Simcoe County District School Board

Scope and Sequence Grades 1-8

Block 1

Start of school year
to Winter Break

71 instructional days

1. **First 20 Days** — A1
2. **Number** — B1, B2
3. **Geometric Reasoning** — E1, E2
4. **Patterns and Algebra** — C1

Progress Report → Term 1

Winter Break

Block 2

Winter Break
to March Break

48 instructional days

5. **Number** — B1, B2, F1
6. **Algebra and Coding** — C2, C3
7. **Location and Movement** — E1, C3

Term 1 → Term 2

March Break

Block 3

March Break
to end of school year

67 instructional days

8. **Financial Lit/ Number** — F1, B2
9. **Data and Probability** — D1, D2
10. **Measurement** — E2, B2
11. **Last 20 Days** — A1

Term 2

Simcoe County District School Board

Grade 1 Course of Study: 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**
   F1, B2
   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

Grade 1 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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

Grade 1 Course of Study: Block 2

Winter Break to March Break 48 instructional days

Term 1

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

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

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)

Term 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)

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

Grade 1 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Number/Financial Literacy

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 2 Course of Study: 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**
   F1, B2
   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

Grade 2 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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

(E.1.1 - E1.3, E2.1 - E 2.3)

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 relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 20, 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 50, and explain the strategies used

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

Time: E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds

Grade 2 Course of Study: Block 2

Winter Break to March Break 48 instructional days

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

(B1.1 - B1.7, B2.1 - B2.6, F1.1)

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 - C3.3)

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 1

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 relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 20, 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 50, and explain the strategies used

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

Time: E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds

Grade 2 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Number/Financial Literacy

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

(F1.1, B2.1 - B2.6, B1.6, B1.7)

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

(E2.11 - E2.3, E1.1 - E1.3, B2.4 - B2.6)

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 relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations

Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 20, 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 50, and explain the strategies used

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

Time: E2.6 use analog and digital clocks and timers to tell time in hours, minutes, and seconds

Simcoe County District School Board

Grade 3 Course of Study: 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**
   F1, B2
   10+ days
9. **Data and Probability**
   D1, D2
   13+ days
10. **Measurement**
    E2, B2
    20+ days
11. **Last 20 Days**
    A1
    15+ days

Term 2

Grade 3 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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, E2.5)

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 operations, and the relationships between multiplication and division, to solve problems and check calculations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 3)* recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts

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

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

Time: E2.4 use units of time, including seconds, minutes, hours, and nonstandard units, to describe the duration of various events

Grade 3 Course of Study: Block 2

Winter Break to March Break 48 instructional days

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

(B1.6, B1.7, B2.1 - B2.9, F1.1)

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

(C1.4, 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, C3.1, C3.2)

Term 1

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 operations, and the relationships between multiplication and division, to solve problems and check calculations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 3)* recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts

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

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

Time: E2.4 use units of time, including seconds, minutes, hours, and nonstandard units, to describe the duration of various events

Grade 3 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Number/Financial Literacy

10+ days

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

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

(B1.6, B1.7, B2.1 - B2.9, F1.1)

9 Data and Probability

13+ 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 - E2.9, E1.3)

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 operations, and the relationships between multiplication and division, to solve problems and check calculations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 3)* recall and demonstrate multiplication facts of 2, 5, and 10, and related division facts

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

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

Time: E2.4 use units of time, including seconds, minutes, hours, and nonstandard units, to describe the duration of various events

Simcoe County District School Board

Grade 4 Course of Study: 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
   15+ days
4. **Patterns and Algebra**
   C1
   10+ 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. **Financial Lit/Number**
   F1, B2
   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

Grade 4 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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 - B1.9, B2.2 - B2.4

3 Geometric Reasoning

15+ 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, E2.1, E2.2, E2.3

4 Patterns and Algebra

10+ 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 operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 4*) recall and demonstrate multiplication facts for 1 × 1 to 10 × 10, and related division facts

