

Learning Goal, Success Criteria and Task Redesign

Grade 7 - Number Sense and Numeration

Curriculum Expectation:

- Demonstrate an understanding of rate as a comparison, or ratio, of two measurements with different units (e.g., speed is a rate that compares distance to time and that can be expressed as kilometres per hour);

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
- Does it have a high ceiling offering opportunities to extend concepts?

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Grade 7 - Measurement

Curriculum Expectation:

- determine, through investigation using a variety of tools and strategies e.g., decomposing right prisms; stacking congruent layers of concrete materials to form a right prism), the relationship between the height, the area of the base, and the volume of right prisms with simple polygonal bases (e.g., parallelograms, trapezoids), and generalize to develop the formula (i.e., Volume = area of base x height) (Sample problem: Decompose right prisms with simple polygonal bases into triangular prisms and rectangular prisms. For each prism, record the area of the base, the height, and the volume on a chart. Identify relationships.);

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
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Grade 8 - Number Sense and Numeration

Curriculum Expectation:

- represent, compare, and order rational numbers (i.e., positive and negative fractions and decimals to thousandths);

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
- Does it have a high ceiling offering opportunities to extend concepts?

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Grade 8 - Geometric Properties

Curriculum Expectation:

- construct a circle, given its centre and radius, or its centre and a point on the circle, or three points on the circle;

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
- Does it have a high ceiling offering opportunities to extend concepts?

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Grade 9 Applied - Number Sense and Algebra

Curriculum Expectation:

- represent, using equivalent ratios and proportions, directly proportional relationships arising from realistic situations (Sample problem: You are building a skateboard ramp whose ratio of height to base must be 2:3. Write a proportion that could be used to determine the base if the height is 4.5 m.);

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
- Does it have a high ceiling offering opportunities to extend concepts?

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Grade 9 Applied - Number Sense and Algebra

Curriculum Expectation:

- add and subtract polynomials involving the same variable up to degree three [e.g., $(2x + 1) + (x^2 - 3x + 4)$], using a variety of tools (e.g., algebra tiles, computer algebra systems, paper and pencil);

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
- Does it have a high ceiling offering opportunities to extend concepts?

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Grade 9 Academic - Analytic Geometry

Curriculum Expectation:

- determine, through investigation, the characteristics that distinguish the equation of a straight line from the equations of nonlinear relations (e.g., use a graphing calculator or graphing software to graph a variety of linear and non-linear relations from their equations; classify the relations according to the shapes of their graphs; connect an equation of degree one to a linear relation);

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
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Grade 9 Academic - Analytic Geometry

Curriculum Expectation:

- relate the geometric representation of the Pythagorean theorem and the algebraic representation $a^2 + b^2 = c^2$;

Learning Goal:	Success Criteria:

Task Redesign and Strategies:

- What does the task look like? Can we make it visual?
- Does it have a low floor to provide an entry point for all learners?
- Does it have a high ceiling offering opportunities to extend concepts?