



## Ontario eSecondary School Course Outline 2024-2025

<b>Ministry of Education Course Title:</b> Foundations of Mathematics Grade 11, College Preparation	
<b>Ministry Course Code:</b> MBF3C	
<b>Course Type:</b> College Preparation	
<b>Grade:</b> 11	
<b>Credit Value:</b> 1.0	
<b>Prerequisite(s):</b> Foundations of Mathematics, Gr. 10 Applied	
<b>Department:</b> Mathematics	
<b>Course developed by:</b> Andrew Lee	<b>Created:</b> Nov 15, 2020
<b>Length:</b> One Semester	<b>Hours:</b> 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Grades 11 and 12 Mathematics, Revised 2007</i> 2. Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) 3. <i>Learning for All (2013)</i>	

## COURSE DESCRIPTION/RATIONALE

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; and develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf>

## OVERALL CURRICULUM EXPECTATIONS

<b>Mathematical Models</b>	make connections between the numeric, graphical, and algebraic representations of quadratic relations, and use the connections to solve problems;
	demonstrate an understanding of exponents, and make connections between the numeric, graphical, and algebraic representations of exponential relations;
	describe and represent exponential relations, and solve problems involving exponential relations arising from real-world applications.
<b>Personal Finance</b>	compare simple and compound interest, relate compound interest to exponential growth, and solve problems involving compound interest;
	compare services available from financial institutions, and solve problems involving the cost of making purchases on credit;
	interpret information about owning and operating a vehicle, and solve problems involving the associated costs.
<b>Geometry and Trigonometry</b>	represent, in a variety of ways, two-dimensional shapes and three-dimensional figures arising from real-world applications, and solve design problems;
	solve problems involving trigonometry in acute triangles using the sine law and the cosine law, including problems arising from real-world applications.
<b>Data Management</b>	solve problems involving one-variable data by collecting, organizing, analysing, and evaluating data;
	determine and represent probability, and identify and interpret its applications.

## COURSE CONTENT

<i>Unit</i>	<i>Length</i>
<b>1: Trigonometry</b>	20.5 hours
<b>2: Exponentials</b>	18 hours
<b>3: Finance</b>	15.5 hours
<b>4: Quadratics</b>	28.5 hours
<b>5: Probability and Statistics</b>	25.5 hours
<b>Final Exam</b>	2 hours
<b>Total</b>	<b>110 hours</b>

## UNIT DESCRIPTIONS

### Unit 1 - Trigonometry

In this unit students will learn how to represent, in a variety of ways, two-dimensional shapes and three dimensional figures arising from real-world applications, and solve design problems. This unit will also prepare students to solve problems involving trigonometry in acute triangles using the sine law and the cosine law, including problems arising from real-world applications.

### Unit 2 - Exponentials

In this unit students will develop an understanding of exponents, and make connections between the numeric, graphical, and algebraic representations of exponential relations. By the end of this unit, students will know how to describe and represent exponential relations, and solve problems involving exponential relations arising from real world applications.

### Unit 3 – Finance

In this unit students will learn how to compare services available from financial institutions, and solve problems involving the cost of making purchases on credit. By the end of this unit students will know how to interpret information about owning and operating a vehicle, and solve problems involving the associated costs.

### Unit 4 - Quadratics

In this unit students will learn how to make connections between the numeric, graphical, and algebraic representations of quadratic relations, and use the connections to solve problems. Students will learn the key characteristics of the quadratic models and the role of their transformations.

### Unit 5 – Probability and Statistics

In this unit students will learn how to solve problems involving one-variable data by collecting, organizing, analysing, and evaluating data. By the end of the unit, students will know how to determine and represent probability, and identify and interpret its applications.

## TEACHING AND LEARNING STRATEGIES

**In this course, students will experience the following activities.**

**Presentations with embedded videos** are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

**End of unit conversations and Poodlls** are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

**Reflection** is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

**Discussions with the instructor** are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

**Instructor demonstrations** (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

**Discussion forums** are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

**Practical extension and application of knowledge** are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate

to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

**Individual activities/assignments** assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

**Research** is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

**Writing** as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

**Virtual simulations** are interactive websites that provide students with an opportunity to ask questions, relate variables, and examine relationships.

**Diagrams** are visual representations of mathematical ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

**Graphs and charts** are visual representations of math concepts and analysis. This helps us to see the relationships within and between sets of data.

**Tables** involve organizing information in terms of categories (rows and columns). This helps us to understand the relationships between ideas and data, as well as highlight trends.

