



## CROCUS PLAINS REGIONAL SECONDARY SCHOOL COURSE OUTLINE AND ASSESSMENT GUIDE

**Course Name:** GRADE 11 ESSENTIALS MATHEMATICS

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**Course Description:** Grade 11 Math Essentials

**Text/Other Resources:** Nelson Publishers, Mathematics for Apprenticeship and Workplace

### Units of Study

Unit Title (10% each)	Learning Outcomes	Assessment Plan	Proposed Time (based on ~ 75 school days)
Analysis of Games and Numbers	Analyze puzzles and games that involve spatial reasoning, using problem-solving strategies.	<u>Formative Assessment</u> Assessment may include: Daily classroom activities  <u>Summative Assessment</u> None, skills learned to be integrated into other outcomes	Integrated over whole semester
Interest and Credit	Demonstrate an understanding of compound interest.  Demonstrate an understanding of credit options, including: *credit cards *loans  Solve problems that require the manipulation and application of formulas related to: * simple interest * finance charges	<u>Formative Assessment</u> Assessment may include: <ul style="list-style-type: none"><li>• Textbook Assignments</li><li>• Mental Math</li><li>• Quizzes</li><li>• Math Journals</li><li>• Conferencing</li><li>• Group Discussions</li></ul> <u>Summative Assessment</u> Unit Tests/Quizzes/Projects	Approx. 10 days

3-D Geometry	<p>Solve problems that involve SI and imperial units in surface area measurements</p> <p>Solve problems that involve SI and imperial units in volume and capacity measurements.</p> <p>Solve problems that require the manipulation and application of formulas related to:  <i>*volume and capacity</i>  <i>*surface area</i></p>	<p><u>Formative Assessment</u>  Assessment may include:</p> <ul style="list-style-type: none"> <li>• Textbook Assignments</li> <li>• Mental Math</li> <li>• Quizzes</li> <li>• Math Journals</li> <li>• Conferencing</li> <li>• Group Discussions</li> </ul> <p><u>Summative Assessment</u>  Unit Tests/Quizzes/Projects</p>	Approx. 10 days
Statistics	<p>Solve problems that involve creating and interpreting graphs, including:  <i>*bar graphs</i>  <i>*histograms</i>  <i>*line graphs</i>  <i>*circle graphs</i></p>	<p><u>Formative Assessment</u>  Assessment may include:</p> <ul style="list-style-type: none"> <li>• Textbook Assignments</li> <li>• Mental Math</li> <li>• Quizzes</li> <li>• Math Journals</li> <li>• Conferencing</li> <li>• Group Discussions</li> </ul> <p><u>Summative Assessment</u>  Unit Tests/Quizzes/Projects</p>	Approx. 10 days
Managing Money	<p>Solve problems that involve personal budgets</p> <p>Demonstrate an understanding of financial institution services used to access and manage finances</p>	<p><u>Formative Assessment</u>  Assessment may include:</p> <ul style="list-style-type: none"> <li>• Textbook Assignments</li> <li>• Mental Math</li> <li>• Quizzes</li> <li>• Math Journals</li> <li>• Conferencing</li> <li>• Group Discussions</li> </ul> <p><u>Summative Assessment</u>  Unit Tests/Quizzes/Projects</p>	Approx. 10 days
Relations and Patterns	<p>Demonstrate an understanding of slope:  <i>* as rise over run</i>  <i>* as rate of change</i>  <i>* by solving problems</i></p> <p>Solve problems by applying proportional reasoning and unit analysis</p>	See next side	See next side

<p>Relations and Patterns <i>continued</i></p>	<p>Solve problems that require the manipulation and application of formulas related to slope and rate of change</p> <p>Solve problems that involve scale</p> <p>Demonstrate an understanding of linear relations by:</p> <ul style="list-style-type: none"> <li>* <i>recognizing patterns and trends</i></li> <li>* <i>graphing</i></li> <li>* <i>creating tables of values</i></li> <li>* <i>writing equations</i></li> <li>* <i>interpolating and extrapolating</i></li> <li>* <i>solving problems</i></li> </ul>	<p><u><i>Formative Assessment</i></u> Assessment may include:</p> <ul style="list-style-type: none"> <li>• Textbook Assignments</li> <li>• Mental Math</li> <li>• Quizzes</li> <li>• Math Journals</li> <li>• Conferencing</li> <li>• Group Discussions</li> </ul> <p><u><i>Summative Assessment</i></u> Unit Tests/Quizzes/Projects</p>	<p>Approx. 10 days</p>
<p>Trigonometry</p>	<p>Solve problems that involve two and three right triangles</p>	<p><u><i>Formative Assessment</i></u> Assessment may include:</p> <ul style="list-style-type: none"> <li>• Textbook Assignments</li> <li>• Mental Math</li> <li>• Quizzes</li> <li>• Math Journals</li> <li>• Conferencing</li> <li>• Group Discussions</li> </ul> <p><u><i>Summative Assessment</i></u> Unit Tests/Quizzes/Projects</p>	<p>Approx. 10 days</p>
<p>Design Modelling</p>	<p>Model and draw 3-D objects and their views</p> <p>Draw and describe exploded views, component parts, and scale diagrams of simple 3-D objects</p>	<p><u><i>Formative Assessment</i></u> Assessment may include:</p> <ul style="list-style-type: none"> <li>• Textbook Assignments</li> <li>• Mental Math</li> <li>• Quizzes</li> <li>• Math Journals</li> <li>• Conferencing</li> <li>• Group Discussions</li> </ul> <p><u><i>Summative Assessment</i></u> Unit Tests/Quizzes/Projects</p>	<p>Approx. 10 days</p>

## **Assessment Guidelines**

There are various purposes for assessment:

- ☐ Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- ☐ Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

## **Academic Achievement**

**Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.**

**Term Work ..... 80%**

**Final Assessment ..... 20%**

- ☐ Provincial Standards Exam
- ☐ Final Exam
- ☐ Final Project/Assignment
- ☐ N/A

## **Learning Behaviours**

Assessment and reporting of learning behaviors will be according to the Brandon School Division Learning Behaviors Rubric.