



MAT2L
Mathematics for Everyday Life
Grade 10 Locally Developed Math

General Course Information

Prerequisite:	MFM1P, MPM1D, or MAT1L
Department:	Special Education and Mathematics Department
Extra Help:	By appointment
Workbook and Replacement Cost:	Math Essentials 10, McGraw-Hill Ryerson, \$30 if lost or damaged
Material Required:	Three-ring binder, writing utensils, calculator, student agenda
Course Fee:	N/A

Course Description

This course provides students who have experienced significant difficulties in previous Mathematics courses an opportunity to obtain sufficient background and skill development to prepare them for Grade 11 and 12 Workplace Preparation courses or to return back to the applied stream. Whenever possible, ideas will be presented in a real-life context, providing students with the opportunity to explore, organize, interpret, and use mathematical models to solve problems. Technology and manipulative materials will be used wherever appropriate. Assessment and evaluation will be done using a wide variety of strategies.

The course is organized into 4 strands:

- **Developing and Consolidating Money Sense**
- **Concepts in Measurement**
- **Concepts in Proportional Reasoning**
- **Financial Decisions**

Program Planning Considerations

Exceptional Students: Additional time will be allowed for tests. Additional accommodations will be provided in consultation with the Guidance, Special Education and ESL departments.

Technology: Graphing Calculators, Internet, Spreadsheets, Geometer's Sketchpad and Fathom will be utilized for hands-on and technology-related applications.

Career Education: Links to related fields will be established throughout the course.

Mathematics Anxiety: Attention will be addressed according to the following:

- * Cultural perspectives
- * Variety of assessment techniques
- * Consideration for Learning Styles
- * Positive reinforcements
- * Group structures

Learning Skills

Assessment of the learning skills will be done on an ongoing basis throughout the semester by observations of students at work, checklists and interviews. This will include:

- * Class work/homework (Work habits, homework and organization)
- * Completed work and seeking assistance (Organization and initiative)
- * Persistence and independence at tasks (Working independently and initiative)
- * Extension of task (Organization and initiative)
- * Achievement in group work activities
(Team work)

A detailed list of the course expectations can be found at www.edu.gov.on.ca



Assessment and Evaluation

Assessment Strategies

A variety of teaching/assessment strategies to address students' needs will be used during the semester. Formative assessments will be ongoing throughout the academic year. These may include:

- * Diagnostic assessment
- * Formative assessment
- * Performance assessment
- * Portfolio assessment
- * Rubrics
- * Checklists

Term Summative Evaluations (70% Term Work)

* Tests, quizzes, tasks and other forms of term summative evaluations will be at the end of chapters as stated in the course outline.

* Students will be provided with reasonable opportunities to master skills relating to the achievement of the curriculum expectations before the occurrence of assessments and evaluations.

* Major evaluations will be announced at least one week in advance.

* Absence on the day of an evaluation must be documented. If a student must miss an evaluation, s/he is expected to:

a) see the teacher before the absence to arrange for an alternative date to make up the evaluation; or

b) in case of illness or unexpected absence, present a note to the teacher, signed by a parent or guardian, immediately

* Cheating will not be tolerated in any form and will be dealt with appropriately.

Expectations are organized into the following four categories:

Knowledge and Understanding:	30%
Application:	30%
Thinking and Inquiry:	20%
Communication:	20%

Final Mark Calculation:

Terms (1 and 2) evaluation:	60%
Project:	10%
Final Exam and Summative:	30%

Learning Skills:

In addition to students' performance in the achievement categories, students will also be assessed on their performance in the following learning skills:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

For specific policies on assessment and evaluation, and academic honesty, please refer to *School Procedures* in the student agenda.