St. Thomas Aquinas Mathematics Department

CURRICULUM NIGHT 2026

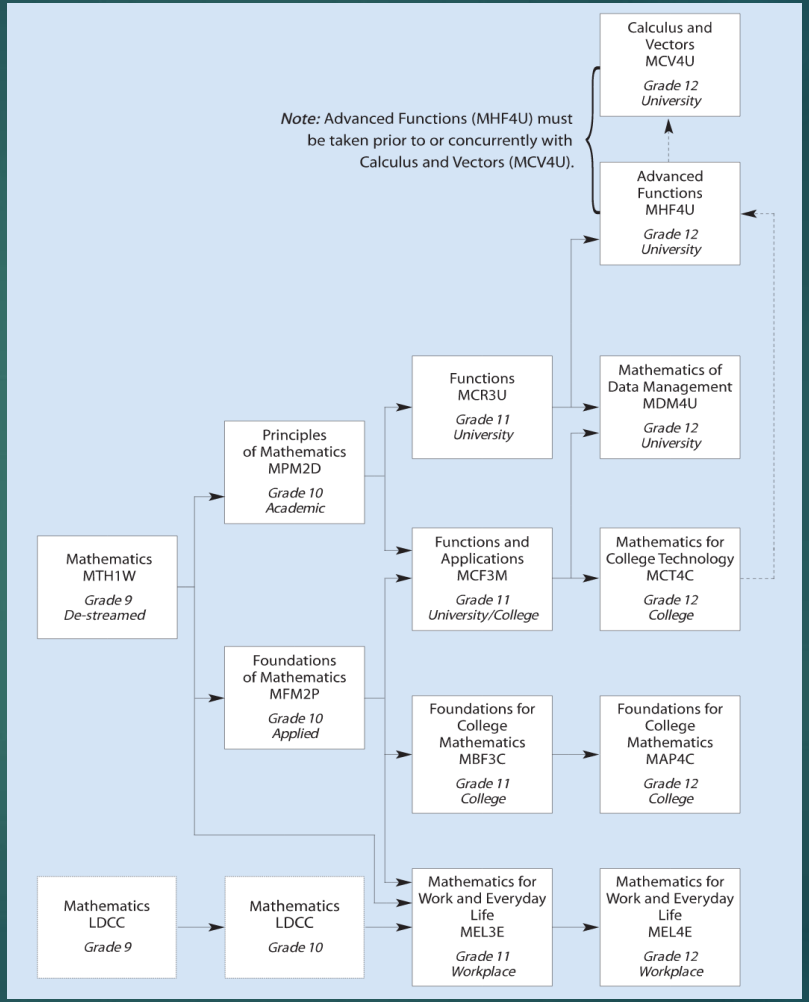
Math Department Teachers

- Anne Adams
- Semukele Dhliwayo
- Amanda Fattore
- Stephanie Fedor
- Erin Gilmore
- Rachel Grightmire
- Mary Hensel
- Tyrell Konopa Nurdin
- Cindy Miller
- Michael Panczenko
- Jordyn Zamperin
- Michael Ralphs

  Head of Math Department

Prerequisite Chart for Mathematics,

Grades 9 - 12



Grade 9 Course Teachers

MTH1W1	MTH1W7	MAT1L1
Mrs. Adams	*Ms. Zamperin*	*Mr. Panczenko*
Ms. Fattore	*Mr. Ralphs*	
Mrs. Hensel		

Grade 10 Course Teachers

MPM2D1	MPM2D7	MFM2P1	MAT2L1
Ms. Dhliwayo	*Ms. Dhliwayo*	*Ms. Dhliwayo*	*Mr. Panczenko*
Ms. Grightmire	*Ms. Fedor*	*Mr. Ralphs*	
Mr. Konopa	*Mrs. Hensel*		
Mr. Yantho			

Grade 11 Course Teachers

MEL3E1	MBF3C1	MCF3M1	MCR3U1	MCR3U7
Ms. Zamperin	*Mr. Konopa*	*Ms. Zamperin*	*Mrs. Adams*	*Mrs. Adams*
			Mrs. Gilmore	*Ms. Dhliwayo*
			Mr. Konopa	*Ms. Fedor*
			Mrs. Miller	

Grade 12 Course Teachers

MEL4E1	MDM4U1	MHF4U1	MHF 4U7	MCV4U1	MCV4U7
Ms. Zamperin	*Ms. Fedor*	*Ms. Dhliwayo*	*Mrs. Miller*	*Mrs. Adams*	*Ms. Fedor*
		Mrs. Gilmore	*Mr. Ralphs*	*Mrs. Gilmore*	*Mr. Ralphs*
		Mrs. Hensel		*Mrs. Hensel*	
		Mr. Ralphs			

