

Mayerthorpe Jr/Senior High
Health/Numeracy/Literacy 9 2019-2020
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Education in Alberta aims to honour cultural diversity and promote intercultural understanding. Students are able to build on foundational knowledge about First Nations, Metis and Inuit peoples. The program of studies provides opportunities for students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Metis and Inuit.

Course Outcomes:

This course has been developed to strengthen the student's skills in the areas of Math and Language Arts. There are basic concepts and strategies that can always be improved upon regardless of the student's academic level. The focus will be on improving confidence, learning effective study habits and new strategies to help the students become better learners. Reading comprehension is important in all subjects and any way that we can help students to be more successful needs to be utilized. Students benefit from being able to explore alternatives when solving math equations. A portion of the class will also be focused on the importance of having a positive resilient mindset and the long lasting implications this can have on the choices you make.

Course Structure

This course will be taught in conjunction with the student's regular Math, Language Arts, Social Studies and Science teachers. When additional time is required to better understand and practice concepts then this class will be utilized for that. Time will also be spent on improving organizational skills, strengthening study skills, and making connections between the way we prepare for assessments and the outcomes we achieve.

Materials

Students are expected to bring a binder with lined paper, writing utensils, and a calculator

Assessment Guide

The guide below breaks down the summative assessment (final report card grade) for this course.

Evaluation Method	Value
Participation & Attitude	25%
Projects/Assignments/Quizzes	60%
Final Project	15%

Assignments/Projects

- Assignments/projects are due at the beginning of class on the assigned date.
- If you are absent and unable to hand in an assignment/project, you will be expected to hand it in immediately upon your return.

Assessment for Learning (Formative Assessment) is a systematic process of collecting information or evidence about student learning and is not assigned a grade/mark for the report card.

Assessment of Learning (Summative Assessment) is the judgment we make about the assessments of student learning based on established criteria and a mark/grade is recorded for the report card. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that descriptive feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students. Where possible, students will be engaged in their own assessment through self-reflection and the construction of rubrics.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. Often, the learning and assessment tasks are the same, with formative assessment provided throughout the unit. In every case, the desired demonstration of learning is articulated clearly and the learning activity is planned to make that demonstration possible. This process of beginning with the end in mind helps to keep focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based upon levels of achievement.

Appeals Process

Should a situation arise where a student is not satisfied with an assessment outcome, first discuss the matter with the teacher outside of class time. If the teacher and student are unable to resolve the issue, then the teacher will approach another teacher to assess the assignment. (The teacher will not have prior knowledge of the student's name or the previous grade for the given assignment). If there is still an issue, a meeting will be set up between the student, teacher, parents and administration to resolve the matter. The commencement of an appeal must occur in a timely manner; within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

Classroom Expectations

- Attendance is one of the most important factors for academic success. It is expected that you come to class everyday on time, and prepared for class. If you are absent for a class, it is your responsibility to contact a member of your class prior to your return and make arrangements to get notes. Any handouts will be provided, however, it is your responsibility to request them. If there was an assignment during your absence, then you are required to make it up on your own time.
- All exercises and assignments are due at the **beginning** of class; on or before the due date.
- Class time will frequently be given to work on assignments and projects. It is expected that you will stay on task during these times. MATURE and CONSIDERATE behavior is expected in class.