



OTTAWA  
CATHOLIC  
SCHOOL BOARD

## Grade 9 Locally Developed Course, Mathematics MAT1L

Inspired education.  
Inspiring students.

**Prerequisite Course:** None

**Description and Overall Expectations:** This course emphasizes further development of mathematical knowledge and skills to prepare students for success in their everyday lives, in the workplace, and in the Grade 10 LDCC course. The course is organized in three strands related to money sense, measurement, and proportional reasoning. In all strands, the focus is on developing and consolidating key foundational mathematical concepts and skills by solving authentic, everyday problems. Students have opportunities to further develop their mathematical literacy and problem-solving skills and to continue developing their skills in reading, writing, and oral language through relevant and practical math activities.

Math Processes: problem-solving, reasoning and proving, reflecting, selecting tools and computational strategies, connecting, representing, and communicating.

Developing and Consolidating Money Sense: interpret, write, and round decimal numbers with understanding in everyday money situations; solve problems involving money, drawn from everyday situations; communicate information about money concepts; use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about money sense.

Developing and Consolidating Concepts in Measurement: estimate and measure length, capacity, and mass, in order to consolidate understanding of the metric system; estimate and measure length, using the Imperial system; solve problems, carry out investigations, estimate, and measure, using metric units, to consolidate understanding of perimeter, area, and volume; communicate information about measurement concepts; use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about measurement concepts.

Developing Concepts in Proportional Reasoning: determine relationships among fractions, percentages, ratios, and rates by constructing diagrams, building models, and estimating measurements; solve problems drawn from everyday situations involving percent, ratio, rate, and fractions; communicate information about proportional reasoning; use literacy skills (reading, writing, listening, and speaking) to obtain and communicate information about proportional reasoning.

**Course Resources:** See teacher and school for the list of key resources, digital tools, sites, passwords, including replacement cost for resources if lost or damaged.

**Catholic Graduate Expectations:** Our goal for all students is to experience an education based on our Catholic Graduate Expectations.

We work in community to develop graduates that are:

- Discerning Believers Formed in the Catholic Faith Community
- Effective Communicators
- Reflective and Creative Thinkers
- Self-Directed, Responsible, Life-Long Learners
- Collaborative Contributors
- Caring Family Members
- Responsible Citizens

<http://www.iceont.ca>

**Assessment, Evaluation and Reporting:** The primary purpose of assessment and evaluation is to improve student learning. Students will understand what is expected of them, using learning goals, and success criteria, based on the overall expectations. Feedback (self, peer, teacher) supports learning, and plays a critical role in academic achievement and success.

The development of learning skills and work habits is a key indicator of future success. The following learning skills and work habits will be developed, assessed, and reported during this course:

1. Responsibility fulfills responsibilities and commitments (*e.g. accepts and acts on feedback*)
2. Organization manages time to complete tasks and achieve goals (*e.g. meets goals, on time*)
3. Independent work uses class time appropriately to complete tasks (*e.g. monitors own learning*)
4. Collaboration works with others, promotes critical thinking (*e.g. provides feedback to peers*)
5. Initiative demonstrates curiosity and an interest in learning (*e.g. sets high goals*)
6. Self-Regulation sets goals, monitors progress towards achieving goals (*e.g. sets, reflects goals*)

Group work supports collaboration, an important 21<sup>st</sup> century skill. This will be assessed only as a learning skill. Homework may also be assessed as a learning skill. Evaluation completed in class will be based only on individual student work. Regular attendance is important to support group work, various forms of feedback, and to allow students to demonstrate evidence of their learning. Students are responsible for providing evidence of their own learning (with references where required), in class, within given timelines. Next steps in response to academic integrity issues, such as lack of work completion, plagiarism, or other forms of cheating, range from providing alternate opportunities, to a deduction of marks.

The achievement chart identifies four levels, based on achievement of the overall expectations:

- |         |   |           |
|---------|---|-----------|
| Level 1 | achievement falls below the provincial standard | (50-59%)  |
| Level 2 | achievement approaches the provincial standard  | (60-69%)  |
| Level 3 | achievement is at the provincial standard       | (70-79%)  |
| Level 4 | achievement surpasses the provincial standard   | (80-100%) |

The report card grade will be based on evidence of student performance, including observations, conversations and student products. Consideration will be given to more recent evidence (skill development) and the most consistent level of achievement.

### **Mark Breakdown:**

Term Work (70%) will include a variety of rich assessment tasks designed to demonstrate students' development in their knowledge and understanding, thinking and inquiry, communication and application, of all overall expectations.

Summative evaluation (30%) takes place towards the end of the semester, is completed in class, and provides the final opportunity for students to demonstrate what they know, and the skills they have learned, based on the overall expectations. In math 1L, the summative evaluation will consist of a rich summative assessment task (30%).

**Awarding of Course Credit:** Students who demonstrate evidence of achievement of overall expectations, **and** earn a mark of 50% or greater, will earn one credit for the course with the following exception:

Students who do not complete their summative evaluation (exam and/or end of year performance task) will not earn their credit regardless of their mark.

### **Student and Parent/Guardian Acknowledgement**

We have read the above course outline and are aware of the student responsibilities to attend class on a regular basis and to provide evidence of learning within the established timelines.

Student's Name (print): \_\_\_\_\_ Student's Signature: \_\_\_\_\_

Parent/Guardian Name (print): \_\_\_\_\_ Parent/Guardian Signature: \_\_\_\_\_