Classroom Expectations

- Be on time for class
- Come prepared with a calculator, pencils, eraser, ruler, and notepaper
- Listen to and participate in the lesson
- Be respectful of all people in the room
- Use the time to work on assigned questions in class
- If you don't understand a question or concept, ask for clarification or help
- Success is dependent on doing the assigned questions
- Try your best on all assessments
- Advocate for yourself

Course Evaluation

- **Term Work**
  - 65% Tests, Quizzes, Assignments
- **Attendance & Participation**
  - 15% Grades 9 and 10
  - 10% Grades 11 and 12
- **Final Exam**
  - 20% Grade 9 EQAO
  - 20% Grade 10
  - 25% Grades 11 and 12

Attendance

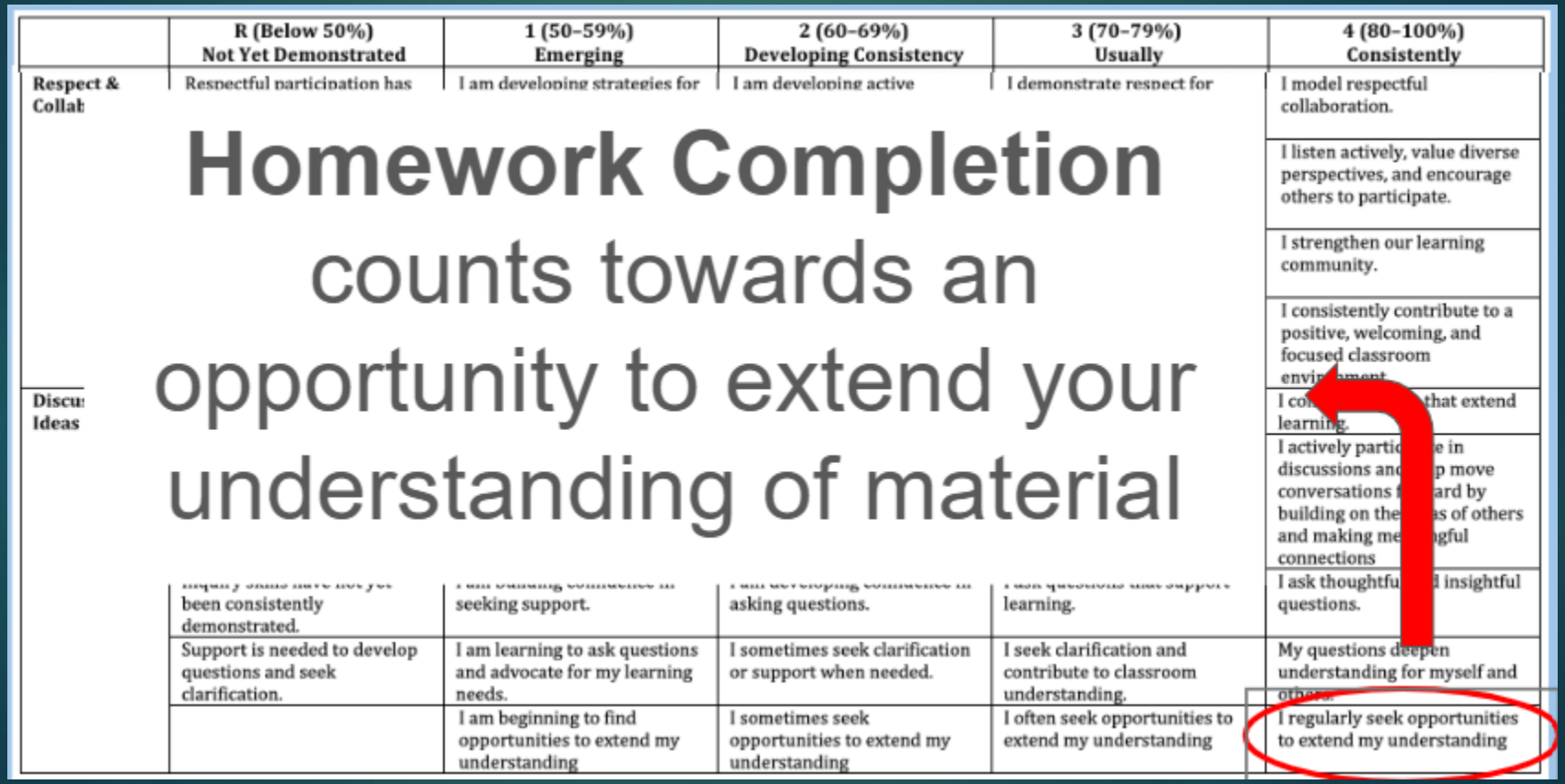
- Any unexcused absences will affect grades.
- Students with an unexcused absence during an assessment day, will receive a 0% on that assessment.
- Students who are signed out but remain in the building, will be considered truant.

