



Course Description/Rationale/Overview: This is a college level mathematics course that will allow students to expand their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Class Requirements:

Materials/textbooks/equipment

Texts:

1 Math of Personal Finance ((Addison-Wesley)

Other text / materials

Targeted Implementation and Planning Supports Binder (Grade 11)

Recommended: A calculator, binder, paper and pencil .

Course Requirements/Department Policies

Students are to be present for test dates. There must be a verified, valid reason when a test is missed. The teacher may provide an alternative opportunity for testing or record an “absent” for that test.

All summative assignments will have a clear *Due Date*. Assignments that are handed in after the *Due Date* will be accepted and assessed by the teacher if submitted prior to the *Deadline*. The *Deadline* is defined as the class period in which that graded assignment is returned to the class, unless there are extenuating circumstances.

For the mid-term report, no mark will be recorded for a missed summative assignment.

Where a student has not submitted enough work for the teacher to determine the student’s level of achievement the report card will indicate that the student’s work is incomplete and no grade will be assigned.

At the semester end, where summative assessments are incomplete, a mark of zero may be assigned and used to calculate the student’s final grade.

Assessment Strategies

Each unit or strand of the course will be evaluated using summative evaluations. Students will also be expected to complete assessment activities of a formative nature in order to learn and to practice the specific expectations that will compose these summative evaluations. Examples of summative evaluations are tests, case studies, interviews, reports, presentations, seminars, debates, research and other writing assignments.

Achievement Categories

Knowledge/Understanding	40%
Thinking/Inquiry	15%
Communication	15%
Application	30%

Curriculum strands:

- Mathematical Models
- Personal Finance
- Geometry and Trigonometry
- Data Management

Learning Skills:

- Works Independently
- Team work
- Organization
- Work Habits
- Initiative

Evaluation

The year’s work will be based on the following assessment tools that will include one or more of the four Achievement Categories striving to meet the overall percentages established for each category:

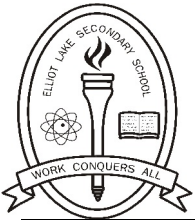
- exam
- quizzes
- tests
- assignments
- projects
- presentations

FINAL MARK

Term Work: 70%

Final Summative Evaluation: 30%

Culminating Review and Exam



COURSE OUTLINE

COURSE OUTLINE			
Unit 1 Brief description of unit of study	List of strands included in unit	Types of activities and the categories of achievement that they evaluate	Percent that unit represents out of the 70% for the Summative Tasks
Unit 2			
Unit 3			
Unit 4			
Unit 5			
Unit 6			
Summative Evaluation Types of evaluation used to determine final 30 % of mark: exam, presentations, scrapbooks, etc..			Percent that each task represents out of 30% for final summative evaluation