



TFS High School
 5635 Yong St. Suite 206,
 Toronto, Ontario M2M 3S9
COURSE OUTLINE
MCR3U (University)
Functions, Grade 11

Department	Mathematics
Instructor	Mrs. Maliheh Mohseni
Course Title	Functions, Grade 11, University Preparation
Course Development Date	September 2010
Ministry Course Code	MCR3U
Credit Value	1.00
Ministry Curriculum Document	Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007 (Revised) http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf
Prerequisites	Grade 10 Principles of Mathematics, MPM2D
Curriculum Policy Document	The Ontario Curriculum, Grades 11 and 12: Mathematics, 2007 (gov.on.ca)

Course developer	TFS High School
Course Revision Date	August 2023

Course Description:

MCR3U – Functions Grade 11 course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Overall Expectations - MCR3U

A. CHARACTERISTICS OF FUNCTIONS	
Overall Expectations	
1	demonstrate an understanding of functions, their representations, and their inverses, and make connections between the algebraic and graphical representations of functions using transformations;
2	determine the zeros and the maximum or minimum of a quadratic function, and solve problems involving quadratic functions, including problems arising from real-world applications;
3	demonstrate an understanding of equivalence as it relates to simplifying polynomial, radical, and rational expressions.
B. EXPONENTIAL FUNCTIONS	
Overall Expectations	
1	evaluate powers with rational exponents, simplify expressions containing exponents, and describe properties of exponential functions represented in a variety of ways;
2	make connections between the numeric, graphical, and algebraic representations of exponential functions;

3	identify and represent exponential functions, and solve problems involving exponential functions, including problems arising from real-world applications.
C: DISCRETE FUNCTIONS	
Overall Expectations	
1	demonstrate an understanding of recursive sequences, represent recursive sequences in a variety of ways, and make connections to Pascal's triangle;
2	demonstrate an understanding of the relationships involved in arithmetic and geometric sequences and series, and solve related problems;
3	make connections between sequences, series, and financial applications, and solve problems involving compound interest and ordinary annuities.
TRIGONOMETRIC FUNCTIONS	
Overall Expectations	
1	determine the values of the trigonometric ratios for angles less than 360° ; prove simple trigonometric identities; and solve problems using the primary trigonometric ratios, the sine law, and the cosine law;
2	demonstrate an understanding of periodic relationships and sinusoidal functions, and make connections between the numeric, graphical, and algebraic representations of sinusoidal functions;
3	identify and represent sinusoidal functions, and solve problems involving sinusoidal functions, including problems arising from real-world applications.

Units of Study

Unit	Titles and Descriptions	Time and Sequence
Unit 1	<p>Characteristics of Functions</p> <p>Students will explore functions in this unit, their representations, and their inverses, and how to make connections between the algebraic and graphical representations of functions using transformations. Students will learn how to determine the zeros and the maximum or minimum of a quadratic function, and solve problems involving quadratic functions, including problems arising from real-world applications. By the end of the unit students will be able to demonstrate an understanding of equivalence as it relates to simplifying polynomial, radical, and rational expressions.</p>	25 hours
Unit 2	<p>Exponential Functions</p> <p>This unit will explore several topics including evaluating powers with rational exponents, simplifying expressions containing exponents, and describing properties of exponential functions represented in a variety of ways. The emphasis will be on problem solving using these concepts.</p>	25 hours
Unit 3	<p>Discrete Functions</p>	25 hours

	The unit begins with an exploration of recursive sequences and how to represent them in a variety of ways. Making connections to Pascal's triangle, demonstrating understanding of the relationships involved in arithmetic and geometric sequences and series, and solving related problems involving compound interest and ordinary annuities will form the rest of the unit.	
Unit 4	Trigonometric Functions This unit concentrates students' attention on determining the values of the trigonometric ratios for angles less than 360° ; proving simple trigonometric identities and solving problems using the primary trigonometric ratios. The sine law and the cosine law are developed. Students will learn to demonstrate an understanding of periodic relationships and sinusoidal functions, and make connections between the numeric, graphical, and algebraic representations of sinusoidal functions while solving problems involving sinusoidal functions, including problems arising from real-world applications.	15 hours
Unit 5	Transforming Trigonometric Functions Students will investigate the relationship between the graphs and the equations of sinusoidal functions sketching and describing the graphs and describing their periodic properties.	18 hours
	Final exam The final assessment task is a proctored 2-hour exam worth 30% of the student's final mark.	2 hours
	Total	110 hours

Assessment and Evaluation Strategies of Student Performance based on Growing Success

