



**Course Description/Rationale/Overview:** This is an academic level mathematics course that will allow students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

### Class Requirements:

Materials/textbooks/equipment

### Texts:

1 Mathematics 10 (NELSON)

### Other text / materials

Assorted hand-outs

**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	20%
Communication	15%
Application	25%

### Curriculum strands:

- Analytic Geometry
- Quadratic Relations
- 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:

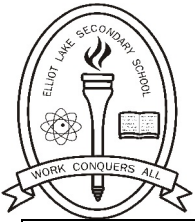
- exam
- quizzes
- tests
- assignments
- projects
- journals

### FINAL MARK

**Term Work: 70%**

**Final Summative Evaluation: 30%**

Exam



**COURSE OUTLINE**

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<b>Unit 1</b>  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 <b>70%</b> for the Summative Tasks
<b>Unit 2</b>			
<b>Unit 3</b>			
<b>Unit 4</b>			
<b>Unit 5</b>			
<b>Unit 6</b>			
<b>Summative Evaluation</b>  Types of evaluation used to determine final 30 % of mark: exam, presentations, scrapbooks, etc..			Percent that each task represents out of <b>30%</b> for final summative evaluation