

**COURSE STATEMENT**  
**MFM 1P1**

**LAMBTON CENTRAL COLLEGIATE AND VOCATIONAL INSTITUTE**

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Welcome to Grade 9 Applied Mathematics. This is a summary sheet for parents and students which outlines our course evaluation and expectations.

**TEXT:** Pearson Math 9

**Course Name:** Grade 9 Foundations of Mathematics

**Course Code:** MFM 1P

**Credit Value:** 1

**Ministry Document:** The Ontario Curriculum Grades 9 and 10, Mathematics, 2005

**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 develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. 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 Grades 9 and 10, Mathematics, 2005 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:

### Number Sense and Algebra

- Solves problems involving proportional reasoning
- Simplify numerical and polynomial expressions in one variable, and solve simple first-degree equations

### Linear Relations

- Apply data-management techniques to investigate relationships between two variables
- Determine the characteristics of linear relations
- Demonstrate an understanding of constant rate of change and its connection to linear relationship
- Connect various representations of linear relation, and solve problems using the representations

### Measurement and Geometry

- Determine, through investigation, the optimal values of various measurements of rectangles
- Solve problems involving the measurements of two-dimensional shapes and the volumes of three dimensional figures
- Determine, through investigation facilitated by dynamic geometry software, geometric properties and relationships involving two dimensional shapes, and apply the results to solving problems

### Assessment and Evaluation Strategies:

There are four achievement categories of knowledge and skills that encompass all the curriculum expectations in the Ontario Curriculum for MFM 1P1. The four categories and their value for the term are as follows:

<b>Knowledge</b>	<b>35%</b>
<b>Thinking</b>	<b>15%</b>
<b>Communication</b>	<b>15%</b>
<b>Application</b>	<b>35%</b>

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. Students who are able to meet the criteria for the Demonstration of Learning may choose to not write the final examination.*

### Learning Skills

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

- |                          |                        |                            |
|--------------------------|------------------------|----------------------------|
| <b>1. Responsibility</b> | <b>2. Organization</b> | <b>3. Independent Work</b> |
| <b>4. Collaboration</b>  | <b>5. Initiative</b>   | <b>6. Self-Regulation</b>  |

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, **5% 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 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.