



## Dartmouth High School

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### Contact

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- ✓ Parents and students please to refer to the HRSB Assessment, Evaluation, and Communication of Student Learning Policy accessible at <http://www.hrsb.ns.ca/>

Term Mark: 80%

Processing Exam: 20%

### Course Introduction

Mathematics Essentials 12 teaches skills that directly relate to the math that is used in a workplace setting. The math is practical and hands-on. The course is designed to help students understand the relationships between their high school studies and possible future avenues that they may want to pursue.

### Evaluation

*When determining a students' final grade:*

- ✓ *No single assessment tool (i.e. presentations, labs, demonstrations, portfolios, debates, written tests/quizzes) will account for more than half of the value of each Gradebook category*
- ✓ *Learning trends over time will be considered, more recent student work and the teacher's professional judgment*
- ✓ *Students will participate in a final cumulative assessment opportunity that allows them to demonstrate an appropriate range of the learning outcomes and process skills involved in the course. This final assessment, whether a written examination or alternative assessment opportunity, will be worth no more than 30%.*

### Strands include:

#### **Measurement – 35%**

- Students will have the opportunity to learn about measurement topics that involve imperial units in addition to conversions between metric and imperial units. The use of a measuring tape will be introduced as a way to identify many of the fractions that are utilized in various trades. Students will learn a method to aid in any conversion, whether metric or imperial, that will not require memorization of a large number of conversion factors.

### **Mini- Project – 15%**

- Students will have the opportunity to examine many skilled trades and to choose the top three that have caught their interest. Students will then work in groups to brainstorm interview questions for an individual currently working in the trade of their interest. Students will visit and interview a skilled tradesperson to seek answers to questions they have about the daily routine of the trade, working conditions, and mathematical requirements to be successful in the courses that are required to obtain the trade. By the end of Module 2, students should have the information and experiences to consider one specific trade they would like to focus on for the major project.

### **Rates, Ratios and Proportions – 30%**

- Students will have the opportunity to examine a number of topics related to ratio, rate, and proportion as they apply to various trades. This will include using decimals, fractions, and percent's, and making decisions regarding timelines, supplies, and profits.

### **Processing Exam (Major Project) – 20%**

- Students should have identified one career that they will spend a considerable amount of time researching in much greater detail than they did in Module 2. By the end of this module, students should have been exposed to a variety of information and experiences that will help them with the mathematics associated with their career choices. **Mathematics involved must be specifically stated, with examples, throughout the project.**

### **Assessment Practice**

*Students will be provided with multiple opportunities to demonstrate their progress toward achievement of outcomes.*

- ✓ Assessment **for** Learning/Formative Assessment is the ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there; instructional strategy that takes place while the student is still learning and served to promote learning
- ✓ Assessment **of** Learning/Summative Assessment is the process of analyzing, reflecting upon, and summarizing assessment information and making a judgment and/or decision based upon the information gathered.
- ✓ Assessment will take many forms, and will include observations, conversations, and products.
- ✓ Assessment Tools include, but are not limited to homework probes, quizzes, in-class assignments, tests, projects, and the final exam.

### Creating Opportunities for Success (reference school code of conduct)

- ✓ Students are expected to attend class regularly, be punctual, be prepared with appropriate materials, and homework complete.
- ✓ Students are expected to take an active part in their own learning, and follow the DHS school code of conduct (as outlined in the student handbook).
- ✓ Students are expected to demonstrate responsible use of technology.
- ✓ Students are expected to make positive contributions to the learning environment.

### Procedural Expectations

*Students are responsible for:*

- ✓ *Seeking assistance with assignments when required;*
- ✓ *Requesting an extension for assignments in a timely manner when required;*
- ✓ *Completing assignments by specified due dates so that teachers can provide timely feedback;*
- ✓ *Responding to feedback provided during the learning process.*
- ✓ *In the event that a due date for an assignment is missed, it will be at the discretion of the teacher and principal to extend the deadline.*
- ✓ *Students who do not adhere to the extended deadline will have missed that opportunity to demonstrate achievement towards the outcomes addressed in that assignment.*

- ✓ When an assessment is missed due to an absence, students/ parents are asked to communicate with the teacher to arrange for the assessment to be completed.
- ✓ Students are **unable** to exempt the final exam for **any** math course, however attendance, lates, and completion of major assessments in math courses will still be considered when applying for exemptions in other courses.

### Communication Tools

*Dartmouth High School will use a variety of methods to communicate student achievement throughout the school year.*

- ✓ Parents and students are encouraged to monitor progress (as well as lates and absences) using the PowerSchool portal.
- ✓ Assessments may be coded as collected, late, missing, or not included in final grade. There may also be comments listed, such as areas of improvement or dates for negotiated extensions.
- ✓ When assessments start to be categorized in a new strand, these assessments are initially weighed heavily and may cause significant change in a student's overall grade. This weighting will become more balanced as assessments continue to be included in the new strand.
- ✓ While DHS has a number of scheduled opportunities for communication between home and school (Curriculum Night, Parent-Teacher Interviews, Mid Term Reports, Final Report Cards, Google Classroom), parents and students are

encouraged to contact the teacher any time during the semester to discuss progress.

### **Accessing Help**

- ✓ Extra-help is available by appointment.
- ✓ Class notes are available on teacher Google Classroom
- ✓ Students can access the textbook electronically through Google Classroom

### **Equipment Needs**

- ✓ Students will need a binder with loose-leaf to use when taking class notes, and completing practice problems.
- ✓ Other materials for the course include a scientific calculator, pencil, eraser, pen, highlighter, ruler, and graph paper.