



OTTAWA
CATHOLIC
SCHOOL BOARD

Grade 10 Locally Developed Course Mathematics MAT2L

Inspired education.
Inspiring students.

Prerequisite Course: A Grade 9 Mathematics credit

Description and Overall Expectations: This course emphasizes the extension of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 11 Mathematics Workplace Preparation course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on strengthening and extending key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to extend 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.

Math Processes: problem-solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating.

Extending Money Sense: solve problems drawn from everyday situations involving money, demonstrating skill, and understanding in the use of decimal numbers; communicate information about money sense use literacy skills (reading, writing, listening, and speaking) to extend their money sense.

Extending Understanding of Measurement: • make estimates and measurements to extend understanding of the metric system; make estimates and measurements to extend understanding of the Imperial system; solve problems involving measurements of circles, rectangles, cylinders, and rectangular prisms, using metric units in applications drawn from everyday life and the workplace; communicate information about measurement concepts; use literacy skills (reading, writing, listening, and speaking) to extend understanding of measurement.

Extending Understanding of Proportional Reasoning: solve problems drawn from everyday situations, demonstrating skill and understanding in the use of fractions, percentages, ratios, and rates; communicate information drawn from a variety of sources; use literacy skills (reading, writing, listening, and speaking) to extend understanding of proportional reasoning.

Course Resources: See teacher and school for the list of key resources, digital tools, sites, passwords, including replacement cost for resources if lost or damaged.

Catholic Graduate Expectations: Our goal for all students is to experience an education based on our Catholic Graduate Expectations.

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

<http://www.iceont.ca>

Assessment, Evaluation and Reporting: The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21st century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

- | | | |
|---------|-------------------------------------------------|-----------|
| Level 1 | achievement falls below the provincial standard | (50-59%) |
| Level 2 | achievement approaches the provincial standard | (60-69%) |
| Level 3 | achievement is at the provincial standard | (70-79%) |
| Level 4 | achievement surpasses the provincial standard | (80-100%) |

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

Mark Breakdown:

Term Work (70%) will include a variety of rich assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In math 2L, the summative evaluation will consist of a rich summative assessment task (30%).

Awarding of Course Credit: Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year performance task) will not earn their credit regardless of their mark.

Student and Parent/Guardian Acknowledgement

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): _____ Student's Signature: _____

Parent/Guardian Name (print): _____ Parent/Guardian Signature: _____