



Archbishop MacDonald High School
Mathematics 10C Honors/IB
Quarter 3 2020-2021



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Resources

Prescribed Text: Foundations and Pre-Calculus Mathematics 10 (Pearson)
Calculator Standard: TI-83+, TI-84, or equivalent GDC

Content

The required content contains the concepts, skills and attitudes that all students are expected to acquire. Topics of study include:

Measurement & Trigonometry
Factors, Multiples and Polynomials
Powers, Roots and Irrational Numbers
Relations and Functions
Linear Relations
Systems of Equations

Assessment

The assessment plan for the course will be a balance of assessment for learning, assessment as learning, and assessment of learning. Your summative grade will be calculated *cumulatively* throughout the semester with the following:










Tests	80%
Final Exam	20%

Expectations

Unexcused absences and/or lates are unacceptable and may have a negative effect on the grade. Missed coursework is expected to be completed and will be scored as zero until submitted (see disclaimer).

Disclaimer:

A wide range of assessment information is used in the development of a student's final grade. At Archbishop Macdonald Catholic High School, individualized assessments provide specific information regarding student progress and overall performance in class. Student assessment may vary from student to student to adapt for differences in student needs, learning styles, preferences, and paces. It should also be noted that not all assignments are used to determine the final grade, and that scale factors may have been used to determine the weight of individual assignments.

Icons  - Has Description |  - Has Comment |  - Collected |  - Late |  - Missing |  - Exempt from Final Grade |  - Absent |  - Incomplete |  - Excluded

École Archbishop MacDonald High School Academic Honesty and Academic Integrity Code of Conduct

Academic Honesty is a reflective practice; whereby students connect their understanding of academically honest practices into the demonstration of those practices in their work.

Students must read, understand and act in accordance with the Academic Honesty Policy of Archbishop MacDonald High School, which will be posted on the website and embedded in the course outlines.

It is the student's responsibility to ensure that all work submitted is authentic in all respects.

Work submitted is inclusive of written, oral, creative or other forms of assessment for a course.

A student must be aware of and purposefully ensure that they are demonstrating appropriate academic behaviours as it relates to:

Plagiarism	This is defined as the representation of the ideas or work of another person as the [student's] own
Collusion	This is defined as supporting malpractice by allowing another student to submit work completed by you; or submitting another [student's] work as your own.
Misconduct	This is defined as the use of unauthorized communication of any form during an assessment.
Duplication of Work	This is defined as the presentation of the same work for different assessment components.
Inappropriate Communication of Information	This is defined as the communication of assessment information to [students] who have yet to complete a similar assessment; or requesting others [students] to divulge information about an upcoming assessment that may provide the [student] with an unfair advantage.

Consequences

Students are expected to value the attitudes and skills of being a principled communicator in all learning and assessment. Consequences for those who compromise the academic honesty and integrity policy to gain an advantage are listed below.

The administration [Grade Coordinator] in conjunction with the teacher, from whose class the offence occurred, has the authority to impose one or more of the following consequences.

- A comment referring to the student's lack of academic honesty will be reported on the student's records.
- A zero will be awarded for that particular assignment/exam. All extracurricular involvement may be suspended until the protocol reaches its logical conclusion.

- Students reported and recorded with an incident of academic misconduct will be monitored during the school year.
- In addition to the above sanctions, the administration [grade coordinator], has the authority to impose one or more of the following:
 - Suspension
 - Expulsion



What is the MYP?

The MYP is a challenging framework that encourages students to make practical connections between their studies and the real world.

