

Simcoe County District School Board

Grade 1: Scope and Sequence

Block 1

Start of school year
to Winter Break

71 instructional days

1

First 20 Days

A1
15+ days

2

Number

B1, B2
20+ days

3

Geometric Reasoning

E1, E2
12+ days

4

Patterns and Algebra

C1
12+ days

Progress Report

Term 1

Winter Break

Block 2

Winter Break
to March Break

48 instructional days

5

Number

B1, B2, F1
15+ days

6

Algebra and Coding

C2, C3
15+ days

7

Location and Movement

E1, C3
10+ days

Term 1

Term 2

March Break

Block 3

March Break
to end of school year

67 instructional days

8

Number/Financial Lit

B2, F1
10+ days

9

Data and Probability

D1, D2
15+ days

10

Measurement

E2, B2
20+ days

11

Last 20 Days

A1
15+ days

Term 2

Last update: August 2020

Simcoe County District School Board

Grade 1: Course of Study

Welcome to the updated SCDSB Math Course of Study, revised to reflect the expectations found in *The Ontario Curriculum, Grades 1–8: Mathematics (2020)*.

The Scope and Sequence is split into three distinct “blocks”, with natural breaks (Winter Break and March Break) separating them. Educators are encouraged to use their professional judgement and consider the total number of instructional days in a block, minimum unit lengths, reporting periods (indicated by the grey arrows), as well as the remaining “flex days” and how they can be used to support their students’ achievement in mathematics. These “flex” days allow educators to tailor their programs to their students’ needs, while ensuring they stay on course, so that sufficient time is dedicated to each unit.

This Scope and Sequence emphasizes a common focus across all grades at the same time, although unit lengths may vary from grade to grade due to shifts in emphasis in knowledge and skill development throughout the grades. Please note that because of this alignment, consideration will need to be given to the strategic organization, distribution, and sharing of resources (i.e., manipulatives) among classes.

Units are sequenced to allow for fundamental skills and concepts to be introduced early and then applied in later units, providing opportunities to deepen understanding and make connections between mathematical concepts.

The specific expectations that are to be the focus of instruction and assessment, as well as any relevant cross-strand connections are listed for each unit. Each grade has expectations that are an ongoing focus throughout the year. Previous grade expectations may be noted in this section for continued practice, however, only grade level expectations will be assessed.

Simcoe County District School Board

Grade 1: Block 1 Overview

1

First 20 Days

15+ days

Social-Emotional Learning

Skills: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

2

Number

20+ days

Number: B1. demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life
(B1.1 - B1.5, B2.1 - B2.3)

3

Geometric Reasoning

12+ days

Spatial Sense: E1. describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them

Spatial Sense: E2. compare, estimate, and determine measurements in various contexts
(E1.1 - E1.3, E2.1 - E2.2)

4

Patterns and Algebra

12+ days

Algebra: C1. identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts
(C1.1 - C1.4)

Progress Report

Term 1

Ongoing Focus:

Social-Emotional Learning:

A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical

Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and

Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 1 - First 20 Days (15+ days)

Social-Emotional Learning A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

To the best of their ability, students will learn to:	... as they apply the mathematical processes:	... so they can:
1. identify and manage emotions	problem solving: develop, select, and apply problem-solving strategies	1. express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities
2. recognize sources of stress and cope with challenges	reasoning and proving: 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	2. work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience
3. maintain positive motivation and perseverance	reflecting: 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)	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
4. build relationships and communicate effectively	connecting: make connections among mathematical concepts, procedures, and representations, and relate mathematical ideas to other contexts (e.g., other curriculum areas, daily life, sports)	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
5. develop self-awareness and sense of identity	communicating: 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	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
6. think critically and creatively	representing: 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	6. make connections between math and everyday contexts to help them make informed judgements and decisions
	selecting tools and strategies: select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	

Ongoing Focus:

Social-Emotional Learning:
A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling:
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships:
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts
Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions
Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 2 - Number (20+ days)

Specific Expectations:

Whole Numbers: B1.1 read and represent whole numbers up to and including ~~50~~ (20) and describe various ways they are used in everyday life

Whole Numbers: B1.2 compose and decompose whole numbers up to and including ~~50~~, (20) using a variety of tools and strategies, in various contexts

Whole Numbers: B1.3 compare and order whole numbers up to and including ~~50~~, (20) in various contexts

Whole Numbers: B1.4 estimate the number of objects in collections of up to ~~50~~, (20) and verify their estimates by counting

Whole Numbers: B1.5 count to ~~50~~ (20) by 1s, 2s, 5s, and 10s, using a variety of tools and strategies

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Cross-Strand Connections:

Patterns: C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50

Variables and Expressions: C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts

Ongoing Focus:

Social-Emotional Learning: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 3 - Geometric Reasoning (12+ days)

Specific Expectations:

Geometric Reasoning: E1.1 sort three dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used

Geometric Reasoning: E1.2 construct three-dimensional objects, and identify two-dimensional shapes contained within structures and objects

