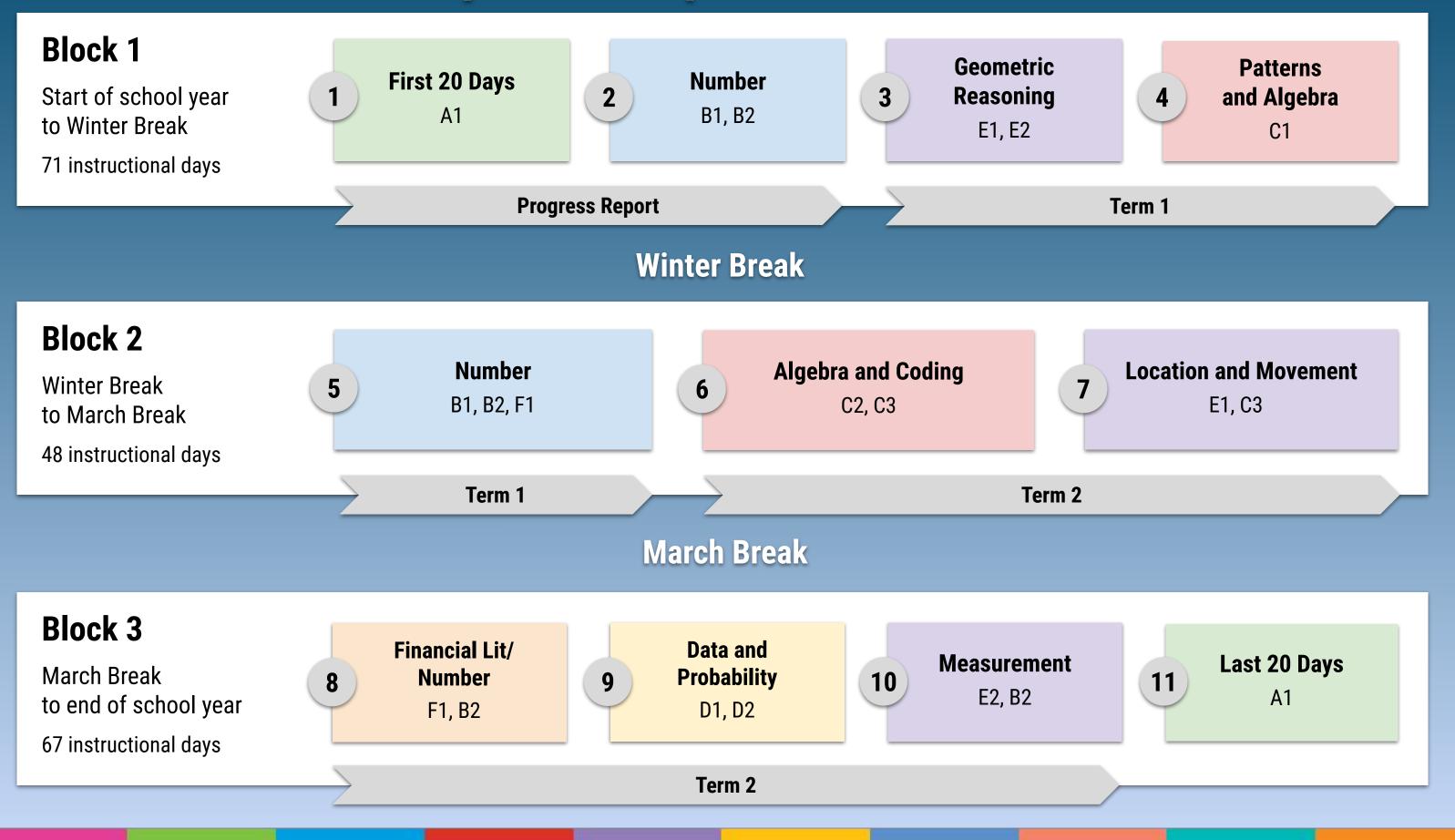
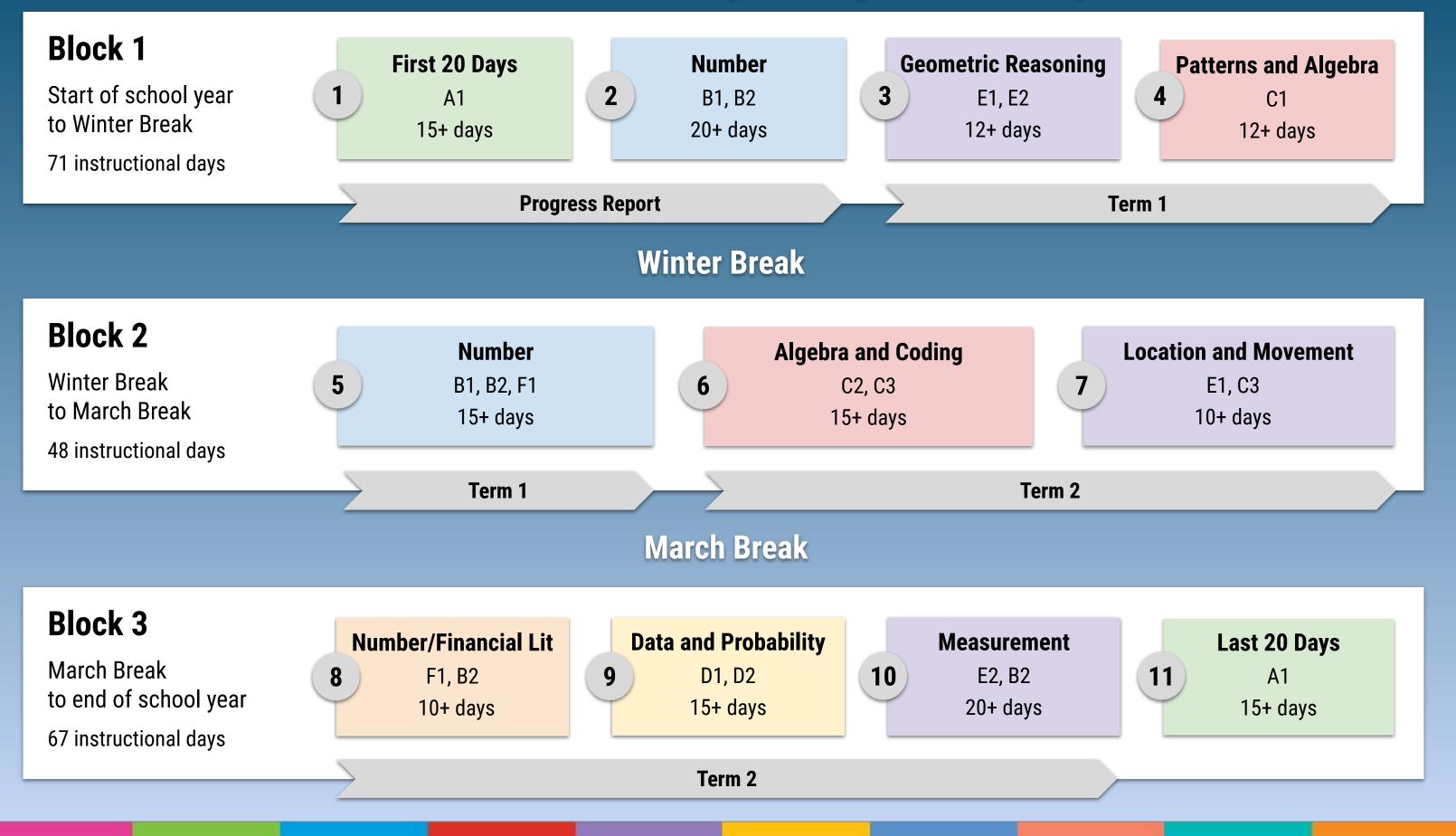
Simcoe County District School Board Scope and Sequence Grades 1-8