Strategy	Purpose	Who	Assessment Tool
Self Assessment Quizzes	Diagnostic	Self/Teacher	Marking scheme
Problem Solving	Diagnostic	Self/Peer/Teacher	Marking scheme
Graphing Application	Diagnostic	Self	Anecdotal records
Problem Solving	Assessment	Peer/teacher	Marking scheme
Research	Assessment	Peer/teacher	Anecdotal records
Problem Solving	Evaluation	Teacher	Marking scheme
Graphing	Evaluation	Teacher	Checklist
Investigations	Evaluation	Teacher	Checklist
Unit Tests	Evaluation	Teacher	Marking scheme
Final Exam	Evaluation	Teacher	Checklist

Teaching / Learning Strategies: As in a conventional classroom, instructors employ a range of strategies for teaching a course:

- Clear writing that connects mathematics to relevant situational problems
- Examples of full solutions in various contexts and opportunities to practice
- Direct instruction and coaching on student work by the teacher

In addition, teachers and students have at their disposal several tools that are unique to electronic learning environments:

- Electronic simulation activities

- Video presentations
- Discussion boards and email
- Assessments with real-time feedback
- Interactive activities that engage both the student and teacher in the subject
- Peer review and assessment
- Internet Instructional Videos

All course material is online, no textbook is required. Assignments are submitted electronically. Tests are completed online at a time convenient for the student, and the course ends in a final exam which the student writes at a predetermined time and place. The final mark and report card are then forwarded to TFS High school. Students must achieve the Ministry of Education learning expectations of a course and complete 110 hours of planned learning activities, both online and offline, to earn a course credit. Students must keep a learning log throughout their course which outlines the activities they have completed and their total learning hours. This log must be submitted before the final exam can be written. The chart below indicates some general examples of online and offline activities.

Online Learning Activities	Offline Learning Activities
Guided Exploration	Studying instructional material
Completing online timed assignments	Practicing skills
Watching additional resources videos and graphing in demos graphing calculator	Completing assignments Via google classroom
Completing online timed assignments	Preparing presentations
Uploading video presentations	Reviewing for tests and exams
Communicating with instructor	Researching topics on internet
Practicing through Oral quizzes	Exit cards
Reviewing peer submissions	
Assessing peer presentations	
Completing online timed exam	

Students are expected to access and participate actively in course work and course forums on a regular and frequent basis. This interaction with other students is a major component of this course and there are minimum requirements for student communication and contribution.

Seven mathematical processes will form the heart of the teaching and learning strategies used.

1. Communicating: To improve student success there will be several opportunities for students to share their understanding both in oral as well as written form.
2. Problem solving: Scaffolding of knowledge, detecting patterns, making and justifying conjectures, guiding students as they apply their chosen strategy, directing students to use multiple strategies to solve the same problem, when appropriate, recognizing, encouraging, and applauding perseverance, discussing the relative merits of different strategies for specific types of problems.
3. Reasoning and proving: Asking questions that get students to hypothesize, providing students with one or more numerical examples that parallel these with the generalization and describing their thinking in more detail.
4. Reflecting: Modeling the reflective process, asking students how they know.
5. Selecting Tools and Computational Strategies: Modeling the use of tools and having students use technology to help solve problems.
6. Connecting: Activating prior knowledge when introducing a new concept in order to make a smooth connection between previous learning and new concepts and introducing skills in context to make connections between particular manipulations and problems that require them.
7. Representing: Modeling various ways to demonstrate understanding, posing questions that require students to use different representations as they are working at each level of conceptual development - concrete, visual or symbolic, allowing individual students the time they need to solidify their understanding at each conceptual stage.

Assessment is a systematic process of collecting information or evidence about student learning. **Evaluation** is the judgment we make about the assessments of student learning based on established criteria. The purpose of assessment is to improve student learning. This means that judgments of student performance must be criterion-referenced so that feedback can be given that includes clearly expressed next steps for improvement. Tools of varying complexity are used by the teacher to facilitate this. For the more complex evaluations, the criteria are incorporated into a rubric where levels of performance for each criterion are stated in language that can be understood by students.

assessment and evaluation are based on the Ontario Ministry of Education's Growing Success 2010 document. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

The primary purpose of assessment is to improve student learning. Assessment for this purpose is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. teachers use evidence from a variety of sources in their assessment. These include formal and informal observations, discussions, conversations, questioning, assignments, projects, portfolios, self-assessments, self-reflections and tests. Assessment occurs concurrently and seamlessly with instruction. Our courses contain multiple opportunities for students to obtain information about their progress and achievement, and to receive feedback that will help them improve their learning. Students can monitor their own success through the tracking of learning goals and success criteria throughout all courses.