	R (Below 50%) Not Yet Demonstrated	1 (50–59%) Emerging	2 (60–69%) Developing Consistency	3 (70–79%) Usually	4 (80–100%) Consistently
Attendance	My attendance significantly limits my opportunities to demonstrate learning. (absent more than 10% of classes**)	My attendance frequently reduces my opportunities to demonstrate learning. (absent 7.5% to 10% of classes**)	My attendance occasionally affects my opportunities to demonstrate learning (absent 5% to 7.5% of classes**)	I have only a few unexcused absences and my learning has not been impacted (absent 2.5% to 5% of classes**)	I have minimal unexcused absences (absent 0% to 2.5% of classes**)

Participation-Respect and Collaboration & Discussion and Ideas

Respect & Collaboration	Respectful participation has not yet been consistently demonstrated.	I am developing strategies for respectful participation.	I am developing active listening and collaboration skills.	I demonstrate respect for others and collaborate effectively.	I model respectful collaboration.
	Ongoing support is needed to strengthen collaborative learning behaviours.	Continued support helps me remain focused and engaged during learning.	I generally demonstrate respect and am working toward greater consistency in focus and engagement.	I listen attentively and respond thoughtfully to different viewpoints.	I listen actively, value diverse perspectives, and encourage others to participate.
	Contribution to the classroom community has not yet been consistently demonstrated.	I am beginning to contribute to the classroom community.	I contribute when encouraged.	I contribute positively to the classroom.	I strengthen our learning community.
	Additional support is needed to participate positively in the learning environment.	With support, I can participate in creating a positive learning environment.	I follow expectations and am developing ways to positively influence the classroom community.	My actions support a productive and respectful learning environment.	I consistently contribute to a positive, welcoming, and focused classroom environment.
Discussion & Ideas	Participation has not yet been consistently demonstrated.	I am working toward participating more actively.	I am beginning to share my ideas more regularly.	I contribute relevant ideas.	I contribute ideas that extend learning.
	Significant support is needed to engage in discussions and learning activities.	Additional encouragement helps me share my thinking during discussions and group work and am working to make meaningful connections	I contribute to discussions with support or prompting and sometimes make meaningful connections	I regularly participate in discussions and group activities and often make meaningful connections	I actively participate in discussions and help move conversations forward by building on the ideas of others and making meaningful connections
	Inquiry skills have not yet been consistently demonstrated.	I am building confidence in seeking support.	I am developing confidence in asking questions.	I ask questions that support learning.	I ask thoughtful and insightful questions.
	Support is needed to develop questions and seek clarification.	I am learning to ask questions and advocate for my learning needs.	I sometimes seek clarification or support when needed.	I seek clarification and contribute to classroom understanding.	My questions deepen understanding for myself and others.
		I am beginning to find opportunities to extend my understanding	I sometimes seek opportunities to extend my understanding	I often seek opportunities to extend my understanding	I regularly seek opportunities to extend my understanding

Homework



	R (Below 50%) Not Yet Demonstrated	1 (50–59%) Emerging	2 (60–69%) Developing Consistency	3 (70–79%) Usually	4 (80–100%) Consistently
Respect & Collab	Respectful participation has	I am developing strategies for	I am developing active	I demonstrate respect for	I model respectful collaboration.
					I listen actively, value diverse perspectives, and encourage others to participate.
					I strengthen our learning community.
					I consistently contribute to a positive, welcoming, and focused classroom envi ment.
Discu Ideas					I co that extend learning.
					I actively parti e in discussions an p move conversations f ard by building on the as of others and making me gful connections
	inquiry skills have not yet been consistently demonstrated.	seeking support.	asking questions.	learning.	I ask thoughtfu l insightful questions.
	Support is needed to develop questions and seek clarification.	I am learning to ask questions and advocate for my learning needs.	I sometimes seek clarification or support when needed.	I seek clarification and contribute to classroom understanding.	My questions deepen understanding for myself and others.
		I am beginning to find opportunities to extend my understanding	I sometimes seek opportunities to extend my understanding	I often seek opportunities to extend my understanding	I regularly seek opportunities to extend my understanding

Homework Completion

counts towards an opportunity to extend your understanding of material

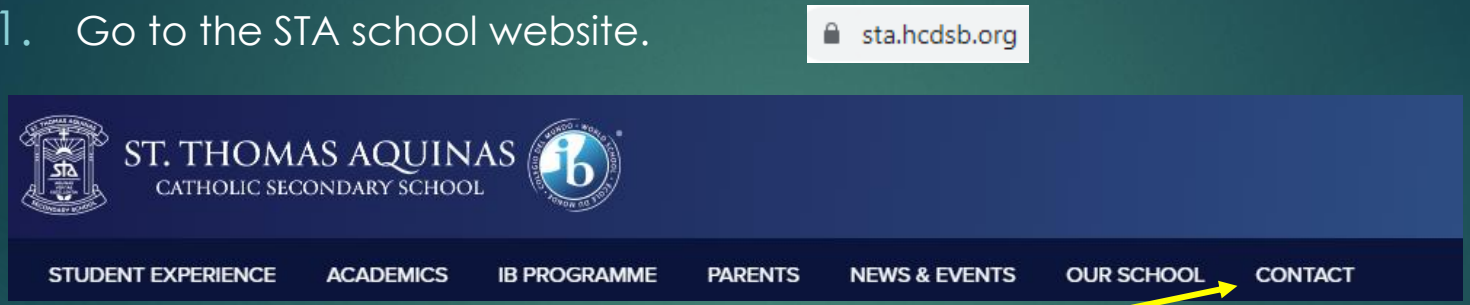
Reporting Dates

Math Progress Reports	Students marks are released to the students in D2L.