Mental Math: B2.3 (*Grade 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; (*Grade 4)* use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used

Grade 4 Course of Study: Block 2

Winter Break to March Break 48 instructional days

5 Number

15+ days

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

(B2.5 - B2.8, F1.1, F1.2)

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

(E1.2, E1.3, C3.1, C3.2)

Term 1

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 operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 4*) recall and demonstrate multiplication facts for 1 × 1 to 10 × 10, and related division facts

Mental Math: B2.3 (*Grade 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; (*Grade 4)* use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used

Grade 4 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Financial Lit/Number

15+ days

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

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

(F1.1 - F1.5, B2.4, B2.8)

9 Data and Probability

20+ 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 - D1.6, D2.1, D2.2)

10 Measurement

15+ 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, E2.4, E2.5, E2.6, B2.4, B2.5)

11 Last 20 Days

10+ 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 operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 4*) recall and demonstrate multiplication facts for 1 × 1 to 10 × 10, and related division facts

Mental Math: B2.3 (*Grade 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; (*Grade 4)* use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used

Simcoe County District School Board

Grade 5 Course of Study: 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
   15+ days
4. **Patterns and Algebra**
   C1
   10+ 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. **Financial Lit/Number**
   F1, B2
   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

Grade 5 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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 - B1.7, B2.2 - B2.5)

3

Geometric Reasoning

15+ 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

10+ 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 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

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used

Grade 5 Course of Study: Block 2

Winter Break to March Break 48 instructional days

5 Financial Lit/Number

15+ days

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

(B2.6 - B2.9, F1.1, F1.2)

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 - C2.4, 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 1

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 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

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used

Grade 5 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Financial Lit/Number

15+ days

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

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

(F1.1 - F1.6, B2.2 - B2.4)

9 Data and Probability

20+ 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 - D1.6, D2.1, D2.2)

10 Measurement

15+ 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 - E2.6, B2.4, B2.6, B2.7)

11 Last 20 Days

10+ 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 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

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used

Simcoe County District School Board

Grade 6 Course of Study: 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
   15+ days
4. **Patterns and Algebra**
   C1
   10+ 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. **Financial Lit/Number**
   F1, B2
   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

Grade 6 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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 - B1.6, B2.2 - B2.5)

3

Geometric Reasoning

15+ days

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

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

(E1.1, E1.2, E2.1 - E2.3)

4

Patterns and Algebra

10+ 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 and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used; (*Grade 6*) use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used

Grade 6 Course of Study: Block 2

Winter Break to March Break 48 instructional days

5

Number

15+ days

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

(B2.2, B2.3, B2.6 - B2.12)

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 - C2.4, 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

(E1.3, E1.4, C3.1, C3.2)

Term 1

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 and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used; (*Grade 6*) use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used

Grade 6 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Financial Lit/Number

15+ days

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

(F1.1 - F1.5)

9 Data and Probability

20+ 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 - D1.6, D2.1, D2.2)

10 Measurement

15+ 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 - E2.6, B2.4, B2.7, B2.8)

11 Last 20 Days

10+ 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 and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 2*) recall and demonstrate addition facts for numbers up to 20, and related subtraction facts; (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used; (*Grade 6*) use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used

Simcoe County District School Board

Grade 7 Course of Study: 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 — 15+ days
4. **Patterns and Algebra** — C1 — 10+ 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. **Financial Lit/Number** — F1, B2 — 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

Grade 7 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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, B1.3 - B1.6, B2.1, B2.4 - B2.6)

3 Geometric Reasoning

15+ 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, E1.2, E2.1, E2.2, E2.7)

4 Patterns and Algebra

10+ 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, C2.2)

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 and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (*Grade 7*) understand and recall commonly used percents, fractions, and decimal equivalents

Mental Math: B2.3 (*Grade 5*) use mental math strategies, including estimation, to add and subtract whole numbers, and explain the strategies used; (*Grade 6*) use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used; (*Grade 7*) understand and recall commonly used square numbers and their square roots

