

COURSE STATEMENT
MBF 3C

LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE

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Welcome to Grade 11 Foundations for College Math. This is a summary sheet for parents and students which outlines our course evaluation and expectations.

TEACHER:

TEXT: Foundations for College Math 11

Course Name: Foundations for College Mathematics, Grade 11

Course Code: MBF 3C1

Credit Value: 1 credit

Ministry Document: The Ontario Curriculum Grade 11, Mathematics, 2007 Revised

Development Date: April 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 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.

Overall and Specific Curriculum Expectations:

Refer to the Ministry of Education document entitled "The Ontario Curriculum Grade 11, Mathematics, 2007, Revised", 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:

Mathematical Models

- ◆ Understand various representations of quadratic relations and solve problems involving them
- ◆ Understand exponents and the various representations of exponential relations
- ◆ Solve problems involving exponential relations arising from real-world applications

Personal Finance

- ◆ Compare simple and compound interest and solve problems involving compound interest
- ◆ Relate compound interest to exponential growth
- ◆ Compare services available from financial institutions
- ◆ Solve problems involving the cost of making purchases on credit
- ◆ Interpret information about owning and operating a vehicle, and solve problems on associated costs

Geometry and Trigonometry

- ◆ Represent 2-D shapes and 3-D figures
- ◆ Solve design problems
- ◆ Solve problems involving trigonometry in acute triangles using the sine law and the cosine law

Data Management

- ◆ Solve problems involving one-variable data
- ◆ Understand probability

Assessment and Evaluation Strategies:

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for Grade 11 Foundations for College Math. The four categories and their value for the term are as follows:

Knowledge	35%
Thinking	15%
Communication	15%
Application	35%

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.

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.

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 **30%**. Once assignments have been returned to students, any late submissions **MAY** receive a mark of zero.

CELLPHONE USE

Cellphones are to be silenced 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.