Progress Reports	October 22, 2026
Parent Teacher Interviews	October 22, 2026
Mid term Reports	November 19, 2026
Semester 1 Reports	February 12, 2027
Semester 2 Reports	July 2, 2027

Contacting Your Child's Teacher

1. Go to the STA school website.



2. Under the "Contact" tab on the school website is a list of email addresses for all staff.
3. Feel free to include a contact number in the body of your email.

Attendance

Please remember to report any absences to the attendance office, this is especially important when there are assignments and tests being administered.

hcdsb.org



Math Help

When:

- Tuesday 7:30 – 8:00 am
- Wednesday 2:35 - 3:30 pm

Where:

- Room 307 for Grades 9 & 10
- Room 308 for Grades 11 & 12

Online Homework Help Website

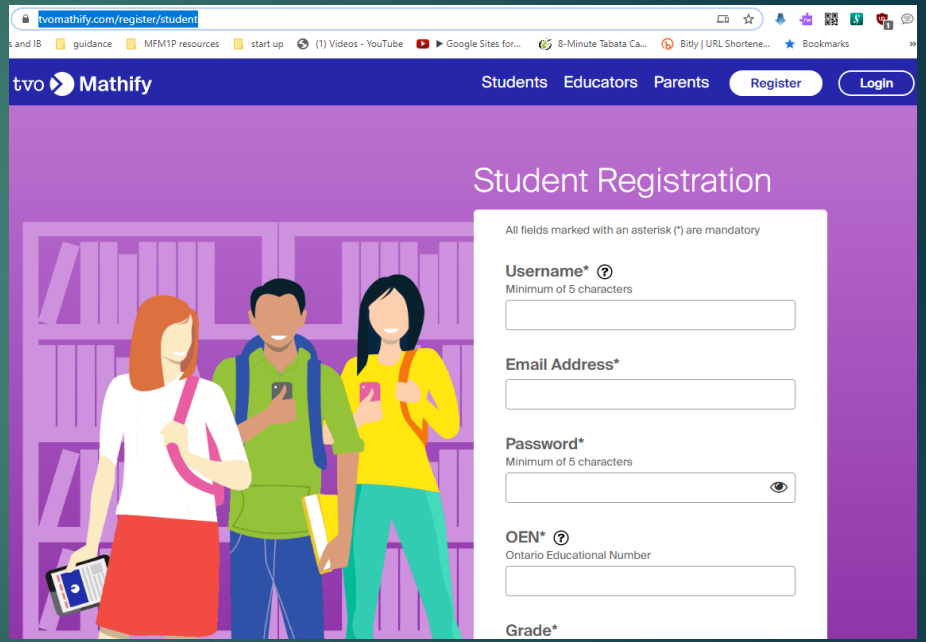
https://tvomathify.com/register/student

Open Mon – Fri 9:00am-9:00pm

Sat, Sun 3:00pm - 9:00pm

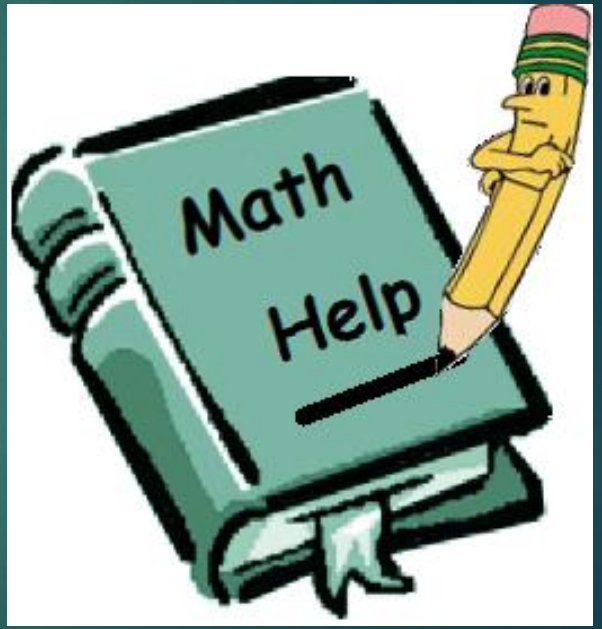
Free tutoring for Math students

Grades 4 - 12



Peer Tutors Available!

Have your child approach the classroom teacher.



