École Secondaire LAURIER MACDONALD High School
7355 Viau, Saint-Leonard H1S 3C2
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COURSE STANDARDS AND PROCEDURES

COURSE:: Mathematics 126

CLASS RESOURCES: Teacher notes, in-class handouts, Math Help Services, Math Help Services Workbook, Google Classroom

COURSE DESCRIPTION: *Secondary 1 Math*

MYP AIMS ADDRESSED BY THE COURSE: What are the aims/objectives of the course? How do these relate to the MEES competencies?

- enjoy mathematics, develop curiosity and begin to appreciate its elegance and power
- develop an understanding of the principles and nature of mathematics
- communicate clearly and confidently in a variety of contexts
- develop logical, critical and creative thinking

MYP Course Aims	MEES Course Objectives
• Knowing and understanding • Investigating patterns • Communicating • Applying mathematics in real-life contexts	**TERM 1** **Topic 1 -**Natural Numbers • Numeration system • Reading and writing numbers • Number order • Addition and subtraction - properties • Multiplication and division - properties • Different types of quotients • Estimation and rounding • Properties of divisibility • Prime and composite numbers • Factorization • Exponential Notation • Common divisors and common multiples • Order of operations • Sequences of operations **Topic 2 – From Integers to the Cartesian Plane** • Integers and order • Cartesian plane • Addition and subtraction • Multiplication and division • Exponentiations

MYP Course Aims	MEES Course Objectives
● Knowing and understanding ● Investigating patterns ● Communicating ● Applying mathematics in real-life contexts	**TERM 2** **Topic 3 – Fractions** • Fraction, percentage, mixed number • Equivalent fractions • Comparing fractions and common denominators • Addition and subtraction of fractions • Multiplication and reduction of fractions • Reciprocal of a fraction • Division of fractions • Integer exponents **Topic 4 – Decimal Numbers** • Decimal notation and decimal fraction • Place value and order • Percentage of a number • Converting one form of notation into another • Addition and subtraction of decimals • Multiplication and division of decimals • Multiplication and division by powers of 10 **Topic 5 - Statistics** • Tables • Bar graphs and broken-line graphs • Range • Average (arithmetic mean)
● Knowing and understanding ● Investigating patterns ● Communicating ● Applying mathematics in real-life contexts	**Term 3** **Topic 6 – Lines and Angles** • Angles • Parallel lines • Perpendicular lines • Perpendicular bisector and bisector • Complementary and supplementary angles • Angles formed by a transversal line **Topic 8 – Triangles and Quadrilaterals** • Polygons • Classification of triangles • Median and altitude • Sum of angles in a triangle • Quadrilateral and sum of angles in a quadrilateral • Properties of convex quadrilaterals • Perimeter • International system • Relationships between SI units and length • Area of a triangle, rectangle, square and parallelogram • Area of a rhombus and trapezoid • Relationships between SI units and area **Topic 9** - From Numerical Series to Equations • Numerical series and patterns • Arithmetic progressions • Rule of a series and of an arithmetic progression • Numerical evaluation of an algebraic expression • Equations **Topic 10** - Transformations Recognizes the geometric transformation(s) linking a figure and its image (translation, reflection, rotation)

FUNDAMENTAL IB CONCEPTS *Relationships, Form and Logic are the key concepts that will be incorporated through the teaching of the various topics below.*

KEY INSTRUCTIONAL STRATEGIES/APPROACHES TO LEARNING: Which ATLs will be addressed in the course and how? How will the content be delivered to the students?

Critical thinking skills

• Analyzing and evaluating issues and ideas
• Practice observing carefully in order to recognize problems
• Gather and organize relevant information to formulate an argument
• Practice visible thinking strategies and techniques
• Utilizing skills and knowledge in multiple contexts
• Apply skills and knowledge in unfamiliar situations
• Transfer current knowledge to learning of new technologies.

How will the content be delivered to the students*?*

• Warm up questions allows students to reflect on previous classes concepts and learning experiences
.• Demonstrate proper mathematical notation within explanation of concepts.
• Formative assessments (pop quizzes, quizzes, homework assignments)
• Group discussions when faced with unfamiliar situations; students discuss appropriate strategies and situations
.• Students combine and apply their mathematical knowledge when solving summative Situational Problems.

