



## COURSE DETAILS

Course Code: 0080  
Course Name: Math 10F  
Credit Value: 1.0  
Prerequisite: Math 8

## CONTACT INFORMATION

Room 14 McCreary School  
MS Teams: Gr 9 Math  
Email: jlockhart@trsd.ca  
School phone: 835-2083

## COURSE TECHNOLOGY

Office 365  
MS Teams: Gr 9 Math  
Flip Grid

## COURSE TEXTBOOK

MathLinks 9, McGraw-Hill-  
Ryerson, 2009.

## SUPPLIES

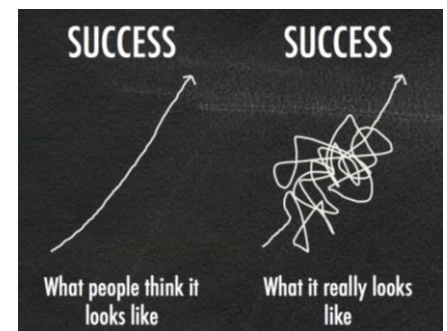
- 2" – 3 ring binder
- Loose leaf
- Ruler
- Pens, Pencils, Erasers
- Calculator
- Protractor
- Compass
- Graph Paper

# Welcome to the 2<sup>nd</sup> half of Gr 9 Math

This course will be offered in a blended learning format, which means part of the course will be completed face-to-face in the classroom and part of the course will be completed via an online environment (Microsoft Teams). As with all things new and technological, there may be a few bumps in the road as we transition to this new learning model, but the benefits of blended learning are worth it.

Once we get going the typical CLASSROOM ROUTINE will look something like this...

1. Mini-Whiteboard review of old material. Just 5 to 10 minutes of review at the start of each class will help keep previously covered material fresh and provide opportunities for continual improvement.
2. Full class recap of the current topic. To prepare our brains for new material we take a few minutes to highlight what we've recently learnt.
3. Flex time – depending on where we're at in a unit, we may have a:
  - Full class lesson with new content
  - Small group lesson for targeted practice of old content
  - Textbook assignment
  - Partner or group activity
  - Full class review game
4. At the end of class, we'll all come back together to recap our progress and set deadlines if needed.



I'm very excited to be back in the classroom and looking forward to a great year!

Sincerely,

Mrs. Lockhart

## RULES & EXPECTATIONS

➤ **Technology in the Classroom**  
Technology will be an integral part of the functionality of the classroom. Students will have access to the school laptops, but are also welcome to bring their own device. Improper use may result in a loss of certain privileges.

### ➤ Homework

You won't have homework every night, but when it is assigned it is expected to be completed on time. The flexibility of the course promotes self-pacing and self-monitoring. In order to get the greatest benefit from scheduled direct instruction, students need to be prepared, which means having assigned work completed.

### ➤ Incomplete and Late Work

Work is to be completed on time and to the best of the student's ability. Late or missing assignments will be penalized as outlined in the school student handbook, "Upon teacher discretion a maximum of 5% may be deducted for every day the assignment is not turned in. If the assignment is not turned in after two weeks or at the start of a new unit, the assignment will receive a mark of zero."

### ➤ Re-writes for Test and Assignments

Re-writes will not be available once a summative assessment has been graded and returned to students. If a student is unhappy with their grade they may meet with the teacher to discuss the possibility of completing an alternative assessment. The final decision is at the discretion of the teacher.

### ➤ Academic Dishonesty

Academic dishonesty (plagiarism and cheating) is a severe offence and will be dealt with according to the policy outlined in the school handbook.

