St. Thomas High School
Course Outline/Evaluation Criteria

Teacher's Name:	**S. Broden**

Course:	**Math 296**	**Year:**	**2018-19**

Level:	**Cycle 1 Year 2 (Secondary 2)**	**Program:**	**IB**

Prerequisites:	**Math 196**

Objectives:	**General Objectives:** ● To develop the ability to use algebra to solve problems ● To develop proportional reasoning ability ● To apply knowledge of geometric figures ● To interpret phenomena involving chance ● To encourage students to use *appropriate* technology

*IBO Program Links	Approaches to Learning
	    ● Problem solving techniques
	    ● Choosing and representing relevant information
	    ● Looking for and establishing patterns
	Global Contexts
	    ● Identities and Relationships
	    ● Globalization and Sustainability

Resources:	[Math Help Services](#) / Math 3000 Secondary 2 Workbook
Materials:	One 200 page **quad** (with grids not lines) notebook for notes l Looseleaf AND graph paper (for homework/assignments) 1 ½ to 2" binder for handouts/tests, etc with 4 dividers Pencils, pen, eraser, graph paper, ruler, highlighters, pencil case Calculator

Content:	● Algebra: Introduction, solving equations, problem-solving ● Modes of representation: cartesian planes, table of values, rule ● Proportions: ratios, rates & percents ● Similarity transformations & scale factors ● Geometry & measurement: circles, regular polygons, 3D surface area ● Probability
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Evaluation Criteria:

Each term students will be evaluated through the use of a minimum of 3 tests. Other evaluation methods may include:

- Quizzes and homework assignments
- Projects
- Learning Evaluation Situations / Situational Problems
- Mid-year Exam
- End of Cycle 1 Exam

Breakdown of Competencies

Competency 1 (weighted 30%) – Solves a Situational Problem
This is a dynamic process that involves constantly going back and forth among the problem-solving stages and calls for the ability to anticipate, use discernment and exercise critical judgment. *This competency will be evaluated in Terms 2 and 3.*

Competency 2 (weighted 70%) – Uses Mathematical Reasoning
This involves looking for patterns, describing, combining, inventing or visualizing in order to discover, verify, explain, justify, generalize or persuade. *This competency will be evaluated each term.*

** **Note**: despite each competency being weighted, grades for each competency will be reported out of 100.

Missed Test Policy:
Any tests that are missed can <u>ONLY</u> be made up or omitted if:
a) prior arrangements were made for a predictable absence
b) evidence is supplied that the absence or tardiness was unavoidable, unpredictable and legitimate

Arrangements to catch up with work missed is entirely the responsibility of each student and is expected to be done, whenever possible, before the next class. **If arrangements are not made within a reasonable time (a few days back) then the opportunity is lost and the score will remain as zero.**

Missed Quiz Policy:
Quizzes will not be made up. If the absence was legitimate, the quiz will not count.

NOTES: The former Business 101 Project will now be an Interdisciplinary Project between Design and Math. Most information will be disseminated through the Design Course and the grade will count as a Situational Problem in Term 3.

The St. Thomas Managebac site can be accessed at https://stthomas.managebac.com. For assistance in navigating the platform please consult the following page, https://help.managebac.com/support?manual_id=3621