Exam and Culminating Schedules

Please help students be successful by being present for Exams and Culminatings

- January 28 – February 3, 2027
- June 14 – June 18, 2027 (Grade 12)
- June 21 – June 25, 2027 (Grade 9-11)

Teachers will have more information as to when culminatings will take place.

IB Internal Assessment and Exams

For Grade 11 IB students:

Internal Assessment (IA)

- Draft Copy – Thursday, November 26, 2026
- Final Copy - Thursday, February 4, 2027

Exams

- Paper 1 – Thursday, May 13, 2027 – afternoon
- Paper 2 – Friday, May 14, 2027 – morning

No June Exams for IB Math

Grade 9 EQAO

- Consists of various types of questions.
- 50 questions on the assessment in total.
- Chance to do a sample test of 25 questions
- Students will complete the assessment in two sessions.
- Each session is to be completed in 60 minutes
- Students complete each session in one sitting.
- Visit www.eqao.com for more information

EQAO

Grade 9 Students taking MTH1W1 and MTH1W7 courses

- Semester 1: January 12 – Feb 5, 2027
- Semester 2: June 8 – 30, 2027

Canadian Intermediate and Senior Math Contests

Wednesday
November 18, 2026

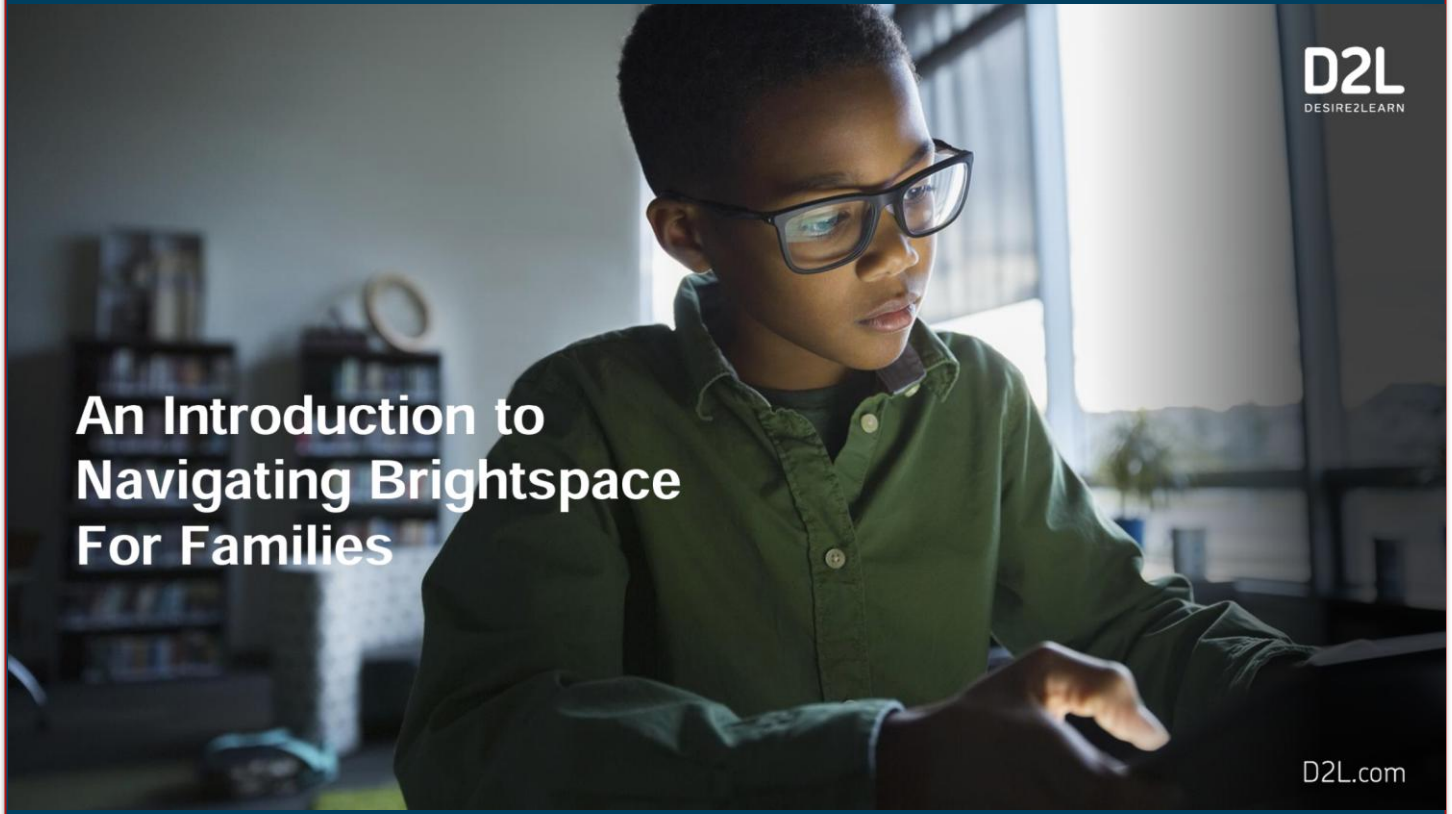
University of Waterloo Math Contests

Pascal (gr.9)
Cayley (gr. 10) Wed. Feb. 23, 2027
Fermat (gr. 11)