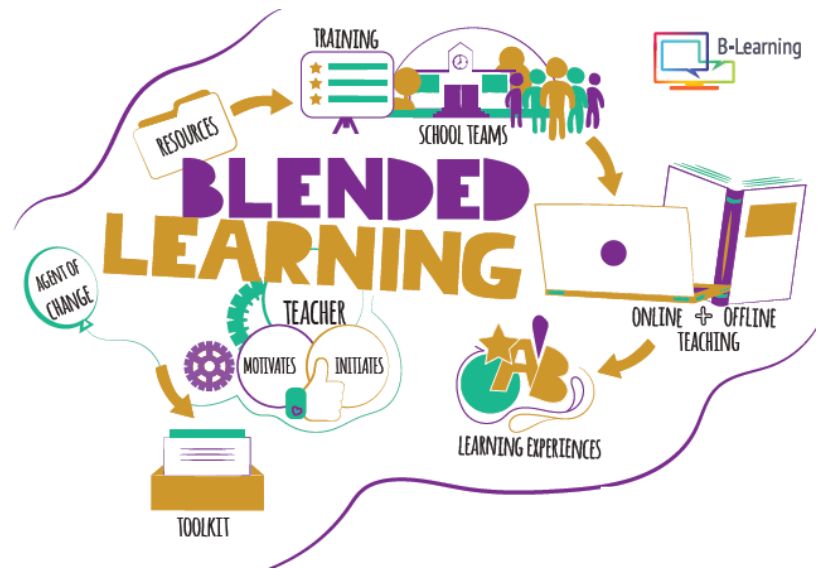
### ➤ Student Lates & Absences

Students who are late for class are asked to come in quietly without causing a disruption. Students who make a habit out of being late may not be allowed into the room if class has already begun.

If you are absent, YOU are responsible for finding out what you missed and making up all missed work. If you have an excused absence for the day of a test, please make arrangements to write it the day you return to school. If you skip a lab, test or quiz you will receive a zero.

### ➤ Extra help

Arrangements can be made for in person extra help before or after school or during lunch hour. Students can also ask for clarification or feedback via email, MS Teams chat or discussion post, or schedule a Teams meeting.



## COURSE OUTLINE

Math Links 9 Chapter # & Topic	Days to Cover	Dates
<b>Course Outline &amp; Expectations</b>		
<b>2. Rational Numbers</b>		
Comparing and Ordering		
Determining Square Roots		
<b>3. Powers and Exponents</b>		
Exponent Laws		
Order of Operations		
<b>5. Introduction to Polynomials</b>		
Equivalent Expressions		
Adding and Subtracting Polynomials		
<b>7. Multiplying and Dividing Polynomials</b>		
Multiplying and Dividing Monomials		
Multiplying and Dividing Polynomials by Monomials		
<i>Mid-Year Review</i>	<b>2</b>	Feb 2 <sup>nd</sup>
<b>8. Solving Linear Relations</b>	<b>14</b>	Feb 4 <sup>th</sup> – Feb 22 <sup>nd</sup>
One Step Equations		
Two Step Equations		
<b>6. Linear Relations</b>	<b>15</b>	Feb 24 <sup>th</sup> – Mar 12 <sup>th</sup>
Representing Patterns		
Graphing Linear Relations		
<b>9. Linear Inequalities</b>	<b>16</b>	Mar 15 <sup>th</sup> – Apr 9 <sup>th</sup>
Solving Single Step Inequalities		
Solving Multi-Step Inequalities		
<b>4. Scale Factors and Similarity</b>	<b>12</b>	Apr 12 <sup>th</sup> – Apr 23 <sup>rd</sup>
Enlargements and Reductions		
Similar Triangles and Polygons		
<b>1. Symmetry and Surface Area</b>	<b>14</b>	Apr 26 <sup>th</sup> – May 12 <sup>th</sup>
Line Symmetry and Rotational Symmetry		
Surface Area		
<b>10. Circle Geometry</b>	<b>13</b>	May 13 <sup>th</sup> – May 27 <sup>th</sup>
Angles in a Circle		
Chord Properties		
Tangents to a Circle		
<b>11. Data Analysis</b>	<b>12</b>	May 31 <sup>st</sup> – June 11 <sup>th</sup>
Factors Affecting Data Collection		
Probability in Society		
<b>Flex Time / Final Assessment</b>	<b>11</b>	June 14 <sup>th</sup> – June 25 <sup>th</sup>

## SUMMATIVE ASSESSMENT

Topic	Item
<b>Outcome Quizzes</b>	Quizzes will be given regularly to assess individual course outcomes. There are usually two or three outcomes per chapter.
<b>Assignments</b>	Textbook work that is assigned during the course of a chapter will not be handed in for grading. Students are expected to use the answer key in the back of the textbook to self-asses their work. At the end of each of our 7 chapters in this semester, students will be required to hand in a Chapter Review and a Practice Test.
<b>Chapter Tests</b>	There will be 7 chapter tests in the second semester. Following a chapter test, students will have one week to correct any mistakes on the test and resubmit the test. Students are able to earn back <i>half</i> of the corrected marks.
<b>ThingLink Task Series</b>	As a final assessment for the year, students will complete a series of mini projects/tasks/challenges/quizzes scattered in a thinglink, which is a digital platform for embedding links and information.

