

Foundations for College Mathematics, Grade 11, MBF3C

	Ontario Ministry of Education www.edu.gov.on.ca /eng/		Toronto District School Board www.tdsb.on.ca		R.H. KING ACADEMY http://schools.tdsb.on.ca/rhking/
COURSE OF STUDY OUTLINE					
Department	<i>Mathematics</i>		Course Type	<i>College</i>	
Teacher	<i>B. Leszcz</i>		Grade	<i>11</i>	
Course Title	<i>Grade 11 College Mathematics</i>		Credit Value	<i>One</i>	
Course Code	<i>MBF3C</i>		Prerequisites	<i>MFM2P</i>	
Ministry Document	<i>The Ontario Curriculum. http://www.edu.gov.on.ca/eng/curriculum/secondary/math.html</i>				
Learning Resources	<i>Mathematics 11, Pearson</i>				

R.H. King Academy, TDSB

2017-2018

Curriculum Leader: B. Leszcz

Policy Document: *The Ontario Curriculum Grade 11 and 12 (2007 Revised)*

Prerequisites: Foundations of Mathematics, Grade 10, Applied

Value: 1 Credit

Textbook: Mathematics 11, Pearson

Overall Goals: This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Curriculum:
Mathematical Models

- make connections between the numeric, graphical, and algebraic representations of quadratic relations, and use the connections to solve problems;
- demonstrate an understanding of exponents, and make connections between the numeric, graphical, and algebraic representations of exponential relations;
- describe and represent exponential relations, and solve problems involving exponential relations arising from real-world applications.

Personal Finance

- compare simple and compound interest, relate compound interest to exponential growth, and solve problems involving compound interest;
- compare services available from financial institutions, and solve problems involving the cost of making purchases on credit;
- interpret information about owning and operating a vehicle, and solve problems involving the associated costs.

Geometry and Trigonometry

- represent, in a variety of ways, two-dimensional shapes and three-dimensional figures arising from real-world applications, and solve design problems;
- solve problems involving trigonometry in acute triangles using the sine law and the cosine law, including problems arising from real-world applications.

Data Management

- solve problems involving one-variable data by collecting, organizing, analyzing, and evaluating data;
- determine and represent probability, and identify and interpret its applications.

Learning Skills:

The learning skills (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self Regulation) are critical for the achievement of the curriculum expectations and student success. Students are expected to attend every class, complete all homework and insure that assignments are completed and handed in on time.

Strategies:

Students will have the opportunity to learn in a variety of ways –individually, cooperatively, independently, with teacher direction, through hands-on experience, and through examples followed by practice. The approaches and strategies used in the classroom to help students meet the expectations of this curriculum will vary according to the objectives of the learning and the needs of the students. It is important for students to take every opportunity to learn the material covered prior to the evaluation.

Evaluation:

Seventy per cent of the grade will be based on evaluations conducted throughout the course. Evaluations will be in the form of tests, quizzes, and assignments. Assignments for evaluation may include rich performance tasks, demonstrations (board work), and projects. This portion of the grade will reflect the student's most consistent level of achievement throughout the course.

Thirty per cent of the grade will be based on a final assessment administered towards the end of the course. The final exam allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to these four categories:

1. **Knowledge and Understanding** Subject specific content acquired in each course, and the comprehension of its meaning and significance.
2. **Thinking** The use of critical and creative thinking skills and/or processes.
3. **Communication** The conveying of meaning through various forms.
4. **Application** The use of knowledge and skills to make connections within and between various contexts.

Term Grades for Provincial Reports Throughout the Year:

The midterm mark will be based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. This mark will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed and the student's grades will most likely change when the student's entire work is evaluated by the end of the course.

Evaluation Plan

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Term Work- 70%

Final Exam – 30%

- Quizzes, assignments, projects 15%
- Tests 45%
- Independent Study Assignments* 10%

*At RH King one of our unique features is a focus on ISUs, or Independent Study Units. In Grade 11 College Mathematics, an ISU is a small assignment that is given to students to complete, several times through the semester. In most cases students are given a week to complete the 1-1.5 hour worksheet. Support is provided during Clinic, after school, or even during class time, at the students' request. The intent is to facilitate learning the responsibility required to complete a task, on time, and learning to seek out help, should it be needed, to be able to complete the task. These skills promote the students' growth towards becoming independent learners.

Course Work

Unit 1: Quadratics	(3 weeks)
Unit 2: Exponential Functions	(2 weeks)
Unit 3: Compound Interest	(2 weeks)
Unit 4: Financial Services	(3 weeks)
Unit 5: Owning a Vehicle	(1 week)
Unit 6: Trigonometry	(3 weeks)
Unit 7: Geometry	(1 week)
Unit 8: Probability	(1 week)
Review and preparation for Exam:	1 week