COURSE DETAILS

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

CONTACT INFORMATION

Room 08 McCreary School
MS Teams: Gr 9 Math
Email: ldunning@trsd.ca
School phone: 835-2083

COURSE TECHNOLOGY

Office 365
MS Teams: Gr 9 Math

COURSE TEXTBOOK

MathLinks 9, McGraw-Hill-Ryerson, 2009.

SUPPLIES

➢ 2" – 3 ring binder
➢ Coil Scribbler
➢ Graph paper
➢ Ruler
➢ Pens, Pencils, Erasers
➢ Calculator
➢ Protractor
➢ Compass

Welcome to
Gr 9 Math

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

We have roughly two hours per textbook section, but that includes the lesson, the textbook practice, and the outcome assessments, so we will be busy. A typical day in our classroom will look like this:

1. Mini-Whiteboard review of old material - 5 to 10 minutes of review at the start of class will help keep previously covered material fresh and provide opportunities for continual improvement.

2. Quick full class recap of the current topic.

3. NEW material – full group lesson with textbook examples and notes. Then begin the practice assignment (if time).
OR
   Flex time – depending on where we're at in a unit, we may have a:
   - Small group lesson for targeted practice
   - Time to finish a textbook assignment
   - Partner or group activity
   - Complete an outcome assessment
   - Independent mRLC review

4. Regroup at the end of class and discuss homework (if any).
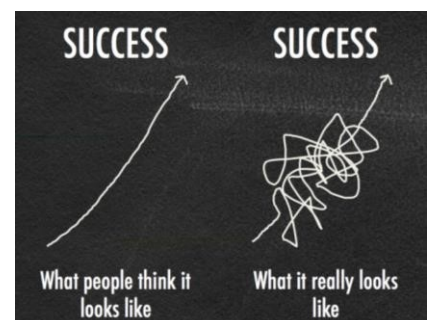
SUCCESS — What people think it looks like / SUCCESS — What it really looks like

Unit & Topic (textbook sections)	Days	Dates
Course Outline and Expectations • Building Thinking Classrooms • Non-curricular Thinking Questions	2	Sept 4 – Sept 5
# Unit #1		
Ch. 2: Rational Numbers • Comparing and Ordering Rational Numbers • Decimals • Fractions • Square Roots	12	Sept 8 – Sept 26
Ch. 3: Powers and Exponents • Exponents • Exponent Laws • Order of Operations • Problem Solving	9	Sept 29 – Oct 14
Unit 1 Review and Test	**2**	**Oct 16 & 17**
# Unit #2		
Ch. 5: Introduction to Polynomials • Intro to Polynomial Vocabulary • Equivalent Expressions • Adding and Subtracting Polynomials	10	Oct 20– Nov 5
Ch. 7: Multiplying and Dividing Polynomials • Multiplying and Dividing Monomials • Multiplying Polynomials by Monomials • Dividing Polynomials by Monomials	10	Nov 6 – Nov 25
Unit 2 Review and Test	**3**	**Nov 26 – Nov 28**
# Unit #3		
Ch. 8: Solving Linear Relations • One Step Equations • Two Step Equations (no brackets) • Two Step Equations (with brackets) • Multi-Step Equations (variable on both sides)	6+ 5	Dec 1 – Dec 9 Jan 5 – Jan 8
Ch. 6: Linear Relations • Representing Patterns • Interpreting Graphs • Graphing Linear Relations	6 + 6	Jan 12 – Jan 20 Jan 21 – Jan 30
mRLC Quiz #1		

Ch. 9: Linear Inequalities • Representing Inequalities • Single Step Inequalities • Multi-Step Inequalities	9	Feb 4 – Feb 23
Unit 3 Review and Test	2	Feb 25 – Feb 26

Unit #4

Ch. 4: Scale Factors and Similarity • Enlargements and Reductions • Scale Diagrams • Similar Triangles • Similar Polygons	9	Mar 3 – Mar 18
mRLC Quiz #2		
Ch. 1: Symmetry and Surface Area • Line Symmetry • Rotational Symmetry (and Transformations) • Surface Area	10	Mar 23 – April 17
mRLC Quiz #3		
Unit 4 Review and Test	2	April 22 & 23

Unit #5

Ch. 10: Circle Geometry • Angles in a Circle • Chord Properties • Tangents to a Circle	10	April 27 – May 15
mRLC Quiz #4		
Ch. 11: Data Analysis • Factors Affecting Data Collection • Collecting Data • Probability in Society	7	May 25 – Jun 5
Unit 5 Review	2	June 8 & 10
EXAM REVIEW • mRLC Baseline Assessment	5	June 11 - 19

* Dates/Order subject to change at the discretion of the teacher *

mRLC

In 2016/2017, Turtle River School Division joined a learning network that introduced us to PEI's instruction model. We will be continuing the incorporate these best practices again this year. As a student, you don't need to really worry about the mRLC model of teaching and learning. Miss. Dunning will tell you everything you need to know. However, as a student in this class you will be 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.

There will be 4 mRLC quizzes spread out over the course. Each quiz is 10 multiple choice questions that are meant to assess students' understanding of the foundational outcomes from the course. 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.

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 final exam and the following year.

