

My Math Path 3 – 2020 Ontario Curriculum Correlation*

Strand/Expectation			Module/Chapter/Lesson
Strand A: Social-Emotional Learning (SEL) Skills and the Mathematical Processes			
By the end of Grade 3, students will:			
1. Identify and manage emotions	<ul style="list-style-type: none"> • <i>problem solving</i>: develop, select, and apply problem-solving strategies • <i>reasoning and proving</i>: develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to justify thinking, make and investigate conjectures, and construct and defend arguments • <i>reflecting</i>: demonstrate that as they solve problems, they are pausing, looking back, and monitoring their thinking to help clarify their understanding (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal) • <i>connecting</i>: make connections among mathematical concepts, procedures, and representations, and relate mathematical ideas to other contexts (e.g., other curriculum areas, daily life, sports) • <i>communicating</i>: express and understand mathematical thinking, and engage in mathematical arguments using everyday language, language resources as necessary, appropriate mathematical terminology, a variety of representations, and mathematical conventions • <i>representing</i>: select from and create a variety of representations of mathematical ideas (e.g., representations involving physical models, pictures, numbers, variables, graphs), and apply them to solve problems • <i>selecting tools and strategies</i>: select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems 	1. express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities	Throughout chapters
2. recognize sources of stress and cope with challenges		2. work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience	Throughout chapters
3. maintain positive motivation and perseverance		3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope	Throughout chapters
4. build relationships and communicate effectively		4. work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships	Throughout chapters
5. develop self-awareness and sense of identity		5. see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging	Throughout chapters
6. think critically and creatively		6. make connections between math and everyday contexts to help them make informed judgements and decisions	Throughout chapters

Overall expectation	Specific expectations	Module/Chapter/Lesson
Strand B: Number		
By the end of Grade 3, students will:		
B1. Number Sense demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	Whole Numbers B1.1 read, represent, compose, and decompose whole numbers up to and including 1000, using a variety of tools and strategies, and describe various ways they are used in everyday life	Chapter 1, Lesson 1
	B1.2 compare and order whole numbers up to and including 1000, in various contexts	Chapter 1, Lesson 3-4
	B1.3 round whole numbers to the nearest ten or hundred, in various contexts	Chapter 9, Lesson 5
	B1.4 count to 1000, including by 50s, 100s, and 200s, using a variety of tools and strategies	Chapter 1, Lesson 1, 4
	B1.5 use place value when describing and representing multi-digit numbers in a variety of ways, including with base ten materials	Chapter 1, Lesson 2
	Fractions B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 20 items among 2, 3, 4, 5, 6, 8, and 10 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts	Chapter 13
	B1.7 represent and solve fair-share problems that focus on determining and using equivalent fractions, including problems that involve halves, fourths, and eighths; thirds and sixths; and fifths and tenths	Chapter 13
B2. Operations use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	Properties and Relationships B2.1 use the properties of operations, and the relationships between multiplication and division, to solve problems and check calculations	Chapter 5, Lesson 1-3 Chapter 6, Lesson 4
	Math Facts B2.2 recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts	Chapter 6, Lesson 1-4
	Mental Math B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 1000, and explain the strategies used	Chapter 9, Lesson TBC
	Addition and Subtraction B2.4 demonstrate an understanding of algorithms for adding and subtracting whole numbers by making connections to and describing the way other tools and strategies are used to add and subtract	Chapter 2, Lesson 1-4 Chapter 3, Lesson 1-5 Chapter 4, Lesson 1
	B2.5 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 1000, using various tools and algorithms	Chapter 3, Lesson 5 Chapter 4, Lesson 2-5
	Multiplication and Division B2.6 represent multiplication of numbers up to 10×10 and division up to $100 \div 10$, using a variety of tools and drawings, including arrays	Chapter 5, Lesson 1-3
	B2.7 represent and solve problems involving multiplication and division, including problems that involve groups of one half, one fourth, and one third, using tools and drawings	Chapter 11, Lesson 1-3 Chapter 13

	B2.8 represent the connection between the numerator of a fraction and the repeated addition of the unit fraction with the same denominator using various tools and drawings, and standard fractional notation	Chapter 13
	B2.9 use the ratios of 1 to 2, 1 to 5, and 1 to 10 to scale up numbers and to solve problems	Chapter 13