Euclid (gr. 12) Tues. Apr. 6, 2027

Fryer (gr. 9)
Galois (gr. 10) Wed. Apr. 7, 2027
Hypatia (gr. 11)

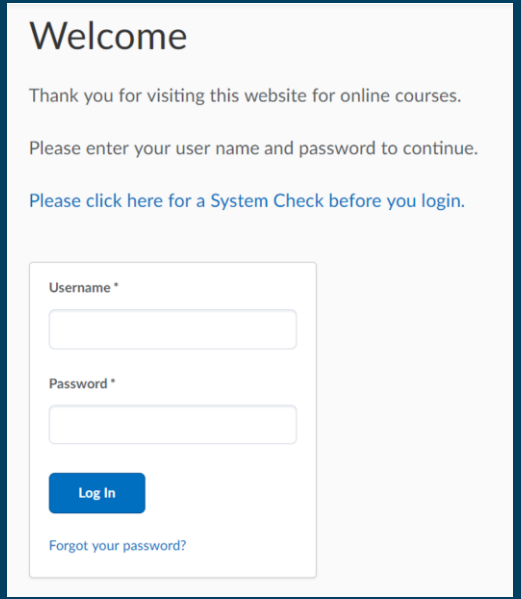
Watch Cash Online for registration information ***one month ahead*** *of the contest date*



By: Joanne Kenney, TELT consultant

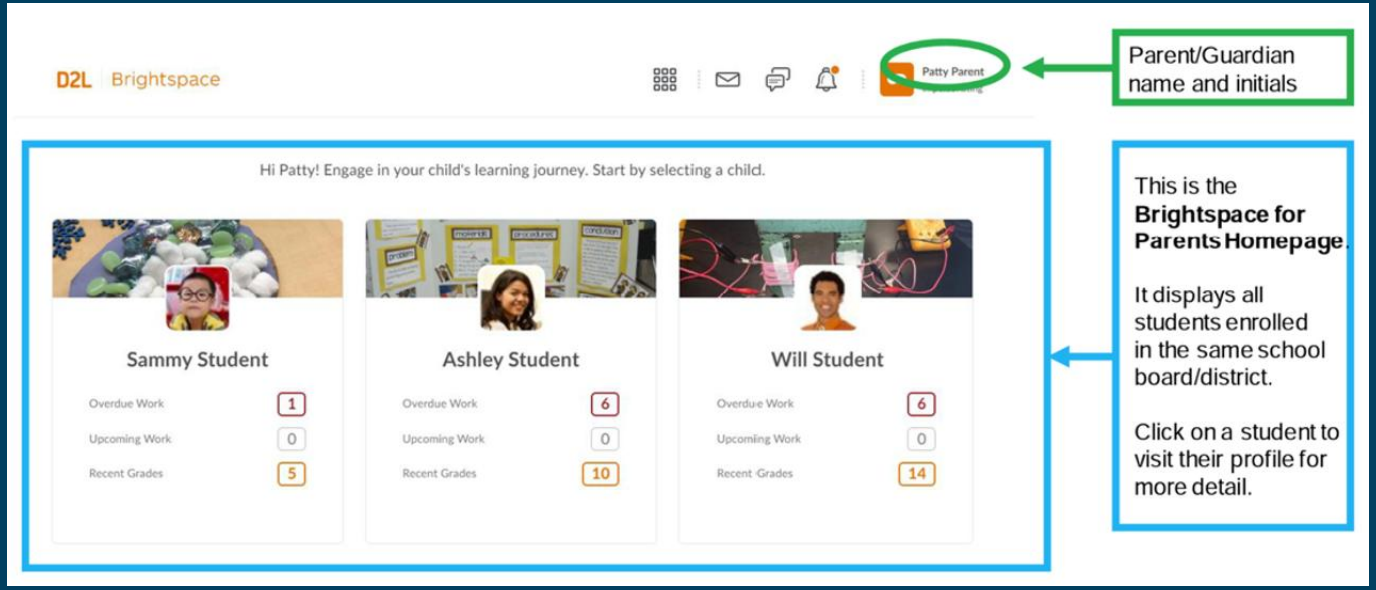
Parent Portal

How do parents access the Parent Portal?



