



2009-2010 COURSE OUTLINE

COURSE NAME:	Mathematics 212	LEVEL:	Cycle 1, Year 2
COURSE CODE:	563-212	PERIODS PER CYCLE:	7

Subject Area Competencies:

1.	The student solves a situational problem (a complex task that involves multiple steps and may have numerous solutions)
30%	-The student must be able to identify information from different types of representations such as graphs, tables of value, word problems etc.
	-The student must be able to represent a situational problem using a graph, table of values, equation, etc.
	-The student should be able to work out a solution using appropriate strategies.
	-The student should be able to check the solution to the problem and justify all steps in the procedure.
	-The student should be able to clearly explain the solution either in written form or orally.
2.	The student uses mathematical reasoning (applying appropriate concepts and processes)
45%	-The student should be able to make connections and relationships between concepts and processes.
	-The student should be able to select and evaluate the suitability of the process.
	-The student should be able to choose and appropriate representation and follow a logical sequence of steps.
<i>Activity types for Competency 2:</i>	
- <i>Tests, quizzes, homework assignments.</i>	
3.	The student communicates using mathematical language
25%	-The student will be able to understand mathematical vocabulary and symbols.
	-The student will be able to interpret and summarize the ideas using mathematical language.
	-The student will be able to produce a clear and coherent message using appropriate mathematical or everyday language suited to the context.
<i>Activity types for Competency 3:</i>	
- <i>Any activity which requires using mathematical vocabulary, interpreting mathematical models and comparing different forms of representation.</i>	

Please read both our Information Handbook and the Course Description book for details on absences, homework, Parent/Teacher interviews, evaluation, requirements for graduating, requirements for entering CEGEP, and many other pertinent topics.