



Northern Gateway  
Public Schools

# TIGER NATION



## Mayerthorpe Jr./Sr. High School MATH 20-3 COURSE OUTLINE Block 1

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### COURSE CURRICULUM OUTCOMES - *From the Alberta Math Program of Studies*

<b>STRAND</b>	<b>Outcomes: Students will...</b>
<b>MEASUREMENT</b>	Develop spatial sense through direct and indirect measurements. <ul style="list-style-type: none"> <li>- Solve problems that involve SI and imperial units in surface area measurements and verify the solutions</li> <li>- Solve problems that involve SI units in volume and capacity measurements</li> </ul>
<b>GEOMETRY</b>	Develop spatial sense. <ul style="list-style-type: none"> <li>- Solve problems that involve two and three right triangles</li> <li>- Solve problems that involve scale</li> <li>- Model and draw 3-D objects and their views</li> <li>- Draw and describe exploded views, parts, and scale diagrams of simple 3-D objects</li> </ul>
<b>NUMBER</b>	Develop number sense and critical thinking skills. <ul style="list-style-type: none"> <li>- Solve problems that involve personal budgets</li> <li>- Demonstrate an understanding of compound interest</li> <li>- Demonstrate an understanding of financial institution services used to access and manage finances</li> <li>- Demonstrate an understanding of credit options, including credit cards and loans</li> </ul>
<b>ALGEBRA</b>	Develop algebraic reasoning. <ul style="list-style-type: none"> <li>- Solve problems that require the manipulation and application of formulas related to volume and capacity, surface area, slope and rate of change, simple interest, and finance charges</li> <li>- Demonstrate an understanding of slope: as rise over run, as the rate of change, by solving problems</li> <li>- Solve problems by applying proportional reasoning and unit analysis</li> </ul>
<b>STATISTICS</b>	Develop statistical reasoning. <ul style="list-style-type: none"> <li>- Solve problems that involve creating and interpreting graphs: bar graphs, histograms, line graphs, and circle graphs.</li> </ul>

**Year Plan Math 20-3**  
(subject to change as the semester progresses)

<b>Unit 3: Surface Area, Volume, and Capacity</b>	<b>September</b>
<b>Unit 4: Trigonometry of Right Triangles</b>	<b>Sept . - Oct.</b>
<b>Unit 1: Slope and Rate of Change</b>	<b>Oct. - Nov.</b>
<b>Unit 2: Graphical Representations</b>	<b>November</b>
<b>Unit 5: Scale Representations</b>	<b>Nov. - Dec.</b>
<b>Unit 6: Financial Services</b>	<b>December</b>
<b>Unit 7: Personal Budgets/ Review</b>	<b>January</b>

**Textbook Resource:** MathWorks 11 Workbook

**Instructional Methodologies:**

This class will use a variety of instructional methodologies. Concepts will be introduced using manipulatives and developed concretely, pictorially, and symbolically whenever possible.

**Classroom Materials:**

- Binder with lined & graph paper, compass, protractor, ruler, pencils, erasers, and a red marking pen. (Scribbler for notes).
- Approved scientific calculator (one with SIN/COS/TAN functions)
- School-issued Chromebooks

**Assessment Guide**

The guide below breaks down this course's summative assessment (final report card grade). The grade is based on the learner's achievement of the Math 20-3 course curriculum outcomes.

**Calculation of Marks:**

Unit Assignments.....	15%
Section Quizzes.....	35%
Unit Exams.....	30%
Final Exam.....	20%

Description
Tests are designed to measure the achievement of outcomes at the end of each unit.
Quizzes are designed to measure the achievement of outcomes throughout each unit.
Exams are designed to measure achievement of outcomes in multiple units throughout the year
Assignments will assess achievement of curriculum outcomes throughout each unit.
The final exam at the end of the year will cover all the outcomes taught throughout the year.

