



Pre-Diploma Math 9

Welcome to Pre-Diploma Math 9. You will be using Teams that will serve as a digital resource for our classroom. Our textbooks will be supplemented by a variety of sources. You will need the following for the course:

- A 3 ring binder with a clearly marked “Math” section
- Pencils, erasers, pens (red and blue), highlighters (preferably yellow), lined papers and a ruler
- A scientific calculator is required for this course - cell phones or graphing calculators are not permitted on any assessment as a calculator
- An electronic device that can access digital resources

IB Approaches to Learning

The IB Diploma Programme Approaches to Teaching and Learning are deliberate strategies, skills, and attitude that permeate the IB Teaching and Learning environment. The IB believes that a large influence on a student’s education is not only what you learn by how you learn. Teaching students how to learn will improve the quality of teaching and learning across the entire IB spectrum of programmes. Pre-Diploma Math 9 integrates the IB Approaches to Learning with the development of core competencies from the BC Curriculum.

Approaches to Learning		BC - Core Competencies	
Communication	Communication Skills - Through interaction - Through language	Communication	Connect and engage with others Acquire (research), interpret and present Explain, recount and reflect
Research	Information Literacy Skills Media Literacy Skills	Collaboration	Work together to pursue common purposes and goals
Social	Collaboration Skills	Social Awareness and Responsibility	Contributing to community/environment Problem solving Valuing diversity Building relationships
Self-Management	Organization Skills Affective Skills - Manage your own state of mind Reflection Skills	Personal Awareness and Responsibility	Self-determination Self-regulation Well-being
Thinking	Critical Thinking Skills Creative Thinking Skills Transfer - Skills and knowledge across different disciplines and subject groups	Positive Personal and Cultural Identity	Relationships and cultural contexts Personal strengths, abilities, values and choices
		Creative Thinking	Novelty and value Generating ideas Developing ideas
		Critical and Reflective Thinking	Analyze and critique Question and investigate Develop and design

Development of the IB Learner Profile

Through the course it is also expected that students will develop the attributes of the IB learner profile. These qualities include:

*Inquirers, Knowledgeable, Thinkers, Communicators, Principled
Open-Minded, Caring, Risk-Takers, Balanced and Reflective*

Curricular Competencies

Curricular competencies are the skills and strategies students will develop and use throughout the course. Students will have opportunities to practice these skills in their daily learning and reflect on their progress.

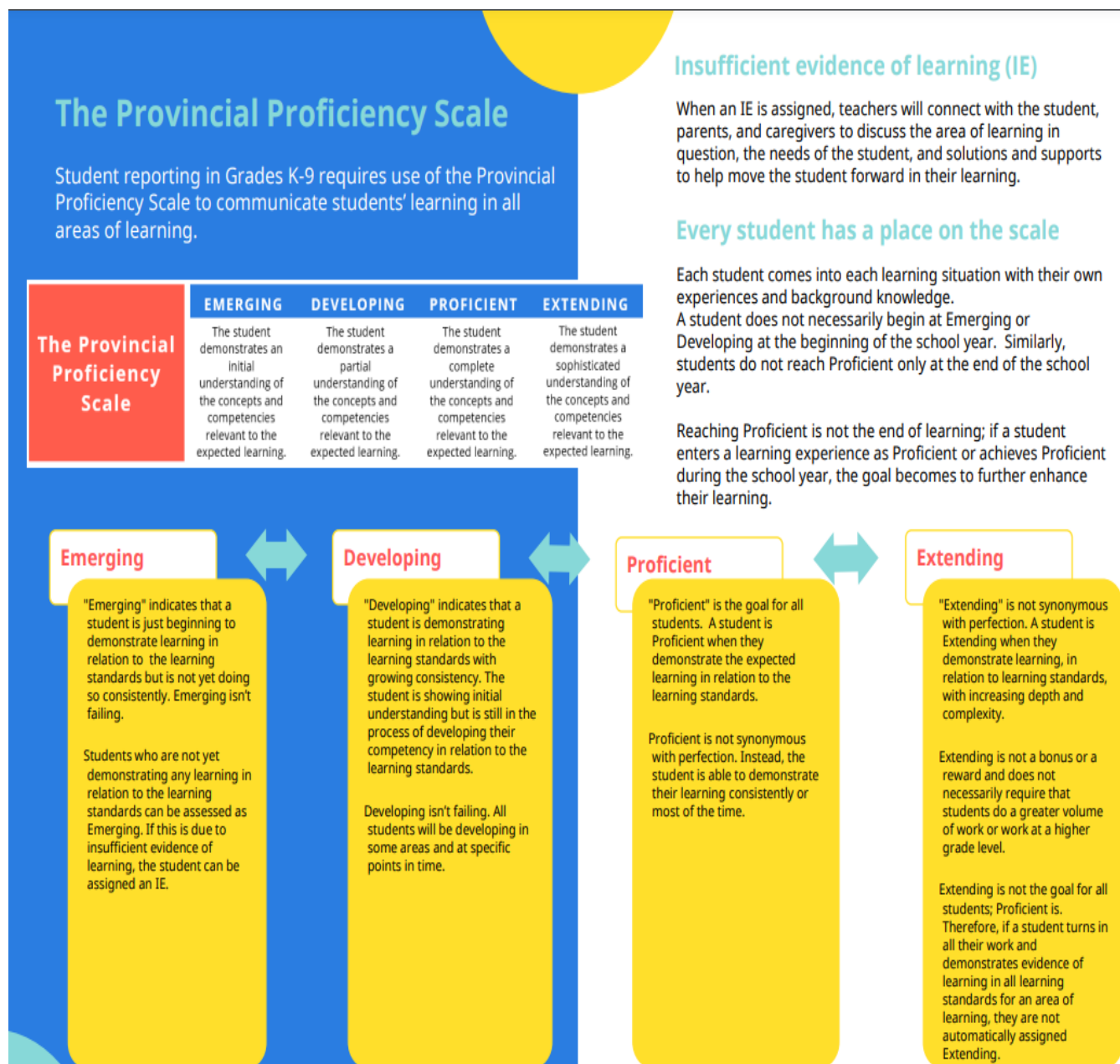
- Reasoning and Analyzing
- Understanding and Solving
- Communicating and Representing
- Connecting and Reflecting