Summative "assessment of learning" activities occurs at or near the end of periods of learning. Evidence of student achievement for evaluation is also collected over time from different sources, such as discussions, conversations, and observation of the development of the student's learning. Using multiple sources of evidence increases the reliability and validity of this evaluation. The evaluations are expressed as a percentage based upon the levels of achievement.

Strategies for Assessment and Evaluation of Student Performance		
Assessment as Learning	Assessment for Learning	Assessment of Learning
In all Units students can complete an online practice quiz through zoom platform on each lesson that tests their knowledge of fundamental facts and definitions. The quiz can be retaken as many times as needed and only the highest score is recorded. Students discover their areas of weakness and can take steps to improve on them. The student and instructor can then have a conversation on how best to assist the student's learning.	In all Units, students are expected to submit a mid-unit assignment directly to the instructor via google classroom. The assignment provides a number of questions, problems, and activities balanced around the four categories of the Achievement Chart: Knowledge and Understanding, Thinking, Application, and Communication. The instructor grades each assignment and provides descriptive feedback.	Each Unit ends with an assignment that is submitted directly to the instructor through google classroom platform. A grade is recorded based on the Learning Goals and Success Criteria for that Unit. Students may be asked to resubmit parts of the assignment, or a modified assignment.
A Mid-Unit Assignment asks students to make presentations, presenting solutions to various problems, or results of research, and post them to the google classroom for review by the instructor and selected peers. These comments and observations can be used to help the student assess their own listening and communicating skills, as well as their progress through the course. Feedback from both the instructor and the student can help the student advocate for their own learning.	Mid-Unit Assignments are used by the instructor as a form of diagnostic and formative assessment to help adjust instruction based on the needs of the student. It is another way the instructor gathers evidence for evaluating student performance.	At the end of each Unit, students complete an online test of the material. A grade is recorded, and the instructor can initiate a conversation with the student if there are concerns.

Instructors communicate with their students through telegram group, zoom platform or live chat sessions. Students can raise concerns and reflect on their own personal goals and learning during these one-to-one conversations with their instructors.	Instructors ask students to post a solution to a unique problem designed for that student to the google classroom. These activities become part of the student's grade and provide an opportunity for the instructor to provide feedback to the student.	At the end of the course, students complete a final exam that covers all the material studied in the course.
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Example of an Assessment Rubric for Discrete Function in this course

Name: _____

Course: Functions (MCR3U)

Sequences- Discrete Functions

Categories	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Connect the formula for the nth term of a sequence to the representation in function notation, and write terms of a sequence given one of these representations or a recursion formula with limited knowledge and understanding	Connect the formula for the nth term of a sequence to the representation in function notation, and write terms of a sequence given one of these representations or a recursion formula with some knowledge and understanding	Connect the formula for the nth term of a sequence to the representation in function notation, and write terms of a sequence given one of these representations or a recursion formula with considerable knowledge and understanding	Connect the formula for the nth term of a sequence to the representation in function notation, and write terms of a sequence given one of these representations or a recursion formula with thorough knowledge and understanding ✓
	Identify sequences as arithmetic, geometric, or neither, given a numeric or algebraic representation with limited knowledge and understanding	Identify sequences as arithmetic, geometric, or neither, given a numeric or algebraic representation with some knowledge and understanding	Identify sequences as arithmetic, geometric, or neither, given a numeric or algebraic representation with considerable knowledge and understanding ✓	Identify sequences as arithmetic, geometric, or neither, given a numeric or algebraic representation with thorough knowledge and understanding
	Solve problems involving arithmetic and geometric sequences and series, including those arising from real-world	Solve problems involving arithmetic and geometric sequences and series, including those arising from real-world	Solve problems involving arithmetic and geometric sequences and series, including those arising from real-world	Solve problems involving arithmetic and geometric sequences and series, including those arising from real-world

