<table>
<thead>
<tr>
<th>Block 1</th>
<th>1 First 20 Days  A1</th>
<th>2 Number  B1, B2</th>
<th>3 Geometric Reasoning  E1, E2</th>
<th>4 Patterns and Algebra  C1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Start of school year to Winter Break</td>
<td>71 instructional days</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Winter Break**

<table>
<thead>
<tr>
<th>Block 2</th>
<th>5 Number  B1, B2, F1</th>
<th>6 Algebra and Coding  C2, C3</th>
<th>7 Location and Movement  E1, C3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Break to March Break</td>
<td>48 instructional days</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**March Break**

<table>
<thead>
<tr>
<th>Block 3</th>
<th>8 Financial Lit/Number  F1, B2</th>
<th>9 Data and Probability  D1, D2</th>
<th>10 Measurement  E2, B2</th>
<th>11 Last 20 Days  A1</th>
</tr>
</thead>
<tbody>
<tr>
<td>March Break to end of school year</td>
<td>67 instructional days</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Term 1**

**Term 2**

**Simcoe County District School Board**

**Scope and Sequence Grades 1-8**
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

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

<table>
<thead>
<tr>
<th>Block</th>
<th>Topic</th>
<th>Duration</th>
<th>Ongoing Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First 20 Days</td>
<td>15+ days</td>
<td>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</td>
</tr>
<tr>
<td>2</td>
<td>Number</td>
<td>20+ days</td>
<td>Mathematical Modelling: C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</td>
</tr>
<tr>
<td>3</td>
<td>Geometric Reasoning</td>
<td>12+ days</td>
<td>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</td>
</tr>
<tr>
<td>4</td>
<td>Patterns and Algebra</td>
<td>12+ days</td>
<td>Math Facts: B2.2 recall and demonstrate addition facts for numbers up to 10, and related subtraction facts</td>
</tr>
</tbody>
</table>

### Progress Report

**Term 1**

**Grade 1 Course of Study:**

**Block 1:** Beginning of school year to Winter Break  
71 instructional days

**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

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td>15+ days</td>
</tr>
<tr>
<td><strong>Number</strong>: B1. demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</td>
<td><strong>Algebra</strong>: C2. demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts</td>
</tr>
<tr>
<td><strong>Number</strong>: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life</td>
<td><strong>Algebra</strong>: C3. solve problems and create computational representations of mathematical situations using coding concepts and skills (C2.1 - C2.3, C3.1, C3.2)</td>
</tr>
<tr>
<td><strong>Financial Lit</strong>: F1. demonstrate the knowledge and skills needed to make informed financial decisions (B1.1 - B1.8, B2.1 - B2.5, F1.1)</td>
<td></td>
</tr>
</tbody>
</table>

### 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) |

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### 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

<table>
<thead>
<tr>
<th>8</th>
<th>Number/Financial Literacy</th>
<th>10+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial Literacy:</strong> F1. demonstrate an understanding of the value of Canadian currency</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number:</strong> 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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>9</th>
<th>Data and Probability</th>
<th>15+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Data:</strong> D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Data:</strong> D2. describe the likelihood that events will happen, and use that information to make predictions (D1.1 - D1.5, D2.2)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10</th>
<th>Measurement</th>
<th>20+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Spatial Sense:</strong> E2. compare, estimate, and determine measurements in various contexts</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Number:</strong> 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)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11</th>
<th>Last 20 Days</th>
<th>15+ days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social-Emotional Learning Skills:</strong> 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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 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**

**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**

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

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)

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

**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

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**Number**

15+ days

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

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**Algebra and Coding**

15+ days

**Algebra:**
- C2. demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts
- C3. solve problems and create computational representations of mathematical situations using coding concepts and skills (C2.1 - C2.3, C3.1 - C3.3)

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**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
- C3. solve problems and create computational representations of mathematical situations using coding concepts and skills (E1.4, E1.5, C3.1, C3.2)
Grade 2 Course of Study: Block 3
March Break to end of school year  67 instructional days

**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

**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 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)

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**

## Term 1

### 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)

### 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)

### 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 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

**Number/Financial Literacy**

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

**Data and Probability**

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

**Measurement**

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

**Last 20 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**

**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**

**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
   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
   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

**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 $1 \times 1$ to $10 \times 10$, 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

### 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)

### Algebra and Coding
15+ days

**Algebra:**
- C2. demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts
- C3. solve problems and create computational representations of mathematical situations using coding concepts and skills

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

### 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)

### 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 $1 \times 1$ to $10 \times 10$, 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**