### **General Assessment Statement**

Assessments are critical to guiding teaching and learning. Summative assessments are shared with students and returned to provide feedback on their knowledge and understanding. However, when a student needs to complete the evaluation, for security, that assessment cannot be shared or returned to other students. This delays the feedback to other students and creates inconsistencies in forwarding learning opportunities.

All assessments must be completed on time to support the learning of all students.

Assessments are vital evidence in measuring student learning. Writing assessments are frequently permitted outside the classroom or without secure technology. With emerging technology allowing students to generate pieces of writing that are not their own for submission, we have devised simple procedures to ensure that students will submit their own work for assessment.

- All writing assessments will be written on secure exam accounts
- All writing assessments must be written under supervision
- Students will not have access to the internet during writing sessions

Students found to be plagiarizing or submitting work generated with artificial intelligence will not be assessed and will be subject to our school's policies.

## **Reassessment Policy**

The purpose of reassessment is to allow a student to remove an uncharacteristic grade. Individual reassessments will only be granted in extenuating circumstances.

To qualify for a reassessment, the following requirements must be met:

1. You must show evidence of preparing for the original assessment.
  - a. For example:
    - i. Completion of all formative and summative assessments (assignments/quizzes/projects).
    - ii. Completion of practice questions/formative assessments
    - iii. Actively engaged in lessons/class/learning activities and effectively used class time.
2. You must review the assessment and receive feedback to understand your grade.
  - a. For example:
    - i. A student/teacher conference
    - ii. Post assessment self-reflection
3. You must provide evidence of enhanced learning in relation to the outcomes.
  - a. For Example:
    - i. Completion of teacher tutorial sessions
    - ii. Completion of additional practice materials
    - iii. Exam Analysis - identifying errors/common mistakes/distractors
4. You must arrange to meet for a timely reassessment.
5. The reassessment may be in an alternative form to the original assessment, but will assess the same outcome(s) from the programs of study.

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

**Assessment of Learning (Summative Assessment)** is the judgment we make about a student's 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, allowing for descriptive feedback that clearly expresses next steps for improvement. The teacher uses tools of varying complexity to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where performance levels for each criterion are stated in language that students can understand. Students will be engaged in their assessment through self-reflection and the construction of rubrics, where possible.

Assessment is embedded within the instructional process throughout each unit rather than being an isolated event at the end. The learning and assessment tasks are often the same, with the 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 the focus on the expectations of the course curriculum outcomes. The evaluations are expressed as a percentage/mark/grade based on levels of achievement.

### ***Opportunities to demonstrate learning***

When the teacher's professional judgment indicates that the student can demonstrate learning on a summative assessment with greater success than the initial attempt, an alternative or additional summative assessment will be provided at a time agreed upon by the student and the teacher.

### ***Appeals Process***

Discuss the matter with the teacher outside class time if a student is unsatisfied with an assessment outcome. If the teacher and student cannot resolve the issue, the teacher will approach another teacher for an assessment of the assignment. (The teacher will not know the student's name or the previous grade for the given assignment.) If the issue persists, a meeting will be scheduled between the student, teacher, parents, and administration to resolve the matter. The commencement of an appeal must occur promptly, within 48 hours of receiving the marked assignment. In return, the appeal process will be completed as soon as possible.

### **Classroom Expectations:**

1. *Be Respectful and Responsible.*
2. *Be on time and prepared for class every day.*
3. *Do your work: Show questions and processes used to solve them. Communicate the answer, verify your answer is correct & correct any errors that are made.*
4. *Seek help promptly.*
5. *Display mature and considerate behavior.*
6. *Follow all school rules and expectations.*

### **Late Work**

- In-class assessments are due at the end of the assigned class. Projects, practice work, and assignments are due at the beginning of the class on the due date, which is usually the following day.
- Late work will be accepted until the assignment or project is marked and returned to the class. Once work is marked and returned, an alternate assignment or project may be issued to the student for assessment.
- If you are absent and unable to hand in an assignment, you will be expected to take a picture or scan it into a computer and email it as a JPEG or PDF.