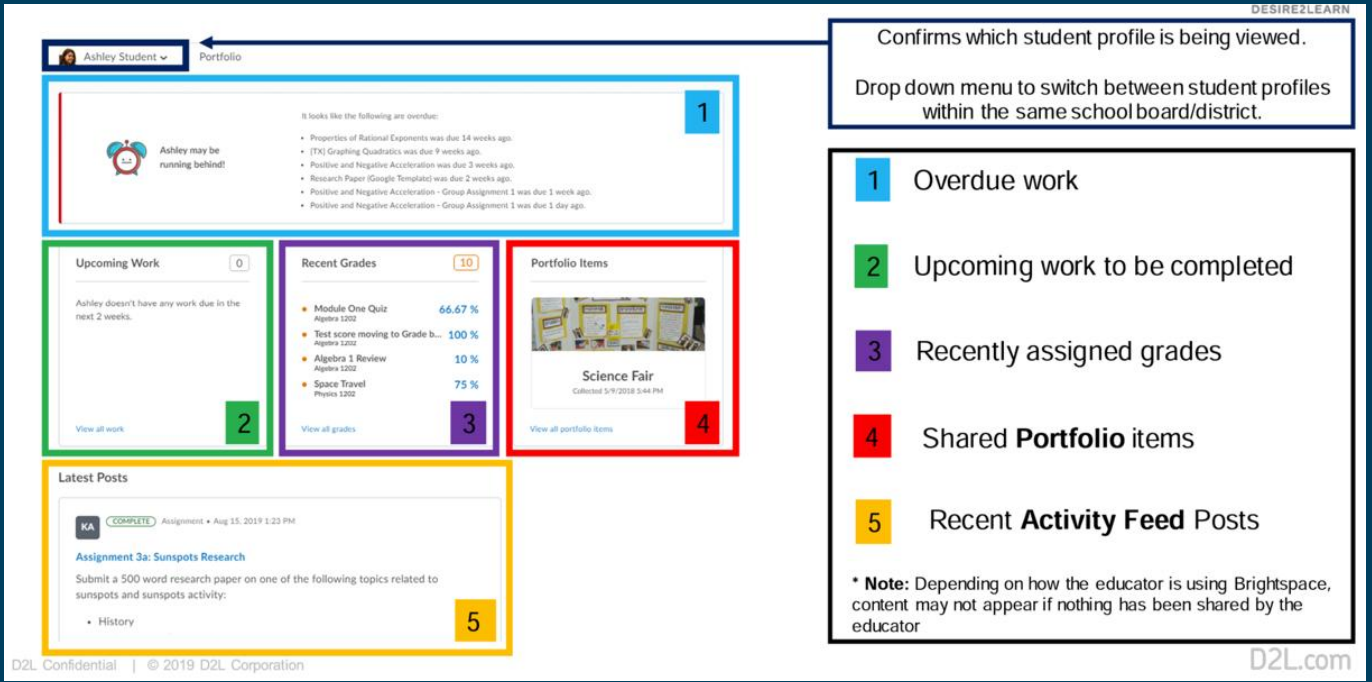
- Go to D2Lguest.hcdsb.org
- Username: The email address on file at the school.
- Password: Click “Forgot your password?”

Parent Portal



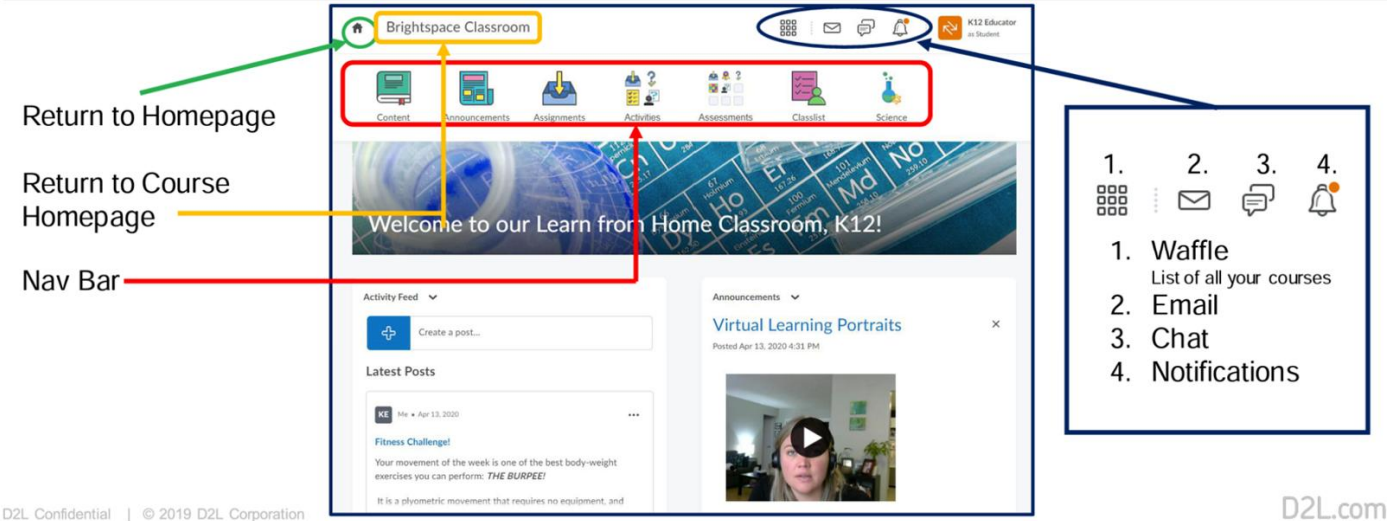
What do parents see?