	applications with limited knowledge and understanding	applications with some knowledge and understanding	applications with considerable knowledge and understanding ✓	applications with thorough knowledge and understanding
Thinking	Analyse concepts providing details with limited thinking	Analyse concepts providing details with some thinking	Analyse concepts providing details with considerable thinking ✓	Analyse concepts providing details with thorough thinking
Communication				
	Write terms of a sequence given the formula with limited communication	Write terms of a sequence given the formula with some communication	Write terms of a sequence given the formula with considerable communication ✓	Write terms of a sequence given the formula with thorough communication
Application	Demonstrate an understanding of recursive sequences, represent recursive sequences in a variety of ways, and make connections to Pascal's triangle with limited application	Demonstrate an understanding of recursive sequences, represent recursive sequences in a variety of ways, and make connections to Pascal's triangle with some application	Demonstrate an understanding of recursive sequences, represent recursive sequences in a variety of ways, and make connections to Pascal's triangle with considerable application	Demonstrate an understanding of recursive sequences, represent recursive sequences in a variety of ways, and make connections to Pascal's triangle with thorough application ✓
	Demonstrate an understanding of the relationships involved in arithmetic and geometric sequences and series, and solve related problems with limited application	Demonstrate an understanding of the relationships involved in arithmetic and geometric sequences and series, and solve related problems with some application	Demonstrate an understanding of the relationships involved in arithmetic and geometric sequences and series, and solve related problems with considerable application ✓	Demonstrate an understanding of the relationships involved in arithmetic and geometric sequences and series, and solve related problems with thorough application

Growing Success articulates the vision the Ministry has for the purpose and structure of assessment and evaluation techniques. There are seven fundamental principles that ensure best practices and procedures of assessment and evaluation by Toronto school teachers.

Assessment and evaluations:

1. are fair, transparent, and equitable for all students.
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Metis, or Inuit.
3. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
4. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.
5. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

The Final Grade The evaluation for this course is based on the student's achievement of curriculum expectations and the demonstrated skills required for effective learning. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted and recorded for this course if the student's grade is 50% or higher. The final grade for this course will be determined as follows:

- 70% of the grade will be based upon evaluations conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- 30% of the grade will be based on a final exam administered at the end of the course.

Percentage of Final Mark	Weight	Evaluation Categories	
70%	60%	Tests and Quizzes	Assessment will be ongoing to inform the students of their performance and the opportunity for success. Four achievement categories are illustrated in the chart. K: Knowledge and Understanding 25% I: Inquiry/Thinking 25% C: Communication 25% A: Application/ Making Connections 25%
	10%	Projects and Assignments	
30%	30%	Final Written Examination	

The Report Card Two official report cards are issued - midterm and final. Each report card will focus on two distinct but related aspects of student achievement. First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will also provide written comments concerning the student's strengths, areas for improvement and next steps. Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment. The report cards contain separate sections for the reporting of these two aspects. The report card also indicates whether an OSSD credit has been earned.

The achievement chart provides a reference point for all assessment practice and a framework within which achievement will be assessed and evaluated.

1. The chart is organized into four broad criteria; Knowledge / Understanding, Thinking / Investigation, Communication, and Application.
2. The achievement chart describes the levels of achievement of the curriculum expectations within each subset of criteria.
3. The "descriptor" indicates the characteristic of performance, with respect to a particular criterion, on which assessment or evaluation is focused.
4. A specific "qualifier" is used to define each of the four levels of achievement. It is used along with a descriptor to produce a description of performance at a particular level.
5. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Categories	50-59% (Level 1)	60-69% (Level 2)	70-79% (Level 3)	80-100% (Level 4)
Knowledge and Understanding - Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., facts, terms, procedural skills, use of tools)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of mathematical concepts	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough and insightful understanding of content
Thinking - The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills -understanding the problem (e.g., formulating and interpreting the problem, making conjectures) -making a plan for problem solving	uses planning skills with limited effectiveness	uses planning skills with moderate effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills -carrying out a plan (e.g., collecting data, questioning, testing, revising, modelling, solving, inferring, forming conclusions) -looking back at the solution (e.g., evaluating reasonableness, making convincing arguments, reasoning, justifying, proving, reflecting)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., problem solving, inquiry)	uses critical / creative thinking processes with limited effectiveness	uses critical / creative thinking processes with some effectiveness	uses critical / creative thinking processes with considerable effectiveness	uses critical / creative thinking processes with a high degree of effectiveness
Communication - The conveying of meaning through various forms				
	The student:			
Expression and organization of ideas and mathematical thinking (e.g., clarity of expression, logical organization), using oral, visual, and written forms	expresses and organizes mathematical thinking with limited effectiveness	expresses and organizes mathematical thinking with some effectiveness	expresses and organizes mathematical thinking with considerable effectiveness	expresses and organizes mathematical thinking with a high degree of effectiveness

(e.g., pictorial, graphic, dynamic, numeric, algebraic forms; concrete materials)				
Communication for different audiences (e.g., peers and teachers) and purposes (e.g., to present data, justify a solution, express a mathematical argument) in oral, visual, and written forms	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions, vocabulary, and terminology of the discipline (e.g., terms, symbols) in oral, visual, and written forms	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness
Application - The use of knowledge and skills to make connections within and between various contexts				
	The student:			
Application of knowledge and skills in familiar contexts	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills to new contexts	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., connections between concepts, representations, and forms within mathematics; connections involving use of prior knowledge and experience; connections between mathematics, other disciplines, and the real world))	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Learning Skills:

Learning Skills are skills and habits essential to success in school and in the workplace. Teachers report achievement on the six Learning Skills in the table below using letter codes:

E = Excellent

G = Good

S = Satisfactory

N = Needs Improvement.