### **Extra Help**

**Students are encouraged to ask for help or clarification during class.** No matter how simple it may seem, every question is important. Please do not say you understand if you don't. **Perseverance** is an essential component of learning something challenging. I am available for extra help sessions before/after school, as well as at lunch, upon request by students.

### **Missed Time**

If you are **absent from class**, please **check** the Google Classroom posts, email your teacher, and ask other classmates for any extra information.

**If buses are not running for more than two consecutive days**, I will hold a drop-in Google Meet during regular hours. This will be the time to ask questions, clarify concepts, work on assignments, engage in group discussions, and more. **No new** material will be covered, but this could change depending on the frequency of this situation.

### **Exam Exemption Policy**

The purpose of this policy is to acknowledge students who demonstrate substantial academic achievement **or** consistent attendance with the opportunity to exempt one final exam per academic year(Junior) or Semester (Senior). This policy outlines the criteria, limitations, and procedures for exam exemption eligibility.

### **Eligibility Criteria**

A student may be eligible to exempt **one final exam per year (Junior)** or **one final exam per semester (Senior)** if they meet **either** of the following conditions:

1. **Academic Standing:** The student has achieved a final grade of **80% or above** in the classroom portion of the course.

**OR**

2. **Attendance:**
  - In a **semester course**, the student has been **absent 5 days or fewer**.
  - In a **year-long course**, the student has been **absent 10 days or fewer**.

**Note:** An absence is defined as missing more than 20 minutes of a class in senior high or more than 10 minutes in junior high, regardless of whether the absence is excused or unexcused. School-sanctioned absences (such as field trips or school athletics) do not count toward absences.

***The academic mark and attendance record used to determine eligibility will be based on the data as of the day exemption forms are due (3 days before the start of exam week). Any changes after that date will not be considered.***

### **Additional Eligibility Requirements**

- All outstanding school and extracurricular (e.g., sports) fees must be paid **in full** by the exemption form due date. This also includes the payment or return of previous semester or year books.

***Students with unpaid fees will not be eligible for an exam exemption, regardless of their academic or attendance standing.***

### **Limitations and Conditions**

- Students may only exempt one final exam per academic year (Junior High) or Semester (Senior High).
- Students may choose to write an exempted exam as a **“no-fault” final**:
  - The exam result will only be counted if it improves the student's grade.
  - This attempt still counts as an exemption under the two-year rule.
- A student may not exempt the same subject's final exam more than once within two years.

*Example: If a student exempts their math final in Grade 10, they cannot exempt their math final in Grade 11.*

### **Disciplinary Requirements**

Students are **not eligible** for an exemption if they have received:

- One or more out-of-school suspensions,
- or**
- More than one in-school suspension during the course.

### **Application Process**

- Exemption forms will be made available **7 days before the start of exam week**.
- Completed forms must be **submitted no later than three school days prior to the start of exams**.
- Students will be notified of approval or denial 2 days before exams start.

*Eligibility will be determined based on the student's grades, attendance, behavior, and payment status as of the exemption form due date.*

### **In-Class Final Exams**

- All **in-class final exams must be written**, even if a student has qualified for exemption.
- If an exemption is granted:
  - The in-class final will be treated as a **“no-fault”** exam.
  - The student will **not be required to write the Part B** portion of the final.

- The in-class final may raise the final grade, but cannot lower it.

### **Exceptions to Absence Policy**

Absences due to bereavement or extreme illness may be excused at the discretion of the principal. These cases must be discussed with the administration within one week of the absence.

**Reminder:** Students are responsible for tracking their own eligibility, meeting all deadlines, and ensuring all school-related obligations (including fees) are fulfilled. Incomplete, late, or ineligible submissions will result in a requirement to write the full final exam.

**Questions??** Call 780-786-2624 or email [donald.moon@ngps.ca](mailto:donald.moon@ngps.ca)