Geometric Reasoning: E1.3 construct and describe two-dimensional shapes and three dimensional objects that have matching halves

Attributes: E2.1 identify measurable attributes of two-dimensional shapes and three dimensional objects, including length, area, mass, capacity, and angle

Attributes: E2.2 compare several everyday objects and order them according to length, area, mass, and capacity

Cross-Strand Connections:

Equalities and Inequalities: C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not*

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts*

Data Collection and Organization: D1.1 sort sets of data about people or things according to one attribute, and describe rules used for sorting

Ongoing Focus:

Social-Emotional Learning: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 4 - Patterns (12+ days)

Specific Expectations:

Patterns: C1.1 identify and describe the regularities in a variety of patterns, including patterns found in real-life contexts

Patterns: C1.2 create and translate patterns using movements, sounds, objects, shapes, letters, and numbers

Patterns: C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns

Patterns: C1.4 create and describe patterns to illustrate relationships among whole numbers up to 50

Cross-Strand Connections:

Whole Numbers: B1.1 read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life*

Whole Numbers: B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts*

Whole Numbers: B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies*

Addition and Subtraction: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50

Ongoing Focus:

Social-Emotional Learning: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Block 2 Overview

5

Number

15+ days

Number: B1. demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life

Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life

Financial Literacy: F1. demonstrate the knowledge and skills needed to make informed financial decisions

(B1.1 - B1.8, B2.1 - B2.5, F1.1)

Term 1

6

Algebra and Coding

15+ days

Algebra: C2. demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts

Algebra: C3. solve problems and create computational representations of mathematical situations using coding concepts and skills

(C2.1 - C2.3, C3.1, C3.2)

7

Location and Movement

10+ days

Spatial Sense: E1. describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them

Algebra: C3. solve problems and create computational representations of mathematical situations using coding concepts and skills

(E1.4, E1.5, C3.1, C3.2)

Term 2

Ongoing Focus:

Social-Emotional Learning:

A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical

Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and

Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 5 - Number (15+ days)

Specific Expectations:

Whole Numbers: B1.1 read and represent whole numbers up to and including 50 and describe various ways they are used in everyday life*

Whole Numbers: B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts*

Whole Numbers: B1.3 compare and order whole numbers up to and including 50, in various contexts*

Whole Numbers: B1.4 estimate the number of objects in collections of up to 50, and verify their estimates by counting*

Whole Numbers: B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies*

Fractions: B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2

Fractions: B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts

Fractions: B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations*

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts*

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Addition and Subtraction: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50

Multiplication and Division: B2.5 represent and solve equal group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings

Money Concepts: F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to \$50, and compare their values

Ongoing Focus:

Mathematical Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Social-Emotional Learning: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Cross-Strand Connections:

Variables and Expressions: C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts

Equalities and Inequalities: C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not*

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts*

Attributes: E2.2 compare several everyday objects and order them according to length, area, mass, and capacity*

Simcoe County District School Board

Grade 1: Unit 6 - Algebra and Coding (15+ days)

Specific Expectations:

Variables and Expressions: C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts

Equalities and Inequalities: C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts

Coding Skills: C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events

Coding Skills: C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes

Cross-Strand Connections:

Location and Movement: E1.4 describe the relative locations of objects or people, using positional language

Location and Movement: E1.5 give and follow directions for moving from one location to another

Addition and Subtraction: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50*

Ongoing Focus:

Social-Emotional Learning: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 7 - Location and Movement (10+ days)

Specific Expectations:

Location and Movement: E1.4 describe the relative locations of objects or people, using positional language

Location and Movement: E1.5 give and follow directions for moving from one location to another

Coding Skills: C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential events*

Coding Skills: C3.2 read and alter existing code, including code that involves sequential events, and describe how changes to the code affect the outcomes*

Cross-Strand Connections:

Addition and Subtraction: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50*

Attributes: E2.1 identify measurable attributes of two-dimensional shapes and three dimensional objects, including length, area, mass, capacity, and angle*

Attributes: E2.2 compare several everyday objects and order them according to length, area, mass, and capacity*

Ongoing Focus:

Social-Emotional Learning:
A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling:
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships:
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Block 3 Overview

8

Number/Financial Lit

10+ days

Financial Literacy: F1. demonstrate an understanding of the value of Canadian currency

Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life (B1.6, - B1.8, B2.1 - B2.5, F1.1)

9

Data and Probability

15+ days

Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life

Data: D2. describe the likelihood that events will happen, and use that information to make predictions (D1.1 - D1.5, D2.2)

10

Measurement

20+ days

Spatial Sense: E2. compare, estimate, and determine measurements in various contexts

Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life (E2.1, E2.2, B2.1, B2.3 - B2.5)

11

Last 20 Days

15+ days

Social-Emotional Learning

Skills: A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Term 2

Ongoing Focus:

Social-Emotional Learning:

A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical

Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and

Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 8 - Number (10+ days)

Specific Expectations:

Fractions: B1.6 use drawings to represent and solve fair-share problems that involve 2 and 4 sharers, respectively, and have remainders of 1 or 2 *

Fractions: B1.7 recognize that one half and two fourths of the same whole are equal, in fair-sharing contexts*

Fractions: B1.8 use drawings to compare and order unit fractions representing the individual portions that result when a whole is shared by different numbers of sharers, up to a maximum of 10*

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations*

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts*

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used*

Addition and Subtraction: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50*

Multiplication and Division: B2.5 represent and solve equal group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings*

Money Concepts: F1.1 identify the various Canadian coins up to 50¢ and coins and bills up to \$50, and compare their values

Ongoing Focus:

Social-Emotional Learning:
A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling:
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships:
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Cross-Strand Connections:

Data Analysis: D1.4 order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs

Data Analysis: D1.5 analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

Variables and Expressions: C2.1 identify quantities that

can change and quantities that always remain the same in real-life contexts

Equalities and Inequalities: C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts

Simcoe County District School Board

Grade 1: Unit 9 - Data and Probability (15+ days)

Specific Expectations:

Data Collection and Organization: D1.1 sort sets of data about people or things according to one attribute, and describe rules used for sorting

Data Collection and Organization: D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on a single piece of information; record the data using methods of their choice; and organize the data in tally tables

Data Collection and Organization: D1.3 display sets of data, using one-to-one correspondence, in concrete graphs and pictographs with proper sources, titles, and labels

Data Analysis: D1.4 order categories of data from greatest to least frequency for various data sets displayed in tally tables, concrete graphs, and pictographs

Data Analysis: D1.5 analyse different sets of data presented in various ways, including in tally tables, concrete graphs, and pictographs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions

Probability: D2.2 make and test predictions about the likelihood that the categories in a data set from one population will have the same frequencies in data collected from a different population of the same size

Cross-Strand Connections:

Properties and Relationships: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50

Properties and Relationships: B2.5 represent and solve equal group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings*

Equalities and Inequalities: C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not*

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts*

Attributes: E1.1 sort three dimensional objects and two-dimensional shapes according to one attribute at a time, and identify the sorting rule being used*

Ongoing Focus:

Social-Emotional Learning:
A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling:
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

Properties and Relationships:
B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used

Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 10 - Measurement (20+ days)

Specific Expectations:

Attributes: E2.1 identify measurable attributes of two-dimensional shapes and three dimensional objects, including length, area, mass, capacity, and angle*

Attributes: E2.2 compare several everyday objects and order them according to length, area, mass, and capacity*

Properties and Relationships: B2.1 use the properties of addition and subtraction, and the relationship between addition and subtraction, to solve problems and check calculations*

Mental Math: B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 20, and explain the strategies used*

Addition and Subtraction: B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 50*

Multiplication and Division: B2.5 represent and solve equal group problems where the total number of items is no more than 10, including problems in which each group is a half, using tools and drawings*

Cross-Strand Connections:

Whole Numbers: B1.2 compose and decompose whole numbers up to and including 50, using a variety of tools and strategies, in various contexts*

Whole Numbers: B1.3 compare and order whole numbers up to and including 50, in various contexts*

Whole Numbers: B1.5 count to 50 by 1s, 2s, 5s, and 10s, using a variety of tools and strategies*

Variables and Expressions: C2.1 identify quantities that can change and quantities that always remain the same in real-life contexts*

Equalities and Inequalities: C2.2 determine whether given pairs of addition and subtraction expressions are equivalent or not*

Equalities and Inequalities: C2.3 identify and use equivalent relationships for whole numbers up to 50, in various contexts*

Ongoing Focus:

Social-Emotional Learning:

A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

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Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions

Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons

Simcoe County District School Board

Grade 1: Unit 11 - Last 20 Days (15+ days)

Social-Emotional Learning A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

To the best of their ability, students will learn to:	... as they apply the mathematical processes:	... so they can:
1. identify and manage emotions	problem solving: develop, select, and apply problem-solving strategies	1. express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities
2. recognize sources of stress and cope with challenges	reasoning and proving: 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	2. work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience
3. maintain positive motivation and perseverance	reflecting: 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)	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
4. build relationships and communicate effectively	connecting: make connections among mathematical concepts, procedures, and representations, and relate mathematical ideas to other contexts (e.g., other curriculum areas, daily life, sports)	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
5. develop self-awareness and sense of identity	communicating: 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	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
6. think critically and creatively	representing: 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	6. make connections between math and everyday contexts to help them make informed judgements and decisions
	selecting tools and strategies: select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems	

Ongoing Focus:

Social-Emotional Learning:
A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum

Mathematical Modelling:
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations

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Probability: D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of events happening, and use that likelihood to make predictions and informed decisions
Time: E2.3 read the date on a calendar, and use a calendar to identify days, weeks, months, holidays, and seasons