2018 – 2019 Mathematics 9 Course Outline

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**Goals**:

The goals of Math 9 are to:

- To develop and foster skills and attitudes associated with Mathematics literacy

- To learn the prescribed curriculum as a prerequisite for future courses in Mathematics and other subject areas

- To prepare students for the standards and expectations of the high school Math program at Bert Church

In Math 9 we’ll be using **Microsoft** **OneNote** as our online tool. It will have all the assignments and review documents necessary for the class as we progress through the semester.

**Course Breakdown and Units:**





**Attendance**:

Regular attendance is critical to success in this course; absences may seriously affect your overall success. In the event of an excused absence, it is your responsibility to find out what must be completed and, with the teacher, determine a mutual agreed upon timeline for all missed work to be handed in for marking. “I didn’t know about it”, or “I wasn’t here” are not acceptable excuses.

If a Concept Check is missed for an excused absence, it can be written during Focus or TLB once you return to school.

If a Collaborative Problem Solving is missed for an excused absence, it will be written during Focus or TLB once you return. However, you will need to complete this assignment independently unless there are other students who were absent that day.

If a test is missed for an excused absence, an alternate test will be written when the student returns. If a unit test is missed for an unexcused absence, a mark of zero will be given. It is the responsibility of the student to be aware of test dates. All tests are secured and will remain in the classroom at all times.

**Evaluation:**

Students will be evaluated on a 6-point scale in Math 9. That is detailed below:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Expert** | **6** | Perfect demonstration of understanding/skill; high confidence; mastery of learning standard. | “You could teach this!” | 95%-100% |
| **5** | Strong demonstration of understanding/skill; high confidence; slight error involved. | “Almost perfect, just one little error!” | 86%-94% |
| **Apprentice** | **4** | Good demonstration of understanding/skill; confidence evident; a few errors | “Good understanding, with just a few errors.” | 73%-85% |
| **3** | Satisfactory demonstration of understanding/basic skills; key concepts are lacking; errors common | “You are on the right track, but key concept is lacking.” | 60%-73% |
| **Novice** | **2** | Minimal understanding of key concepts and rudimentary demonstration of basic skills; many errors | “You have achieved the bare minimum to pass learning outcome.” | 50-59% |
| **1** | Inadequate understanding key concepts and little to no demonstration of basic skills; errors throughout | “Credit or pass not possible at this time.” | 0%-49% |

**Replacement Marks:**

If all practice work and assigned homework for a concept is completed the student is able to attempt a rewrite of a concept check during a focus block or TLB.

Concept checks need to be rewritten before the unit test for that unit.

There will be a Cumulative Exams at the end of the course, that can be used to replace the lowest exam mark.

**Technology Policy:**

Alberta Education requires that technology be used in order to achieve learner outcomes. All Math 9 students must have a scientific calculator.

Students will **not** be permitted to use calculator functions on **cell** **phones** or any other device. Alberta Education does not permit graphing calculators to be used in Math 9.

While the use of cell phones and other electronic devices can be useful in a classroom environment, students are expected to be using cell phones in a responsible manner.

**Required** **Materials**:

In addition to a scientific calculator, students will also require pencils, an eraser, composition notebook, a ruler and 3 dry erase markers. A more detailed list of supplies is shared at the beginning of the course. The textbook being used this semester is Math Makes Sense 9, Pearson. It will be provided at the beginning of the semester to the student.

**Appeals:**

Students and parents may direct, in writing, any appeal of the final grade to the school Principal

(see the student handbook).