



GEORGE HARVEY COLLEGIATE INSTITUTE

MEL3E – Grade 11 Mathematics for Work and Everyday Life, Workplace



Teacher: K. Fraser

Revision Date: September 3, 2013

Assistant Curriculum Leader: A. Chor

Credit Value: One (1) Credit

Prerequisite: MFM1P Foundations of Mathematics, Grade 9, Applied or

MPM1D Principles of Mathematics, Grade 9, Academic or

MFM2P Foundations of Mathematics, Grade 10, Applied (Recommended)

COURSE DESCRIPTION

This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning moneys, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing, and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

TEXTBOOK Mathematics for Everyday Life 11. Irwin Publishing Ltd: 2002

ISBN Number: 9780772529244 (\$76.45 CDN plus tax and shipping)

REQUIRED MATERIALS

- 3-Ring Binder
- Scientific Calculator
- Writing Utensils
- Student Agenda

COMMUNICATION OF STUDENT ACHIEVEMENT

Student progress and achievement are communicated to the students on an on-going basis through: interim progress reports, student-teacher conferences, verbal/written feedbacks, daily practices, formative assessments, and summative evaluations. See student agenda for detailed information on mid-term and final reporting of student achievement of curriculum expectations and learning skills.

Learning is the responsibility of the students. If students experience any kind of difficulty with their studies, access to remedial help is available from the teacher by arrangement. The teacher may contact parents/guardians regarding any concerns about student progress and achievement.

A parent/guardian may contact the teacher regarding any concern or issue about student progress and achievement in person (preferably by appointment), by phone (416) 394-3180, or via email: iain.fraser@tdsb.on.ca.

ACCOMMODATIONS FOR EXCEPTIONAL AND ESL/ELD STUDENTS

Appropriate accommodations for exceptional and ESL/ELD students are provided by the teacher following recommendations as outlined in each identified student's Individual Education Plan (IEP) and/or Annual Education Plan (AEP). See student agenda for more information.

ASSESSMENT/EVALUATION

The assessment/evaluation in this course may consist of a combination of the following:

- Written Tests/Exam
- Assignments
- Projects/Presentations
- Culminating Activity

SUMMATIVE EVALUATION

Summative evaluation is represented by a percentage grade which is a weighted average of the four achievement categories as outlined in the Ontario curriculum documents:

Achievement Categories	Knowledge	Thinking/Inquiry	Communication	Application
Percentage Weightings	30%	15%	25%	30%

Term Evaluation (70%):

Unit	Topic	Approx. Time	Evaluations
1	Working and Earning, <i>Textbook Chapter 1</i>	15 Hours	Mini Test Unit Test
2	Deductions and Expenses, <i>Textbook Chapter 2</i>	15 Hours	Assignment Mini Test Unit Test
3	Paying Taxes, <i>Textbook Chapter 3</i>	15 Hours	Assignment Mini Test Unit Test
4	Making Purchases, <i>Textbook Chapter 4</i>	12 Hours	Mini Test Unit Test
5	Banking Transactions and Saving Money, <i>Textbook Chapter 6</i>	17 Hours	Assignment Mini Test Unit Test
6	Investing Money, <i>Textbook Chapter 7</i>	12 Hours	Assignment Unit Test
7	Borrowing Money, <i>Textbook Chapter 9</i>	12 Hours	Mini Test Unit Test
8	Buying a Car, <i>Textbook Chapter 10</i>	12 Hours	Mini Test Unit Test

Final Evaluation (30%):

Final evaluations cover all strands and overall curriculum expectations of the course, across all four achievement categories.

Final Exam	25%	End of course
Culminating Activity	5%	End of course
Exam Review	5%	End of course

I have read the above information and I understand the expectations of this course.

Student Signature: _____

Parent/Guardian Signature: _____