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Strand C: Algebra		
By the end of Grade 3, students will:		
C1. Patterns and Relationships identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	Patterns C1.1 identify and describe repeating elements and operations in a variety of patterns, including patterns found in real-life contexts	Chapter 2, Lesson 5 Chapter 3, Lesson 6
	C1.2 create and translate patterns that have repeating elements, movements, or operations using various representations, including shapes, numbers, and tables of values	Chapter 2, Lesson 5
	C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns that have repeating elements, movements, or operations	Chapter 2, Lesson 5 Chapter 3, Lesson 6
	C1.4 create and describe patterns to illustrate relationships among whole numbers up to 1000	Chapter 1, Lesson 2 Chapter 3, Lesson 4
C2. Equations and Inequalities demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	Variables C2.1 describe how variables are used, and use them in various contexts as appropriate	Chapter 4, Lesson 1, 5
	Equalities and Inequalities C2.2 determine whether given sets of addition, subtraction, multiplication, and division expressions are equivalent or not	Chapter 5, Lesson 1-2
	C2.3 identify and use equivalent relationships for whole numbers up to 1000, in various contexts	Chapter 1, Lesson 2
C3. Coding solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, and repeating events	Chapter 2, Lesson 5 Chapter 3, Lesson 6
	C3.2 read and alter existing code, including code that involves sequential, concurrent, and repeating events, and describe how changes to the code affect the outcomes	Chapter 2, Lesson 5 Chapter 3, Lesson 6
C4. Mathematical Modelling apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations		

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Strand D: Data		
By the end of Grade 3, students will:		
D1. Data Literacy manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	Data Collection and Organization D1.1 sort sets of data about people or things according to two and three attributes, using tables and logic diagrams, including Venn, Carroll, and tree diagrams, as appropriate	Chapter 16, Lesson 4
	D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on qualitative and quantitative data, and organize the data using frequency tables	Chapter 16, Lesson 4 Chapter 17, Lesson 2
	Data Visualization D1.3 display sets of data, using many-to-one correspondence, in pictographs and bar graphs with proper sources, titles, and labels, and appropriate scales	Chapter 16, Lesson 1, 3
	Data Analysis D1.4 determine the mean and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data	Chapter 16, Lesson 2, 5
	D1.5 analyse different sets of data presented in various ways, including in frequency tables and in graphs with different scales, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	Chapter 16, Lesson TBC
D2. Probability describe the likelihood that events will happen, and use that information to make predictions	Probability D2.1 use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions	Chapter 17, Lesson 1
	D2.2 make and test predictions about the likelihood that the mean and the mode(s) of a data set will be the same for data collected from different populations	Chapter 17, Lesson 2

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Strand E: Spatial Sense		
By the end of Grade 3, students will:		
E1. Geometric and Spatial Reasoning describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	Geometric Reasoning E1.1 sort, construct, and identify cubes, prisms, pyramids, cylinders, and cones by comparing their faces, edges, vertices, and angles	Chapter 15, Lesson 2
	E1.2 compose and decompose various structures, and identify the two-dimensional shapes and three-dimensional objects that these structures contain	Chapter 15, Lesson 2
	E1.3 identify congruent lengths, angles, and faces of three-dimensional objects by mentally and physically matching them, and determine if the objects are congruent	Chapter 15, Lesson 3
	Location and Movement E1.4 give and follow multistep instructions involving movement from one location to another, including distances and half- and quarter-turns	Chapter 15, Lesson 1
E2. Measurement compare, estimate, and determine measurements in various contexts	Length, Mass, and Capacity E2.1 use appropriate units of length to estimate, measure, and compare the perimeters of polygons and curved shapes, and construct polygons with a given perimeter	Chapter 7, Lesson 3 Chapter 12, Lesson 3
	E2.2 explain the relationships between millimetres, centimetres, metres, and kilometres as metric units of length, and use benchmarks for these units to estimate lengths	Chapter 7, Lesson 1-2, 4
	E2.3 use non-standard units appropriately to estimate, measure, and compare capacity, and explain the effect that overfilling or underfilling, and gaps between units, have on accuracy	Chapter 9, Lesson 1-4

	E2.4 compare, estimate, and measure the mass of various objects, using a pan balance and non-standard units	Chapter 8, Lesson 1
	E2.5 use various units of different sizes to measure the same attribute of a given item, and demonstrate that even though using different-sized units produces a different count, the size of the attribute remains the same	Chapter 8, Lesson 1 Chapter 12, RPK
	Time E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds	Chapter 14, Lesson 1, 5-6
	Area E2.7 compare the areas of two-dimensional shapes by matching, covering, or decomposing and recomposing the shapes, and demonstrate that different shapes can have the same area	Chapter 12, Lesson 1
	E2.8 use appropriate non-standard units to measure area, and explain the effect that gaps and overlaps have on accuracy	Chapter 12, RPK
	E2.9 use square centimetres (cm ²) and square metres (m ²) to estimate, measure, and compare the areas of various two-dimensional shapes, including those with curved sides	Chapter 12, Lesson 2-3

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Strand F: Financial Literacy		
By the end of Grade 3, students will:		
F1. Money and Finances demonstrate an understanding of the value and use of Canadian currency	Money Concepts F1.1 estimate and calculate the change required for various simple cash transactions involving whole-dollar amounts and amounts of less than one dollar	Chapter 10

*manuscript still in development