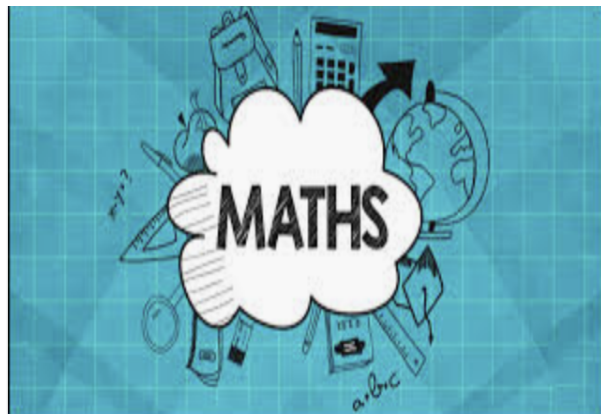


## Grades 4-6 Math Course Outline 2019-2020



### DESCRIPTION OF THE COURSE

Grades 4-6 Math Course will equip students with logical concept development, critical thinking and efficient problem solving skills that are required for life, learning and work. The course is structured within three main organisers:

#### 1) Number, Money and Measure:

- Estimation and rounding
- Number and number processes
- Multiples, factors and primes
- Fractions, decimal fractions and percentages
- Money, Time and Measurement
- Mathematics – its impact on the world, past, present and future
- Patterns and relationships
- Expressions and equations.

#### 2) Shape, position and movement:

- Properties of 2D shapes and 3D objects
- Angle, symmetry and transformation.

#### 3) Information handling:

- Data and analysis
- Ideas of chance and uncertainty.

Students will develop logical reasoning, analysis, problem-solving skills, creativity and the ability to think in abstract ways. To support their learning, students will be engaged in a variety of experiences and interact with their peers in teams through the usage of a range of Math materials.

Problem-solving will be at the heart of all student learning and will be regularly encouraged to explore different options: 'what would happen if...?'

In addition, students will apply the blended learning model, that is combining the traditional classroom methods with independent study. Students will have the opportunity to work in teams on math projects, face to face learning, and online learning involving technology.

This math course will equip students with logical concept development, critical thinking and efficient problem solving skills that are required for life, learning and work.

## **MATH EXPERIENCES AND OUTCOMES**

The experiences and outcomes in the Math Course will enable students to learn, develop, practice and apply numeracy and mathematics in order to:

- develop a secure understanding of the concepts, principles and processes of mathematics and apply these in different contexts, including the world of work
- engage with more abstract mathematical concepts and develop important new kinds of thinking
- understand the application of mathematics, its impact on society past and present, and its potential for the future
- develop essential numeracy skills which will allow students to participate fully in society
- establish firm foundations for further specialist learning
- understand that successful independent living requires financial awareness, effective money management, using schedules and other related skills
- interpret numerical information appropriately and use it to draw conclusions, assess risk, and make reasoned evaluations and informed decisions
- apply skills and understanding creatively and logically to solve problems, within a variety of contexts
- appreciate how the imaginative and effective use of technologies can enhance the development of skills and concepts.

## **GRADING**

TIPS uses an online grading system called QuickSchools to allow teachers to keep ongoing records of student grades in order for students and parents to have a clear indication of each student's current level of academic performance. Missing work will be indicated as such with a "0" until it is submitted and graded.

**1) 6P's: Positive/Pleasant/Polite, Prepared/Punctual/Productive - 10% of the student's grade.**

Positive/pleasant/polite behaviors articulated govern how members of the TIPS community are expected to treat each other.

Prepared/punctual/productive behaviors guarantee academic success. A mark out of 10 will be awarded each class based on these criteria:

### **Positive/Pleasant/Polite**

- 1) Do I speak positively about myself, my peers, my teachers and my school?

- 2) Do I always respond positively to adult requests?
- 3) Do I look for opportunities to help others succeed?
- 4) Do I use good manners?
- 5) Am I considerate of the point of view of others?
- 6) Am I a courteous and attentive listener?
- 7) Do I treat the environment respectfully and gently?
- 8) Do I go out of my way to include others in the activity, especially those not part of my circle of friends?

### **Prepared/Punctual/Productive**

- 1) Do I bring all required materials to class?
- 2) Am I on time for class and ready to begin work at the bell?
- 3) Do I participate fully in all the learning activities?
- 4) Am I on task without a teacher's supervision?
- 5) Do I work at a challenging level?
- 6) Do I find ways to assist my peers in their learning?
- 7) Am I supportive of the efforts of my peers in the classroom?
- 8) Do I take care of my own health so I am fully engaged in learning?

### **2) Quizzes – 20% of the student's grade.**

Short assessments between 5-10 questions, taking 5-10 minutes to complete. Quizzes are formative assessments used to check students' progress throughout the course.

### **3) Daily work – 25% of the student's grade.**

Daily work is anything students complete in class and directly linked to the objective for the lesson.

### **4) Projects – 25% of the student's grade.**

Assignments are longer tasks, designed to practice skills including research, organization, group work, and presentation. Projects will usually take more than one class period to complete and will involve completing some of the work outside of class time.

### **5) Progress Tests – 20% of the student's grade.**

Progress Tests are summative assessments given at the end of a unit and cover all the material learned in that unit.

## **PLAGIARISM POLICY**

Students who hand in school work that is not their own are guilty of *plagiarism*. Students who plagiarize will be dealt these consequences:

**First offence:**

- phone call to parents and the work redone and the grade reported
- explain to parents consequence for second offence

**Second offence:**

- phone call to parents and the work redone and assessed, with the grade of "0" recorded
- explain to parents consequence for third offence

**Third offence**

- phone call to parents and the work redone and assessed, and a grade of "0" recorded
- Saturday School assigned by school administration
- explain to parents the consequence for fourth offence

**Fourth offence**

- phone call to parents and the work redone and assessed, and a grade of "0" recorded
- 2 day Out of School Suspension by school administration
- preamble with parents expulsion on fifth offence

**Fifth offence**

- expulsion