Grade 7 Course of Study: Block 2

Winter Break to March Break 48 instructional days

5

Number

15+ days

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

(B1.2, B1.6, B1.7, B2.2, B2.3, B2.7 - B2.10)

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 - C2.4, C3.1, C3.2, B2.1)

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

(E1.3, E1.4)

Term 1

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 and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (*Grade 7*) understand and recall commonly used percents, fractions, and decimal equivalents

Mental Math: B2.3 (*Grade 5*) use mental math strategies, including estimation, to add and subtract whole numbers, and explain the strategies used; (*Grade 6*) use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used; (*Grade 7*) understand and recall commonly used square numbers and their square roots

Grade 7 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Financial Lit/Number

15+ days

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

(F1.1 - F1.6)

9 Data and Probability

20+ 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 - D1.6, D2.1, D2.2)

10 Measurement

15+ days

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

(E2.1 - E2.7)

11 Last 20 Days

10+ 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 and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 5*) recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (*Grade 7*) understand and recall commonly used percents, fractions, and decimal equivalents

Mental Math: B2.3 (*Grade 5*) use mental math strategies, including estimation, to add and subtract whole numbers, and explain the strategies used; (*Grade 6*) use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used; (*Grade 7*) understand and recall commonly used square numbers and their square roots

Simcoe County District School Board

Grade 8 Course of Study: 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
   15+ days
4. **Patterns and Algebra**
   C1
   10+ 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. **Financial Lit/Number**
   F1, B2
   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

Grade 8 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

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, B1.2, B2.1 - B2.5, E2.1)

3 Geometric Reasoning

15+ 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, E1.2, E2.2)

4 Patterns and Algebra

10+ 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 and order of operations, and the relationships between operations, to solve problems involving rational numbers, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 5)* recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (*Grades 7-8*) understand and recall commonly used percents, fractions, decimal equivalents, square numbers, and their square roots

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used; (*Grades 6-7*) use mental math strategies to calculate percents of whole numbers, and increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used; (*Grade 8*) use mental math strategies to multiply and divide whole numbers and decimal numbers up to thousandths by powers of ten, and explain the strategies used

Grade 8 Course of Study: Block 2

Winter Break to March Break 48 instructional days

5

Number

15+ days

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

(B2.1, B2.6 - B2.7)

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 - C2.4, 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

(E1.1 - E1.3)

Term 1

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 and order of operations, and the relationships between operations, to solve problems involving rational numbers, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 5)* recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (*Grades 7-8*) understand and recall commonly used percents, fractions, decimal equivalents, square numbers, and their square roots

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used; (*Grades 6-7*) use mental math strategies to calculate percents of whole numbers, and increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used; (*Grade 8*) use mental math strategies to multiply and divide whole numbers and decimal numbers up to thousandths by powers of ten, and explain the strategies used

Grade 8 Course of Study: Block 3

March Break to end of school year 67 instructional days

8 Financial Lit/Number

15+ days

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

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

(F1.1 - F1.6)

9 Data and Probability

20+ 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 - D1.6, D2.1, D2.2)

10 Measurement

15+ 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

(E2.3, E2.4, B2.2, B1.3)

11 Last 20 Days

10+ 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 and order of operations, and the relationships between operations, to solve problems involving rational numbers, ratios, rates, and percents, including those requiring multiple steps or multiple operations

Math Facts: B2.2 (*Grade 5)* recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts; (*Grade 6*) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (*Grades 7-8*) understand and recall commonly used percents, fractions, decimal equivalents, square numbers, and their square roots

Mental Math: B2.3 (*Grades 3-5)* use mental math strategies to add and subtract whole numbers, decimals and explain the strategies used; (*Grades 6-7*) use mental math strategies to calculate percents of whole numbers, and increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used; (*Grade 8*) use mental math strategies to multiply and divide whole numbers and decimal numbers up to thousandths by powers of ten, and explain the strategies used