



OTTAWA
CATHOLIC
SCHOOL BOARD

Grade 11 Mathematics for Work and Everyday Life MEL3E

Inspired education.
Inspiring students.

Prerequisite Course: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed Grade 10 mathematics course

Description and Overall Expectations: 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.

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

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

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

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

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 Mathematics for Work and Everyday Life 3E, 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: _____