<table>
<thead>
<tr>
<th>Block 3</th>
<th>Financial Lit/Number</th>
<th>Data and Probability</th>
<th>Measurement</th>
<th>Last 20 Days</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15+ days</strong></td>
<td><strong>8</strong> Financial Lit/Number</td>
<td><strong>20+ days</strong> Data and Probability</td>
<td><strong>15+ days</strong> Measurement</td>
<td><strong>10+ days</strong> Last 20 Days</td>
</tr>
<tr>
<td>Financial Literacy: F1. demonstrate the knowledge and skills needed to make informed financial decisions</td>
<td>Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</td>
<td>Spatial Sense: E2. compare, estimate, and determine measurements in various contexts</td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life (F1.1 - F1.5, B2.4, B2.8)</td>
<td>Data: D2. describe the likelihood that events will happen, and use that information to make predictions (D1.1 - D1.6, D2.1, D2.2)</td>
<td>(E2.1, E2.2, E2.4, E2.5, E2.6, B2.4, B2.5)</td>
<td><strong>Ongoing Focus:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematical Modelling:</strong> C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</td>
<td><strong>Properties and Relationships:</strong> 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</td>
<td><strong>Math Facts:</strong> 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 x 1 to 10 x 10, and related division facts</td>
<td><strong>Mental Math:</strong> 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</td>
<td></td>
</tr>
</tbody>
</table>

**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 x 1 to 10 x 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 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

### Progress Report

### Term 1

<table>
<thead>
<tr>
<th>Block</th>
<th>Topic</th>
<th>Duration</th>
<th>Focus Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>First 20 Days</td>
<td>15+ days</td>
<td>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</td>
</tr>
</tbody>
</table>
| 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) |

### 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 x 0 to 12 x 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
**Financial Lit/Number**

**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)

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**Algebra and Coding**

**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)

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**Location and Movement**

**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)

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**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

## Term 2

### March Break to end of school year  67 instructional days

<table>
<thead>
<tr>
<th>#</th>
<th>Topic</th>
<th>Duration</th>
<th>Focuses</th>
</tr>
</thead>
</table>
| 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 |

### 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

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

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
   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
   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)

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

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)

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)

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)

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

<table>
<thead>
<tr>
<th>Block</th>
<th>Duration</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>15+ days</td>
<td>Financial Lit/Number: F1. demonstrate the knowledge and skills needed to make informed financial decisions (F1.1 - F1.5)</td>
</tr>
<tr>
<td>9</td>
<td>20+ days</td>
<td>Data and Probability: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life. D2. describe the likelihood that events will happen, and use that information to make predictions (D1.1 - D1.6, D2.1, D2.2)</td>
</tr>
<tr>
<td>10</td>
<td>15+ days</td>
<td>Measurement: 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)</td>
</tr>
<tr>
<td>11</td>
<td>10+ days</td>
<td>Last 20 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</td>
</tr>
</tbody>
</table>

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 7 Course of Study: Block 1

**Beginning of school year to Winter Break  \ 71 instructional days**

<table>
<thead>
<tr>
<th>First 20 Days</th>
<th>Number</th>
<th>Geometric Reasoning</th>
<th>Patterns and Algebra</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>15+ days</strong></td>
<td>20+ days</td>
<td>15+ days</td>
<td>10+ days</td>
</tr>
</tbody>
</table>
| **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 | **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) | **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) | **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**

**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 $0 \times 0$ to $12 \times 12$, 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

<table>
<thead>
<tr>
<th>Block 2</th>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number</strong></td>
<td>15+ days</td>
<td>15+ days</td>
</tr>
<tr>
<td><strong>Algebra and Coding</strong></td>
<td>15+ days</td>
<td>10+ days</td>
</tr>
<tr>
<td><strong>Location and Movement</strong></td>
<td>10+ days</td>
<td></td>
</tr>
</tbody>
</table>

### 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

---

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


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

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

**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)

**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)
# Grade 7 Course of Study: Block 3

March Break to end of school year  67 instructional days

## Term 2

<table>
<thead>
<tr>
<th>Block</th>
<th>Days</th>
<th>Ongoing Focus</th>
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</table>
| **8** | **Financial Lit/Number**<br>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.  
**Financial Literacy**: F1. demonstrate the knowledge and skills needed to make informed financial decisions (F1.1 - F1.6) |
| **9** | **Data and Probability**<br>20+ days | **Ongoing Focus**:  
**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 |
| **10** | **Measurement**<br>15+ days | **Spatial Sense**: E2. compare, estimate, and determine measurements in various contexts (E2.1 - E2.7) |
| **11** | **Last 20 Days**<br>10+ days | **Social-Emotional Learning Skills**<br>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 |
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**

**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**

**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)

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

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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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

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**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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