Content (not necessarily in order)

Integers and Rational Numbers, Roots and Exponents, Algebra and Polynomials, Equations, Graphing, Inequalities, Quadratic Equations, Geometry, Trigonometry

Assessment and Evaluation

Assessment of the student's skills will be an ongoing cycle throughout the course. Emphasis will be placed on skill development and growth. At Reporting time, the student and teacher will conference to discuss the current proficiency level for the report card. Student understanding, feedback and goal setting is a continuous cycle that will be regularly discussed. Percentages/letter grades are not assigned at the grade 9 level.



If there are significant gaps in student understanding, due to absences or incomplete work, the student's grade will be unable to be determined due to insufficient evidence, and an I-Report will be sent home. The report will include steps that must be taken to improve the student's grade and overall understanding of course concepts.

Type	Description
Checkpoint	Completed during almost every class as board work in a small-group setting. Checkpoints are used to review and reinforce concepts from the previous lesson, check for understanding, and address misconceptions.
Assigned Work	Completed during almost every class using textbook questions to practice and apply specific skills and learning goals. Note: Class time will be provided to complete assigned questions. If the assigned work is not completed during class, it is expected to be completed outside of class.
Assignments/Projects	Provide opportunities to deepen understanding of mathematical concepts by making connections, applying learning, and exploring mathematical ideas in meaningful contexts.
Concept Quizzes	Administered frequently throughout the course. Each quiz focuses on one or more specific concepts and emphasizes conceptual understanding, problem-solving, and mathematical communication. Students receive feedback on their level of understanding and have an opportunity to reassess concepts to demonstrate improved learning. Note: Concept quizzes will be always announced at least a few days in advance. If you are absent on the day of a concept quiz, you are expected to write the quiz during FLEX block the following day. If you do not write the quiz during this time, you will miss your first opportunity to demonstrate your understanding of that concept.
Final Exam	Administered once at the end of the course as a cumulative assessment covering concepts from throughout the course.

Classroom Expectations

- Be respectful: Be kind to yourself, other people in the class, and teachers/EAs.
- Participation: Be open-minded and do not be afraid to ask questions.
- Attendance: You are expected to attend every day on time with all of the necessary equipment. Being late can happen but don't make it a regular occurrence. Come in and get going ASAP.
- Washroom: Let Ms. Kim know when you leave the room.

Math is a cumulative subject where new topics are built on previously learned material.

You often learn more when you are actively engaged, working on problems, correcting your mistakes and asking questions.

Homework Expectations

- Students should be actively using the concept checklist to track their own learning in the course.
- There will be practice questions for each lesson. These practice questions are used to reinforce the concepts learned in class, and the successful completion of these questions (which includes checking answer keys and seeking help with challenging problems) will help to prepare students for assessments. If absent, it is the student's responsibility to ask a friend for notes or check the class Teams to complete the assignment before the next class.
- Parents/guardians can support students by regularly monitoring work and achievements. 20 - 40 minutes should be set aside daily to complete practice problems and review previous concepts.
- A quick look through a student's notebook should inform a parent if the student is up to date on his/her assignments, and if daily notes are being taken.

Extra Support

- All notes will be available on Ms. Kim's Teams site.
- Ms. Kim will be available during FLEX block and some lunch hour for extra support in Portable 3. Please check in to arrange a time to receive extra help.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.	OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.	CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.	RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.	BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.	REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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PMSS IB Policies

For more information on PMSS's IB Policies, please follow the following link.

<https://www.sd43.bc.ca/portmoody/ib>

Please read through this Course Outline and the class expectations with your parent/guardian.
Complete the student/parent contact information below with your parent/guardian and return the completed form to Ms. Kim by this week.

Student Information:

Student Name: _____

Email: _____

Parent/Guardian Contact Information:

Parent/Guardian Name: _____

Email: _____

Phone #: _____

If necessary, how and when would you prefer to be contacted?

Comments:

What are you looking forward to? What are you concerned about?

Is there anything that Ms. Kim should know about you prior to starting the course? i.e. learning challenges, special interests or talents, challenges using or accessing technology, etc.
