

Workplace Math 10 Course Outline

"Math is not about numbers, equations, computations, or algorithms: It is about UNDERSTANDING"

- William Paul Thurston

Course:	Workplace Math 10
Teacher:	Heather Arnold
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Room:	C117

Overview:

- Ongoing progress is available on MyEd.
- Students will be using a workbook to keep on track during the course, there will also be projects and other activities during the course of the semester.
- The class will also use Google Classroom. Assignments, videos and other supplementary materials will be posted using this platform.

Materials:

Binder
Scientific calculator
Lined paper
Pencils and erasers

BC Curriculum

Big Ideas: *Students are expected to understand the following:*

1. Proportional reasoning is used to make sense of multiplicative relationships.
2. 3D objects can be examined mathematically by measuring directly and indirectly length, surface area, and volume.
3. Flexibility with number builds meaning, understanding, and confidence.
4. Representing and analyzing data allows us to notice and wonder about relationships.

Curricular Competencies: *Students are expected to be able to do the following:*

Reasoning and modelling

Develop thinking strategies to solve puzzles and play games
Explore, analyze, and apply mathematical ideas using reason, technology, and other tools
Estimate reasonably and demonstrate fluent, flexible, and strategic thinking about number
Model with mathematics in situational contexts
Think creatively and with curiosity and wonder when exploring problems

Understanding and solving

Develop, demonstrate, and apply conceptual understanding of mathematical ideas through play, story, inquiry, and problem solving

Visualize to explore and illustrate mathematical concepts and relationships

Apply flexible and strategic approaches to solve problems

Solve problems with persistence and a positive disposition

Engage in problem-solving experiences connected with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures

Communicating and representing

Explain and justify mathematical ideas and decisions in many ways

Represent mathematical ideas in concrete, pictorial, and symbolic forms

Use mathematical vocabulary and language to contribute to discussions in the classroom

Take risks when offering ideas in classroom discourse

Connecting and reflecting

Reflect on mathematical thinking

Connect mathematical concepts with each other, other areas, and personal interests

Use mistakes as opportunities to advance learning

Incorporate First Peoples worldviews, perspectives, knowledge, and practices to make connections with mathematical concepts

Content: *Students are expected to know the following:*

- create, interpret, and critique graphs
- primary trigonometric ratios
- metric and imperial measurement and conversions
- surface area and volume
- central tendency
- experimental probability
- financial literacy: gross and net pay

Mark Breakdown:

Assignments: 20%

Quizzes: 20%

Unit Tests: 40%

Final Project: 20%

SUPPORT:

Counseling: A - Ge –Ms. C. Linn

Gi - Pa – Ms. K. Gustafson

Pe - Z – Ms. S. McRae

Academic: Study Buddies: TBA

Aboriginal Support: Ms. N. Wedholm (C120)

* Please note: As the teacher -- I reserve the right to change the course outline at any time. The nature of learning is that is it often unpredictable and may take us in any number of places!