RULES & EXPECTATIONS

➢ Textbook (Practice) Assignments

Each student is expected to complete their textbook practice assignments in a coiled scribbler. This ensures the work is kept together and organized in a chronological order. Although a lot of the work that students do in math will not be handed in for grading it is extremely important that it gets done and that the student uses the answer key at the back of the textbook to self-assess their work as they go.

"Math is not a spectator sport. The only way to learn math is to do math."

The work recorded in the coiled scribbler is evidence of learning (or lack thereof) and will be used to help hold students accountable for their progress in the course.

➢ Homework

You won't have homework every night, but when it is assigned, it is expected to be completed on time. To get the greatest benefit from scheduled direct instruction, students need to be prepared, which means having assigned work completed.

➢ Outcome Assessments (Quizzes)

Short (one-page) quizzes will take place regularly to assess individual course outcomes. These assessments are **open book** but are to be done independently during class time. They typically take approximately 15 minutes to complete.

➢ Re-writes for Outcome Assessments (Quizzes)

If a student is unhappy with their grade they may meet with the teacher to discuss the possibility of completing a re-write. Re-writes for quizzes are possible; however, students must earn the opportunity to complete a re-write. The final decision is at the discretion of the teacher.

➢ Unit Tests

There will be 4 unit tests throughout the course. Each unit test will consist of two or three related chapters from the textbook. Students will have access to the information they create on the collaborative bulletin board for each unit test. Unit tests are designed to be completed within an hour; however additional time may be granted depending on the situation.

➢ Technology in the Classroom

Technology will be used periodically in the classroom. Students are encouraged to bring their school laptop with them to school every day. Improper use may result in a loss of certain privileges.

➢ 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."

➢ Academic Dishonesty

Academic dishonesty, including, but not limited to inappropriate collaboration, plagiarism, and cheating is a severe offence and will be dealt with according to the policy outlined in the school handbook.
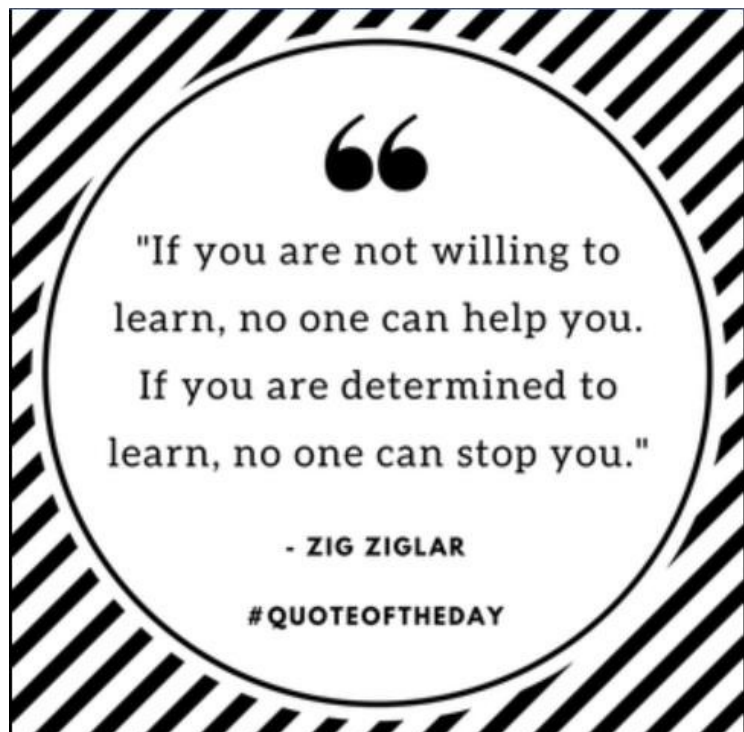
➢ Student Lates & Absences

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.

Just be honest with yourself, your parents, and with me.

"If you are not willing to learn, no one can help you. If you are determined to learn, no one can stop you."

- ZIG ZIGLAR

#QUOTEOFTHEDAY

SUMMATIVE ASSESSMENT

Topic	Assessment Items	Weight of Category	Weight of Overall Grade
Outcome Assessments	Mini assessments (1 page) will be given regularly to assess individual course outcomes. There are usually two or three outcomes per chapter.	35%	**70%**
Collaborative Bulletin Board	As the year progresses, we (as a class) will create a grade 9 math concept board. Each student will be expected to contribute something to the board for at least 2 course outcomes.	10%	
Chapter Reviews	At the end of each chapter, students will be assigned a review that is to be completed. Ideally this review would be handed in for marking BEFORE writing the test.	15%	
Chapter Tests	There will be 4 unit tests in the course: Unit 1: Number Sense (Ch 2 & 3) Unit 2: Polynomials (Ch 5 & 7) Unit 3: Linear Relations (Ch 8, 6, & 9) Unit 4: Similarity and Surface Area (Ch 4 & 1)	40%	
Final Exam	All students will be required to write the final grade 9 math exam in January.	100%	**30%**

Behaviour Assessment

➢ Personal Management Skills
The student self-monitors own behaviors and personal growth, organizes for learning, contributes positively to the learning process and takes responsibility for work completion.

➢ Active Participation in Learning
The student participates actively in learning, is curious, sets learning goals, self-assesses, provides feedback, and uses feedback for improvement.

➢ Social Responsibility
The student demonstrates citizenship and social skills that contribute to making the classroom, school, and larger community a positive, safe and caring environment.

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!

Miss. Dunning

Student's name _____

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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