algebraic representations of quadratic relations, and use the connections to solve problems
Quadratics 2	11 Periods	make connections between the numeric, graphical, and algebraic representations of quadratic relations, and use the connections to solve problems
Statistics	13 Periods	solve problems involving one-variable data by collecting, organizing, analysing, and evaluating data;
Probability	5 Periods	determine and represent probability, and identify and interpret its applications
Exponential Relations	7 Periods	demonstrate an understanding of exponents, and make connections between the numeric, graphical, and algebraic representations of exponential relations; describe and represent exponential relations, and solve problems involving exponential relations arising from real-world applications
Personal Finance	6 Periods	compare simple and compound interest, relate compound interest to exponential growth, and solve problems involving compound interest; compare services available from financial institutions, and solve problems involving the cost of making purchases on credit; interpret information about owning and operating a vehicle, and solve problems involving the associated costs
Geometry	6 Periods	represent, in a variety of ways, two-dimensional shapes and three-dimensional figures arising from real-world applications, and solve design problems

Student Evaluation Criteria			
Term Work		Culminating Activities	
Categories			
Knowledge/Understanding	15-20%	Final Exam	15%
Inquiry/Thinking	15-20%	Culminating Activity	15%
Communication	15-20%		
Application	15-20%		
Term Total 70%		Culminating Activity Total 30%	

	First Report	Second Report	Interim Report	Final Report
Progress Reports				
Report Cards				
Parent/Teacher Interviews				

Assessment of Learning Skills
Works Independently - Follows written and verbal instructions and completes tasks
Teamwork - Shares ideas and resources, actively listens to others and takes responsibility for own share of work
Organization - Arrives to class prepared and on time, meets deadlines with quality work and maintains a complete notebook
Work Habits - Uses class time effectively, completes homework on time, uses learning materials safely and appropriately
Initiative - Seeks help when necessary and begins task independently

Assessment and Evaluation Tools		
<i>Written Work</i>	<i>Performance</i>	<i>Oral/Other</i>
Quizzes Tests In-Class Assignments Homework	Investigations Projects Problem Solving Real-Life Applications Explorations Creating Word Problems	Discussions Participation Communication of mathematical ideas in writing and orally

Communication	
<i>Parents</i>	<i>Contact the math department at 393-1790 ext. 20038</i>
<i>Students</i>	<i>Contact your teacher in person</i>
<i>Extra help</i>	<i>By appointment with your teacher</i>
<i>School Website</i>	<i>http://schools.tdsb.on.ca/OakwoodCI</i>

Department Policies

Success Plan

- 1. Come to class every day, on time, with a pencil, eraser, ruler , scientific calculator and binder.**
- 2. Listen to, and participate in, the lesson.**
- 3. Complete the work assigned in class.**
- 4. Ask for help when you need it.**
- 5. Help your classmates.**
- 6. Complete all evaluations to the best of your ability.**

Evaluation

Evaluation takes a balanced approach (see above) to the 4 categories of achievement (K/U, T/I, C, A) and blends these so that most evaluation tasks include 2 or more of the categories. For purposes of simplification, the final mark will be calculated as follows:

Course Work, including: Tests, Quizzes, Assignments, etc. 70%
(K/U, C, A)

Culminating Activities (incl. Final Exam) 30 %
(K/U, T/I, C, A)

Teachers will communicate to students the approximate value of assignments and their placement in the evaluation chart.

Department Policies

Attendance, Punctuality and Work Habits

It is expected that students arrive punctually to all classes and that attendance is regular. When students are absent, it is the responsibility of the student to find out what was missed. This should be done at an appropriate time such as before school on the date of return. Students are not to disrupt the learning of others by catching up on missed work during class. This includes requests for missed/lost handouts. All such matters should be dealt with before class commences.

Homework will be assigned on a regular basis. Students are expected to demonstrate initiative and self-direction in their approach to homework. Failure to do homework will adversely affect a student's ability to achieve high marks.

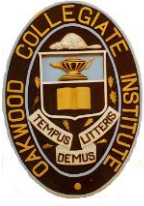
Coursework – Tests, Assignments, etc.

Students are expected to write tests/quizzes on the set date. Students must make arrangements with the teacher in advance of the test date if they know that they will be away. In such cases, the student is expected to make arrangements with their teacher to make up the missed evaluation. If students are absent for an officially recognized excuse, they must present documentation and the teacher will set a date for an alternative test to be written.

Assignments – each assignment has a due date. Assignments are due at the start of the period on the due date, unless otherwise specified. Late assignments will be accepted until the ultimate due date. This is usually the date on which marked assignments are returned. After this date, assignments may not be submitted and the student will receive a zero. Teachers may use a variety of techniques to encourage students to submit late work. This may include, if necessary, a mark reduction of 10%.

Exams and Culminating Activities

Exams and culminating evaluations must be done on the due date. It is usually not possible to reschedule these evaluations or to provide alternative assignments. Therefore a mark of zero will be assigned unless suitable documentation (medical certificate, etc.) is received. In such cases, the teacher, in consultation with colleagues and the administration, will determine an appropriate mark.



Oakwood Collegiate Institute

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COURSE: Foundations for College Mathematics (MBF 3C)

TEACHER: P. Kent

Please acknowledge that you have read this outline:

<i>Date:</i>	<i>Parent Signature</i>
<i>Date:</i>	<i>Student Signature</i>

Please return this to your teacher by September _____, 2010.