Learning Skills	Sample Behaviors
Responsibility	The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behavior.
Organization	The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-Regulation	The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

Potential Resources:

- Functions, Nelson Education Ltd.
- Access to MCR3U online course of study
- Access to an online graphing calculator <https://www.desmos.com/calculator>
- Access to office apps, a spreadsheet , power point and word-processing software
- Access to YouTube
- Access to a digital camera
- Access to an online graphing calculator as Desmos

Resources required by students

- Access to Functions, Nelson Education Ltd.
- **Program Planning Considerations** Teachers who are planning a program in this subject will make an effort to take into account considerations for program planning that align with the Ontario Ministry of Education policy and initiatives in a number of important areas
 1. Education for students with special education needs
 2. Environmental education
 3. Equity and inclusive education
 4. Financial literacy education
 5. Ontario First Nations, Metis, and Inuit education
 6. Role of information and communications technology
 7. English language learners
 8. Career education
 9. Cooperative education and other workplace experiences
 10. Health and safety

Academic Honesty: Cheating and Plagiarism:

Plagiarism is a serious offense. It is defined as taking words, phrasing, sentence structure, or any other element of the expression of another person's **ideas** and using them as if they were your own. Plagiarism is a violation of another person's rights, whether the material taken is excessive or small. Students will be assisted in developing strategies and techniques to avoid plagiarism. They need to be aware that plagiarized term work will be penalized and could result in a mark of zero.

Students' Responsibilities with Respect to Evidence for Evaluation

Students are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work late.

Cheating and Plagiarism:

Teachers work with its students to ensure that they fully understand that plagiarism and cheating is unacceptable behavior.

Before every evaluation is assigned, teachers remind students, both verbally and in writing, that all student products must be original work. If a student submits plagiarised work, or cheats, it is dealt with on a case-by case basis.

If it was done accidentally or purposefully; it is a first-time offence; the grade level and maturity of the student; the reason for plagiarising/cheating, etc. Each case is different, but a student may be allowed a second chance, may receive a zero, or a repeat offender may be asked to leave TFS.

To the Student

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarising. Plagiarism can involve some of these:

- Using work done by another student or Copying someone else's work or homework
- Cutting and pasting material from the Internet and submitting it as yours
- Copying information from a book, magazine, website, movie, etc. and not naming the source

Teachers help students avoid plagiarising by:

- Providing students with examples of what constitutes plagiarism
- Emphasizing the importance of using process skills to arrive at a product
- Teaching research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing
- Teaching students how to make an outline for a report or research
- Assessing the process steps: notes, outline, drafts, summary, work cited, etc.
- Informing students of the consequences of plagiarism

Attendance Policy & Procedure

Regular attendance and punctuality contribute to student success and achievement. Attendance and punctuality are related to developing character traits such as respect, initiative, responsibility and integrity, and are linked to learning skills such as work habits and initiative. Students demonstrate commitment, respect, initiative and responsibility when they are in class and on time, all the time. The less class time students miss, the more likely they will succeed academically. Students are expected to be on time for every class. Punctuality shows respect and consideration for others. Being late for class inconveniences and disrupts your classmates and teachers.

If students choose to attend irregularly, they may not achieve a credit, We recommend that parents not withdraw their son or daughter from school except in unavoidable circumstances. Students are required to make prior arrangements with their teachers, to complete tests and assignments. Students are responsible for all missed work.

Good attendance is essential for success in school and work. Prospective employers will be interested in a student's good school attendance record. Regular attendance affects positively on your progress and the progress of the class as well. Students are expected to be in their classes on time. If you arrive anytime after start of the class, you will be marked late. If you arrive 30 minutes after the class has started, the class will be marked as "skips"/unauthorized absences. A phone call will be made to the parent/guardian or a detention will be assigned by the office.

Appointments with doctors should be made outside of school hours, where possible. If a student needs to be excused during the day, a note or appointment card must be brought into the office. All students regardless of age are expected to follow the policy. Students who are 18 years of age or older are expected to follow the attendance procedures as outlined. The school will contact the homes of students with unexplained absences on a daily basis. If any test or assignment is missed because of an invalid absence, the student may forfeit the right to make it up.