

## My Math Path 5 – 2020 Ontario Curriculum Correlation\*

Strand/Expectation			Module/Chapter/Lesson
<b>Strand A: Social-Emotional Learning (SEL) Skills and the Mathematical Processes</b>			
By the end of Grade 5, students will:			
1. Identify and manage emotions	<ul style="list-style-type: none"> <li><i>problem solving</i>: develop, select, and apply problem-solving strategies</li> <li><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</li> </ul>	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	<ul style="list-style-type: none"> <li><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)</li> </ul>	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	<ul style="list-style-type: none"> <li><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)</li> </ul>	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	<ul style="list-style-type: none"> <li><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</li> </ul>	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	<ul style="list-style-type: none"> <li><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</li> </ul>	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	<ul style="list-style-type: none"> <li><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</li> </ul>	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
<b>Strand B: Number</b>		
By the end of Grade 5, students will:		
<b>B1. Number Sense</b> demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	<b>Whole Numbers</b> <b>B1.1</b> read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	Chapter 1, Lesson 1, 3
	<b>B1.2</b> compare and order whole numbers up to and including 100 000, in various contexts	Chapter 1, Lesson 2
	<b>Fractions and Decimals</b> <b>B1.3</b> represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts	Chapter 3, Lesson 1-5
	<b>B1.4</b> compare and order fractions from halves to twelfths, including improper fractions and mixed numbers, in various contexts	Chapter 3, Lesson 2-5
	<b>B1.5</b> read, represent, compare, and order decimal numbers up to hundredths, in various contexts	Chapter 5, Lesson 1-2
	<b>B1.6</b> round decimal numbers to the nearest tenth, in various contexts	Chapter 5, Lesson 3
	<b>B1.7</b> describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts	Chapter 5, Lesson 1 Chapter 7, Lesson 1-3
<b>B2. Operations</b> use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	<b>Properties and Relationships</b> <b>B2.1</b> use the properties of operations, and the relationships between operations, to solve problems involving whole numbers and decimal numbers, including those requiring more than one operation, and check calculations	Chapter 2, Lesson 5 Chapter 6, Lesson 1-6
	<b>Math Facts</b> <b>B2.2</b> recall and demonstrate multiplication facts from $0 \times 0$ to $12 \times 12$ , and related division facts	Chapter 2, Lesson 2
	<b>Mental Math</b> <b>B2.3</b> use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used	Chapter 6, Lesson 1-3, 6
	<b>Addition and Subtraction</b> <b>B2.4</b> represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms	Chapter 2, Lesson 1 Chapter 6, Lesson 1-2
	<b>B2.5</b> add and subtract fractions with like denominators, in various contexts	Chapter 4, Lesson 1
	<b>Multiplication and Division</b> <b>B2.6</b> represent and solve problems involving the multiplication of two-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods	Chapter 2, Lesson 3, 5
	<b>B2.7</b> represent and solve problems involving the division of three-digit whole numbers by two-digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately	Chapter 2, Lesson 4-5

	<b>B2.8</b> multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings	Chapter 4, Lesson 2
	<b>B2.9</b> represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts	Chapter 8, Lesson 1-3

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<b>Strand C: Algebra</b>		
By the end of Grade 5, students will:		
<b>C1. Patterns and Relationships</b> identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	<b>Patterns</b> <b>C1.1</b> identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts	Chapter 1, Lesson 2 Chapter 5, Lesson 2 Chapter 15, Lesson 4 Chapter 18, Lesson 1
	<b>C1.2</b> create and translate growing and shrinking patterns using various representations, including tables of values and graphs	Chapter 18, Lesson 2
	<b>C1.3</b> determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns	Chapter 15, Lesson 4 Chapter 18, Lesson 1
	<b>C1.4</b> create and describe patterns to illustrate relationships among whole numbers and decimal tenths and hundredths	Chapter 6, Lesson 3-4
<b>C2. Equations and Inequalities</b> demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	<b>Variables and Expressions</b> <b>C2.1</b> translate among words, algebraic expressions, and visual representations that describe equivalent relationships	Chapter 18, Lesson 3-4
	<b>C2.2</b> evaluate algebraic expressions that involve whole numbers	Chapter 18, Lesson 5
	<b>Equalities and Inequalities</b> <b>C2.3</b> solve equations that involve whole numbers up to 100 in various contexts, and verify solutions	Chapter 18, Lesson 6
	<b>C2.4</b> solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions	Chapter 18, Lesson 7
<b>C3. Coding</b> solve problems and create computational representations of mathematical situations using coding concepts and skills	<b>Coding Skills</b> <b>C3.1</b> solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves conditional statements and other control structures	Coding Toolkit
	<b>C3.2</b> read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcomes	Coding Toolkit
<b>C4. Mathematical Modelling</b> apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations		

