



**Course Description/Rationale/Overview:** This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions, represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop a facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Class Requirements:**

Materials/textbooks/equipment

Texts:

1 Functions and Relations ((Addison-Wesley)

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:**

- Characteristics of Functions
- Exponential Functions
- Discrete Functions
- Trigonometry

**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:

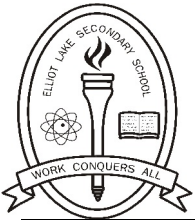
- exam
- quizzes
- tests
- assignments
- projects
- presentations

**FINAL MARK**

**Term Work: 70%**

**Final Summative Evaluation: 30%**

Exam



**Elliot Lake  
Secondary  
School**

# Evaluation Profile & Outline

**2007/2008**  
*Course Code*

## COURSE OUTLINE

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