In 2016/2017 Turtle River School Division joined a learning network that follows PEI's instruction model. We will be continuing the project again this year. As a student, you don't need to really worry about the mRLC project. Mrs. Lockhart will tell you everything you need to know. However, as a participant in the project our class is expected to complete some assessments throughout the year as well as complete a few math exercises that will quickly become part of our daily classroom routine.

<b>mRLC Quizzes</b>	There will be 4 mRLC quizzes spread out over the second semester. Each quiz is 10 MC questions that are meant to assess students' understanding of the foundational outcomes from first semester. These quizzes have a weight of zero, which means they do not impact the student's overall course grade. However, they are very important as they provide feedback on strengths and weaknesses and guide the direction of future lessons to allow for targeted instruction.
<b>mRLC Baseline Assessment</b>	At the end of the semester, students will complete the mRLC Baseline Assessment which is a cumulative assessment for the course. Again, this assessment has a weight of zero, which means it does not impact the student's overall course grade. However, it does act as a very good indicator for students' level of understanding and therefore probability of success in the following year.

All assessment items and weights are subject to change depending on the evolving situation we find ourselves in.

## COURSE GOALS

Grade 9 Mathematics (10F) is a foundation course to prepare students for multiple possible pathways in Grades 10 to 12.

The main goals of mathematics education are to prepare students to

- ✓ communicate and reason mathematically
- ✓ use math confidently, accurately, and efficiently to solve problems
- ✓ appreciate and value mathematics
- ✓ make connections between math knowledge, skills and applications
- ✓ commit themselves to lifelong learning
- ✓ become mathematically literate citizens, using mathematics to contribute to society and to think critically about the world

## FORMATIVE ASSESSMENT

A lot of the work students complete in math will be used as formative assessment, which means that the mark received on the assessment will not be included in the calculation of the final course grade. These practice opportunities are meant to help both the student and the teacher assess whether or not the student has developed an appropriate level of understanding prior to being given a summative assessment which will contribute to the final grade.

While practice assessments do not contribute to the overall grade they are still expected to be completed. Formative assessments will be evaluated and documented in Maplewood, but their weight will be set to zero thereby eliminating their impact on the grade.

This system is meant to hold students accountable for their learning. If they complete the work and use the provided feedback to improve they are more likely to be successful in this course.

## BEHAVIOURAL ASSESSMENT

Student behaviour will be evaluated on an ongoing basis using the criteria listed below.

<b>PERSONAL MANAGEMENT SKILLS</b>
Organizes material
Uses class time productively
Works independently
Completes all work on time
Persists when faced with challenges
Seeks help when needed
Demonstrates a strong work ethic
Shows patience
Demonstrates on-task behaviour
Sets personal management goals
<b>ACTIVE PARTICIPATION IN LEARNING</b>
Shows interest; asks questions
Takes initiative
Self-assesses work quality based on criteria
Uses feedback to improve learning
Uses criteria to provide feedback
Uses a variety of media for communication
Investigates questions, hypothesizes, analyzes
<b>SOCIAL RESPONSIBILITY</b>
Works and interacts well with others
Is welcoming and positive
Shares resources and equipment with others
Respects school values
Respects and follows classroom routines
Takes an equitable share in group work
Is courteous
Respects the need for safety
Sets personal management goals

## A Letter to Parents – Grade 9 Math

Students are encouraged to speak to me directly as soon as any questions, concerns or problems arise. Parents are also encouraged to call or email anytime you'd like to express concern or request information regarding your child's progress in the course. On that note, there may be times when I have a concern that I would like to address prior to the next report card or progress report and email is the easiest way for me to do this. If possible, please provide me with your email address below. If you do not have an email, please provide a phone number that could be used to reach you during the day. I'm looking forward to a great year.

Mrs. Lockhart

**Once the student AND parent have read this course outline,  
complete the section below and return it to Mrs. Lockhart.**

Student's name \_\_\_\_\_

Student's signature \_\_\_\_\_

Parent / Guardian's name(s) \_\_\_\_\_

Parent / Guardian's signature(s) \_\_\_\_\_

Date \_\_\_\_\_

Parent / Guardian Email Address \_\_\_\_\_

Parent / Guardian Day-time Phone \_\_\_\_\_

Any initial comments or concerns \_\_\_\_\_

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