Parent Portal



What do parents see?

What's on the Course Homepage?



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Getting Started…

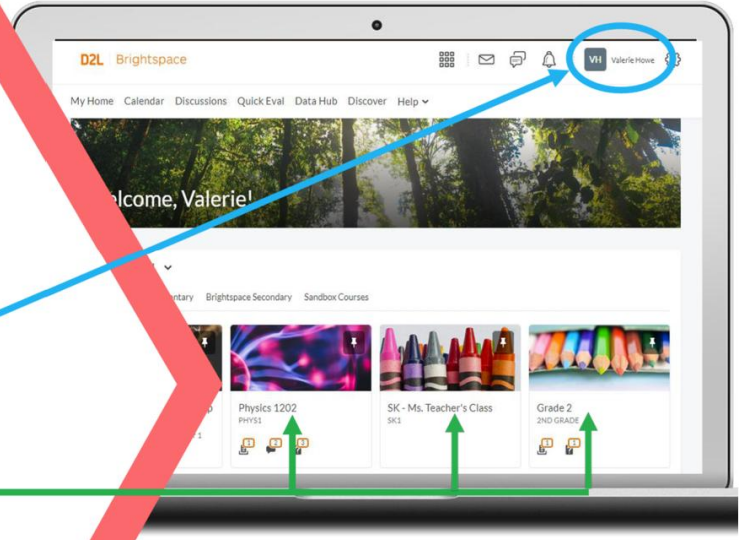
Once you are logged into Brightspace, you will come to the "landing page".

Here you will see the user's name and initials (or a photo if the profile has been updated with one) at the top right of the page. If this was your account, you would see your name and initials here.

Once you are logged into Brightspace, you will find all the courses you are enrolled in.

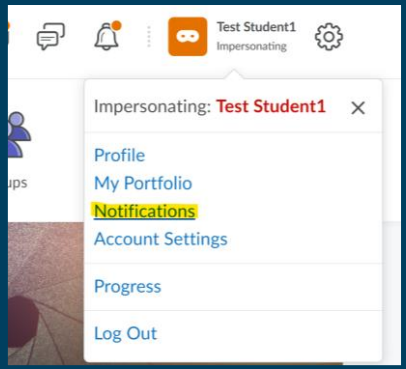
Note: this example shows multiple courses that this person is registered in. You may only have one course listed.

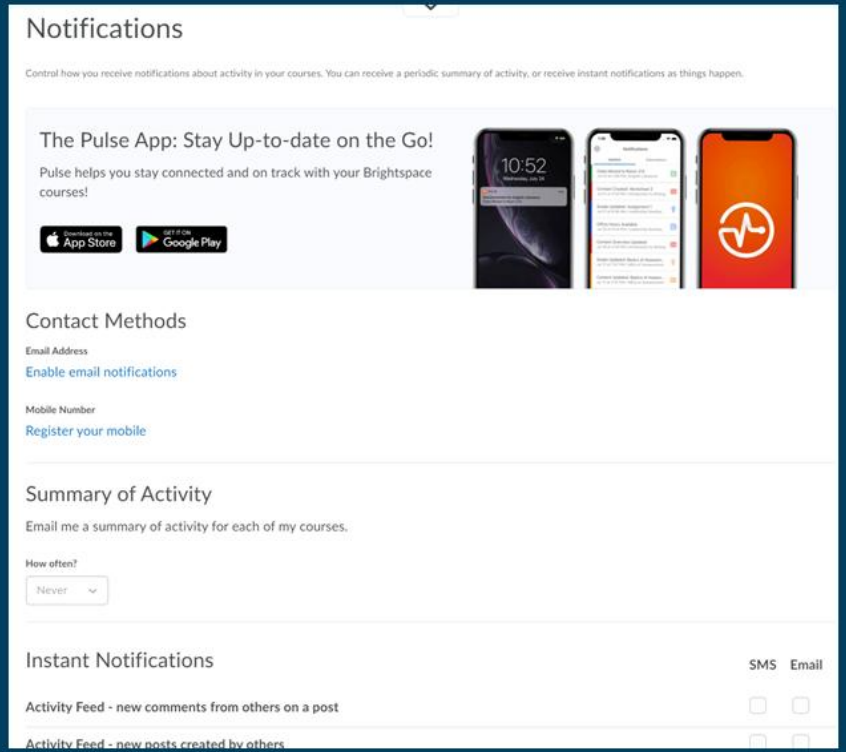
Click on the course you want to move to the **Course Homepage**.



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Enabling Notifications





[Enabling Notifications video]

What you can do with Math! (created pre-AI)