**Practice problems** provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

## ASSESSMENT, EVALUATION, AND REPORTING

**Assessment:** The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

**Evaluation:** Assessment of Learning focuses on Evaluation which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

**Reporting:** Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

## STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

## ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Tests & Exam
- ☐ Evaluations
- ☐ Labs and interactive diagrams

## EVALUATION

The final grade will be determined as follows:

- ☐ Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

(*Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*. Ontario Ministry of Education Publication, 2010 p.41)

Weightings	
<b>Course Work</b>	<b>70</b>
Knowledge/Understanding (K)	17.5
Thinking/Inquiry (T)	17.5
Communication (C)	17.5
Application (A)	17.5
<b>Final Evaluation</b>	<b>30</b>
Final Exam (7.2K, 2.8T, 3.2C, 6.8A)	30

**TERM WORK EVALUATIONS (70%)**

<b>Evaluation Item</b>	<b>Description</b>	<b>Category</b>	<b>Weight</b>
Unit 1 Quiz	Each unit has a short quiz on material covered up to the quiz.	K, T, C, A	14
Unit 1 Assignment	Unit assignments are based on curriculum expectations and cover the entirety of each unit	K, T, C, A	
Unit 1 Conversation	Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit.	K, T, C, A	
Unit 2 Quiz	Each unit has a short quiz on material covered up to the quiz.	K, T, C, A	14
Unit 2 Assignment	Unit assignments are based on curriculum expectations and cover the entirety of each unit	K, T, C, A	
Unit 2 Conversation	Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit.	K, T, C, A	
Unit 3 Quiz	Each unit has a short quiz on material covered up to the quiz.	K, T, C, A	14
Unit 3 Assignment	Unit assignments are based on curriculum expectations and cover the entirety of each unit	K, T, C, A	
Unit 3 Conversation	Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit.	K, T, C, A	
Unit 4 Quiz	Each unit has a short quiz on material covered up to the quiz.	K, T, C, A	14
Unit 4 Assignment	Unit assignments are based on curriculum expectations and cover the entirety of each unit	K, T, C, A	
Unit 4 Conversation	Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit.	K, T, C, A	
Unit 5 Quiz	Each unit has a short quiz on material covered up to the quiz.	K, T, C, A	14
Unit 5 Assignment	Unit assignments are based on curriculum expectations and cover the entirety of each unit	K, T, C, A	
Unit 5 Conversation	Unit reflection happens at the end of each unit for both student and teacher to reflect on their process and understanding in the unit.	K, T, C, A	

**FINAL EVALUATIONS (30%)**

Evaluation Item	Description	Category	Weight
Final Exam	A final, written examination, covering all curriculum expectations for the course.	K, T, C, A	30

**AFL/AAL/AOL TRACKING SHEET****Unit 1: Trigonometry**

AAL	AFL	AOL
-Handout Solutions	-Lesson Notes -Discussion Forum Post	-Quiz -Unit Assignment -End of unit discussion

**Unit 2: Exponentials**

AAL	AFL	AOL
-Handout Solutions	-Lesson Notes -Discussion Forum Post	-Quiz -Unit Assignment -End of unit discussion

**Unit 3: Finance**

AAL	AFL	AOL
-Handout Solutions	-Lesson Notes -Discussion Forum Post	-Quiz -Unit Assignment -End of unit discussion

**Unit 4: Quadratics**

AAL	AFL	AOL
-Handout Solutions	-Lesson Notes -Discussion Forum Post	-Quiz -Unit Assignment -End of unit discussion

**Unit 5: Probability and Statistics**

AAL	AFL	AOL
-Handout Solutions	-Lesson Notes -Discussion Forum Post	-Quiz -Unit Assignment -End of unit discussion

**Unit 6: Final Assessments**

AOL
-Final Exam

**CONSIDERATION FOR PROGRAM PLANNING****PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS**

Classroom teachers are the key educators of students who have special education needs. They have a responsibility to help all students learn, and they work collaboratively with special education teachers, where appropriate, to achieve this goal. Special Education Transformation: The Report of the Co-Chairs with the Recommendations of the Working Table on Special Education, 2006 endorses a set of beliefs that should

guide program planning for students with special education needs in all disciplines. Those beliefs are as follows: All students can succeed. Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Successful instructional practices are founded on evidence-based research, tempered by experience.

### PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English language schools is a language other than English. Ontario's linguistic heritage includes several Aboriginal languages; many African, Asian, and European languages; and some varieties of English, such as Jamaican Creole. Many English language learners were born in Canada and raised in families and communities in which languages other than English were spoken, or in which the variety of English spoken differed significantly from the English of Ontario classrooms. Other English language learners arrive in Ontario as newcomers from other countries; they may have experience of highly sophisticated educational systems, or they may have come from regions where access to formal schooling was limited. When they start school in Ontario, many of these students are entering a new linguistic and cultural environment.

### THE ROLE OF TECHNOLOGY IN THE PROGRAM

Information and communications technologies (ICT) provide a range of tools that can significantly extend and enrich teachers' instructional strategies and support students' language learning. ICT tools include multimedia resources, databases, Internet websites, digital cameras, and word-processing programs. Tools such as these can help students to collect, organize, and sort the data they gather and to write, edit, and present reports on their findings. Information and communications technologies can also be used to connect students to other schools, at home and abroad, and to bring the global community into the local classroom. Whenever appropriate, therefore, students should be encouraged to use ICT to support and communicate their learning.

### ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.