

COURSE STATEMENT MAP 4C

LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE

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Welcome to This is a summary sheet for parents and students which outlines our course evaluation and expectations.

TEXT: Grade 12 Foundations for College Mathematics

Course Name: Grade12 Foundations for College Mathematics

Course Code: MAP 4C

Credit Value: 1

Ministry Document: The Ontario Curriculum Grades 11 and 12, Mathematics 2007

Development Date: June 2007

Mission Statement:

Teachers at LCCVI are dedicated to providing the following:

- ✓ access for all students
- ✓ a safe learning environment
- ✓ quality educational opportunities
- ✓ high professional standards.

Course Description:

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Overall and Specific Curriculum Expectations:

Refer to the Ministry of Education document entitled "The Ontario Curriculum Grade11 amd 12, Mathematics 2007" which is available in the main office, from your teacher, or on the Ministry of Education website (<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>)

Course Content Outline:

A. Mathematical Models

1. evaluate powers with rational exponents, simplify algebraic expressions involving exponents, and solve problems involving exponential equations graphically and using common bases;
2. describe trends based on the interpretation of graphs, compare graphs using initial conditions and rates of change, and solve problems by modeling relationships graphically and algebraically;
3. make connections between formulas and linear, quadratic, and exponential relations, solve problems using formulas arising from real-world applications, and describe applications of mathematical modeling in various occupations.

B. Personal Finance

1. demonstrate an understanding of annuities, including mortgages, and solve related problems using technology;
2. gather, interpret, and compare information about owning or renting accommodation, and solve problems involving the associated costs;
3. design, justify, and adjust budgets for individuals and families described in case studies, and describe applications of the mathematics of personal finance.

C. Geometry and Trigonometry

1. solve problems involving measurement and geometry and arising from real-world applications;
2. explain the significance of optimal dimensions in real-world applications, and determine optimal dimensions of two-dimensional shapes and three-dimensional figures;
3. solve problems using primary trigonometric ratios of acute and obtuse angles, the sine law, and the cosine law, including problems arising from real-world applications, and describe applications of trigonometry in various occupations.

D. Data Management

1. collect, analyse, and summarize two-variable data using a variety of tools and strategies, and interpret and draw conclusions from the data;
2. demonstrate an understanding of the applications of data management used by the media and the advertising industry and in various occupations.

Assessment and Evaluation Strategies:

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum. The four categories and their value for the term are as follows:

Knowledge	40
Thinking	15
Communication	15
Application	30

The breakdown of your mark will be based on your level of achievement as follows:

Term Work – 70%

The above achievement categories will be used to evaluate tests, quizzes, assignments, etc. as part of your term mark.

Final Examination / Culminating Activity – 30%

All students must participate in the culminating activity sometime during the last two weeks of the semester, where applicable, and / or write a final examination based on the entire semester's work during the end of semester exam period. There are no exemptions for this exam.

Learning Skills

Provincial Report Cards will be marked with each student's performance in the five Learning Skills areas:

- 1. Responsibility 2. Organization 3. Independent Work 4. Collaboration 5. Initiative 6. Self-Regulation**

These Learning Skills will be assessed regularly by your teacher. They are an important statistic to understand how well students perform in the class. These are not considered in the determination of the final grade. For each of the Learning Skills one of the following achievement letters will be given:

E = Excellent G = Good S = Satisfactory N = Needs Improvement

ATTENDANCE

Regular attendance is vital to the process of learning. When the process and content of learning is disrupted by irregular attendance, both the individual and his/her classmates suffer a loss of experience that cannot be entirely regained. Students who miss class will suffer in the process because their participation and achievement cannot be fully assessed. Students are expected to complete any expectations missed due to absence.

LATE POLICY

The staff and students of LCCVI recognize that deadlines need to be in place to help students develop time management skills and strategies. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. After many of these strategies have been implemented and documented the teacher may deduct marks for a late assignment.

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late. If an assignment is late, **10% MAY** be deducted per school day, up to a maximum of **40%**. Once assignments have been returned to students, any late submissions **MAY** receive a mark of zero.

CELLPHONE USE

Cellphones are to be off and away during instructional time.

Cellphones are not to be used as calculators.

Cellphones can be used for music with headphones during independent work time.

Other uses require permission from the teacher.

ACADEMIC HONESTY

Consequences for Academic Dishonesty on Assignments:

Professional judgment of the teacher is taken into account to determine the degree of academic dishonesty and appropriate consequences.

Grades 9 and 10 – Student will redo the assigned work. The student will receive a 25 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 11 - Student will redo the assigned work. The student will receive a 50 per cent deduction on their assignment. If assignment is not completed and handed in within the time frame specified by the teacher, a mark of zero will be recorded. Subsequent occurrences may result in a mark of zero.

Grade 12 – A mark of zero will be assigned. There will be no opportunity for the assignment to be re-evaluated.

Note: Consequences may vary depending on the grade and level of a course.

Consequences for Academic Dishonesty on Tests:

1. Teacher has a conversation with the student about the incident.
2. If cheating has been determined, the student is assigned a mark of zero.
3. Parents are informed if student is under 18 years old.
4. In Grades 9 to 12, administration is informed if situation is not resolved.

Consequences for Academic Dishonesty on Exams:

1. If cheating is suspected during the exam, student is allowed to complete exam.
2. If cheating has been determined during or after the exam there will be a conference involving administration, teacher and the student.
A mark of zero will be assigned.
3. Parents are informed if student is under 18 years old.

Appeals Process: Appeals will be requested through the teacher to the administration if the situation is not resolved.