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<b>Strand D: Data</b>		
By the end of Grade 5, students will:		
<b>D1. Data Literacy</b> manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	<b>Data Collection and Organization</b> <b>D1.1</b> explain the importance of various sampling techniques for collecting a sample of data that is representative of a population	Chapter 16, Lesson 1
	<b>D1.2</b> collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative-frequency tables	Chapter 16, Lesson 1-2
	<b>Data Visualization</b> <b>D1.3</b> select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs	Chapter 16, Lesson 2, 4
	<b>D1.4</b> create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked-bar graphs, and incorporating any other relevant information that helps to tell a story about the data	Chapter 16, Lesson 3
	<b>Data Analysis</b> <b>D1.5</b> determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data	Chapter 16, Lesson 4-5
	<b>D1.6</b> analyse different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions	Chapter 16, Lesson 4-5
<b>D2. Probability</b> describe the likelihood that events will happen, and use that information to make predictions	<b>Probability</b> <b>D2.1</b> use fractions to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions	Chapter 17, Lesson 1
	<b>D2.2</b> determine and compare the theoretical and experimental probabilities of an event happening	Chapter 17, Lesson 2

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<b>Strand E: Spatial Sense</b>		
By the end of Grade 5, students will:		
<b>E1. Geometric and Spatial Reasoning</b> describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	<b>Geometric Reasoning</b> <b>E1.1</b> identify geometric properties of triangles, and construct different types of triangles when given side or angle measurements	Chapter 13, Lesson 1-3 Chapter 14, Lesson 1
	<b>E1.2</b> identify and construct congruent triangles, rectangles, and parallelograms	Chapter 13, Lesson 4 Chapter 14, Lesson 1
	<b>E1.3</b> draw top, front, and side views of objects, and match drawings with objects	Chapter 14, Lesson 3
	<b>Location and Movement</b> <b>E1.4</b> plot and read coordinates in the first quadrant of a Cartesian plane using various scales, and describe the translations that move a point from one coordinate to another	Chapter 15, Lesson 2
	<b>E1.5</b> describe and perform translations, reflections, and rotations up to 180° on a grid, and predict the results of these transformations	Chapter 15, Lesson 1, 3
<b>E2. Measurement</b> compare, estimate, and determine measurements in various contexts	<b>The Metric System</b> <b>E2.1</b> use appropriate metric units to estimate and measure length, area, mass, and capacity	Chapter 9, Lesson 1-4 Chapter 10, Lesson 1
	<b>E2.2</b> solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units	Chapter 9, Lesson 1-4

	<b>Angles</b> <b>E2.3</b> compare angles and determine their relative size by matching them and by measuring them using appropriate non-standard units	Chapter 12, Lesson 1
	<b>E2.4</b> explain how protractors work, use them to measure and construct angles up to 180°, and use benchmark angles to estimate the size of other angles	Chapter 12, Lesson 1-3
	<b>Area</b> <b>E2.5</b> use the area relationships among rectangles, parallelograms, and triangles to develop the formulas for the area of a parallelogram and the area of a triangle, and solve related problems	Chapter 11, Lesson 1-3
	<b>E2.6</b> show that two-dimensional shapes with the same area can have different perimeters, and solve related problems	Chapter 10, Lesson 1

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<b>Strand F: Financial Literacy</b>		
By the end of Grade 5, students will:		
<b>F1. Money and Finances</b> demonstrate the knowledge and skills needed to make informed financial decisions	<b>Money Concepts</b> <b>F1.1</b> describe several ways money can be transferred among individuals, organizations, and businesses	Chapter 16, Lesson 4
	<b>F1.2</b> estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies	Chapter 7, Lesson 4
	<b>Financial Management</b> <b>F1.3</b> design sample basic budgets to manage finances for various earning and spending scenarios	Chapter 6, Lesson 5 Chapter 16, Lesson 4
	<b>F1.4</b> explain the concepts of credit and debt, and describe how financial decisions may be impacted by each	Chapter 6, Lesson 5 Chapter 16, Lesson 4
	<b>Consumer and Civic Awareness</b> <b>F1.5</b> calculate unit rates for various goods and services, and identify which rates offer the best value	Chapter 8, Lesson 3
	<b>F1.6</b> describe the types of taxes that are collected by the different levels of government in Canada, and explain how tax revenue is used to provide services in the community	Chapter 7, Lesson 4 Chapter 16, Lesson 4

\*manuscript still in development