IB MYP LEARNER PROFILE: Inquirer, Thinker, Knowledgeable and Reflective are all attributes that will be developed through problem solving, making connections between concepts and drawing conclusions

FORMATIVE & SUMMATIVE ASSESSMENT INCLUDING MYP ASSESSMENT:

<table>
<tr><th colspan="3">Term 1 (20% of School Course Grade)</th></tr>
<tr><td>Competencies targeted</td><td>Evaluation methods</td><td>Timeline</td></tr>
<tr><td>Competency 1: Solves a situational problem (30% of term grade)

Competency 2: Uses mathematical reasoning (70% of term grade)</td><td>May include but not limited to:
- Tests
- Quizzes
- Assignments/Pop-Quizzes
- Situational Problem</td><td>Sept. 3, 2025 – Oct. 17, 2025</td></tr>
<tr><td>Communication to students and parents</td><td colspan="2">Materials required</td></tr>
<tr><td>• Mozaik Parent Portal
• Progress Report
• First Term Report Card
• (communication on an as needed basis)</td><td colspan="2">• Notebook or lined paper, graph paper, binder for handouts and duo-tang for evaluations
• Ruler, pencils, and eraser
• Scientific calculator
• Internet Access (Outside of the classroom: Home/Library/etc)</td></tr>
</table>

IB MYP Criterion	*Examples of assessment/feedback both formative and/or summative*
A: Knowing and understanding B: Investigating patterns C: Communicating D: Applying mathematics in real-life contexts	- Tests - Quizzes - Assignments/Pop-Quizzes - Situational Problem

Term 2 (20% of School Course Grade)		
Competencies targeted	*Evaluation methods*	*Timeline*
Competency 1: Solves a situational problem (30% of term grade) Competency 2: Uses mathematical reasoning (70% of term grade)	May include but not limited to: - Tests - Quizzes - Assignments/Pop-Quizzes - Situational Problem	Nov. 6, 2025 - Feb. 6, 2026
Communication to students and parents	*Materials required*	
•Progress Report (April) •Second Term Report Card • (communication on an as needed basis)	• Notebook or lined paper, graph paper, binder for handouts and duo-tang for evaluations • Ruler, pencils, and eraser • Scientific calculator • Internet Access (Outside of the classroom: Home/Library/etc)	
IB MYP Criterion	*Examples of assessment/feedback both formative and/or summative*	
A: Knowing and understanding B: Investigating patterns C: Communicating D: Applying mathematics in real-life contexts	- Tests - Quizzes - Assignments/Pop-Quizzes - Situational Problem	

Term 3 (60% of School Course Grade)		
Competencies targeted	*Evaluation methods*	*Timeline*
Competency 1: Solves a situational problem (30% of term grade) Competency 2: Uses mathematical reasoning (70% of term grade)	May include but not limited to: - Tests - Quizzes - Assignments/Pop-Quizzes - Situational Problem	Feb. 7, 2026 June 20, 2026
Communication to students and parents	*Materials required*	
•Mozaik Parent Portal •Progress Report (April) •Third Term Report Card • (communication on an as needed basis)	• Notebook or lined paper, graph paper, binder for handouts and duo-tang for evaluations • Ruler, pencils, and eraser • Scientific calculator • Internet Access (Outside of the classroom: Home/Library/etc)	
IB MYP Criterion	*Examples of assessment/feedback both formative and/or summative*	
A: Knowing and understanding B: Investigating patterns C: Communicating D: Applying mathematics in real-life contexts	- Tests - Quizzes - Assignments/Pop-Quizzes - Situational Problem	

Additional Information/Specifications
Click here to enter text. ☐ This course does not have a final exam. The final course grade comes entirely from the school course grade. **x** This course has a final exam administered by the English Montreal School Board. ☐ This course has a final exam administered by the *Ministère de l'Éducation et de l'Enseignement Supérieur* (MEES). The final course grade is determined by taking 50% of the school course grade and 50% of the MEES exam. Please note that the final course grade is subject to MEEs moderation.