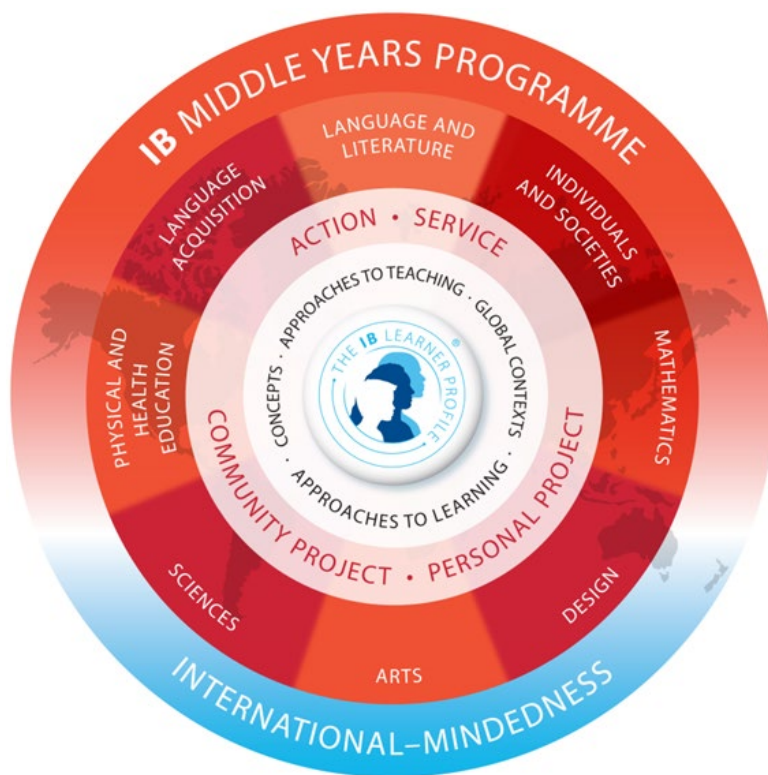
The MYP is a five-year programme, which can be implemented in a partnership between schools, or in several abbreviated (two, three or four year) formats. Students who complete the MYP are well-prepared to undertake the IB Diploma Programme (DP) or Career-related Programme (CP).

MYP at Archbishop MacDonald

The Honors/IB Program entails an enriched Alberta Education Curriculum with a focus on preparing the student for success in both the IB Diploma/or Honors program in Grade 11 or 12. All grade 10 students will be exposed to IB/MYP assessment rubrics that are designed for Critical thinking, metacognition, and reflection. These assessments will be administered to promote success in the student's overall grade.

The Middle Years Programme (MYP) helps students develop both subject-specific and interdisciplinary understanding. The MYP curriculum framework includes:

- **Approaches to learning (ATL)**, helping students learn how to learn by developing skills for research, critical and creative thinking, communication, collaboration, and self-management
- **Key and related concepts**, helping students explore big ideas that matter
- **Global contexts**, (identities and relationships, personal and cultural identity, orientations in space and time, scientific and technical innovation, fairness and development globalization and sustainability) helping students understand the relevance and importance of their study for understanding their common humanity and shared guardianship of the planet.



MYP Assessment in Mathematics

Criteria	Explanation of each Criterion At the end of year 5, students should be able to:	Max score
Criterion A Knowing and understanding	i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations ii. apply the selected mathematics successfully when solving problems iii. solve problems correctly in a variety of contexts.	8
Criterion B Investigating Patterns	i. select and apply mathematical problem-solving techniques to discover complex patterns ii. describe patterns as general rules consistent with findings iii. prove, or verify and justify, general rules.	8
Criterion C Communicating	i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations ii. use appropriate forms of mathematical representation to present information iii. move between different forms of mathematical representation iv. communicate complete, coherent and concise mathematical lines of reasoning v. organize information using a logical structure.	8
Criterion D Applying mathematics in real-life contexts	i. identify relevant elements of authentic real-life situations ii. select appropriate mathematical strategies when solving authentic real-life situations iii. apply the selected mathematical strategies successfully to reach a solution iv. justify the degree of accuracy of a solution v. justify whether a solution makes sense in the context of the authentic real-life situation.	8

Each criterion will be evaluated twice during the course.



The IB learner profile

The International Baccalaureate® (IB) learner profile describes a broad range of human capacities and responsibilities that go beyond academic success.

They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them.

Each of the IB's programmes is committed to the development of students according to the IB learner profile.

The profile aims to develop learners who are: Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.