Simcoe County District School Board Grade 1 Course of Study: Scope and Sequence



Grade 1 Course of Study: Block 1

3

Beginning of school year to Winter Break 71 instructional days

First 20 Days

1

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

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)

Progress Report

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)

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 real-life situations in the other five strands of the mathematics curriculum

Mathematical Modelling:

2

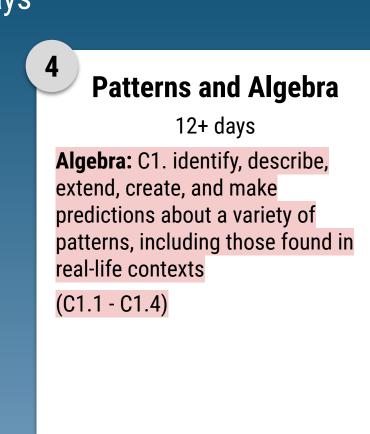
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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

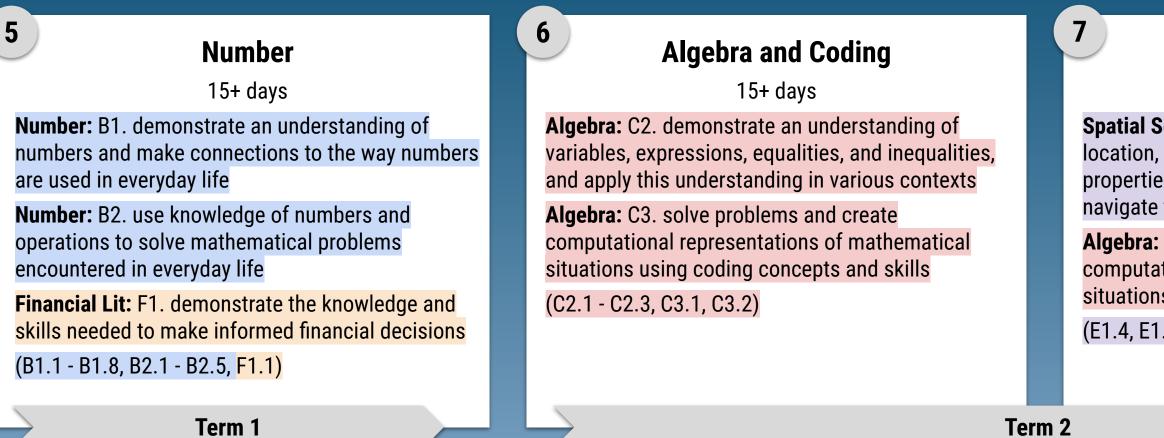


Term 1

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



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 real-life situations 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

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

Location and Movement

10+ davs

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)

> 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 Jumber/Financial Literacy	9 Data and Probability	10 Measurement
10+ days	15+ days	20+ days
Financial Literacy: F1. demonstrate an understanding of the value of Canadian currency Number: B2. use knowledge of	Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	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 (B1.6, - B1.8, B2.1 - B2.5, F1.1)	Data: D2. describe the likelihood that events will happen, and use that information to make predictions (D1.1 - D1.5, D2.2)	numbers and operations to solve mathematical problems encountered in everyday life (E2.1, E2.2, B2.1, B2.3 - B2.5)

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 real-life situations 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

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

11

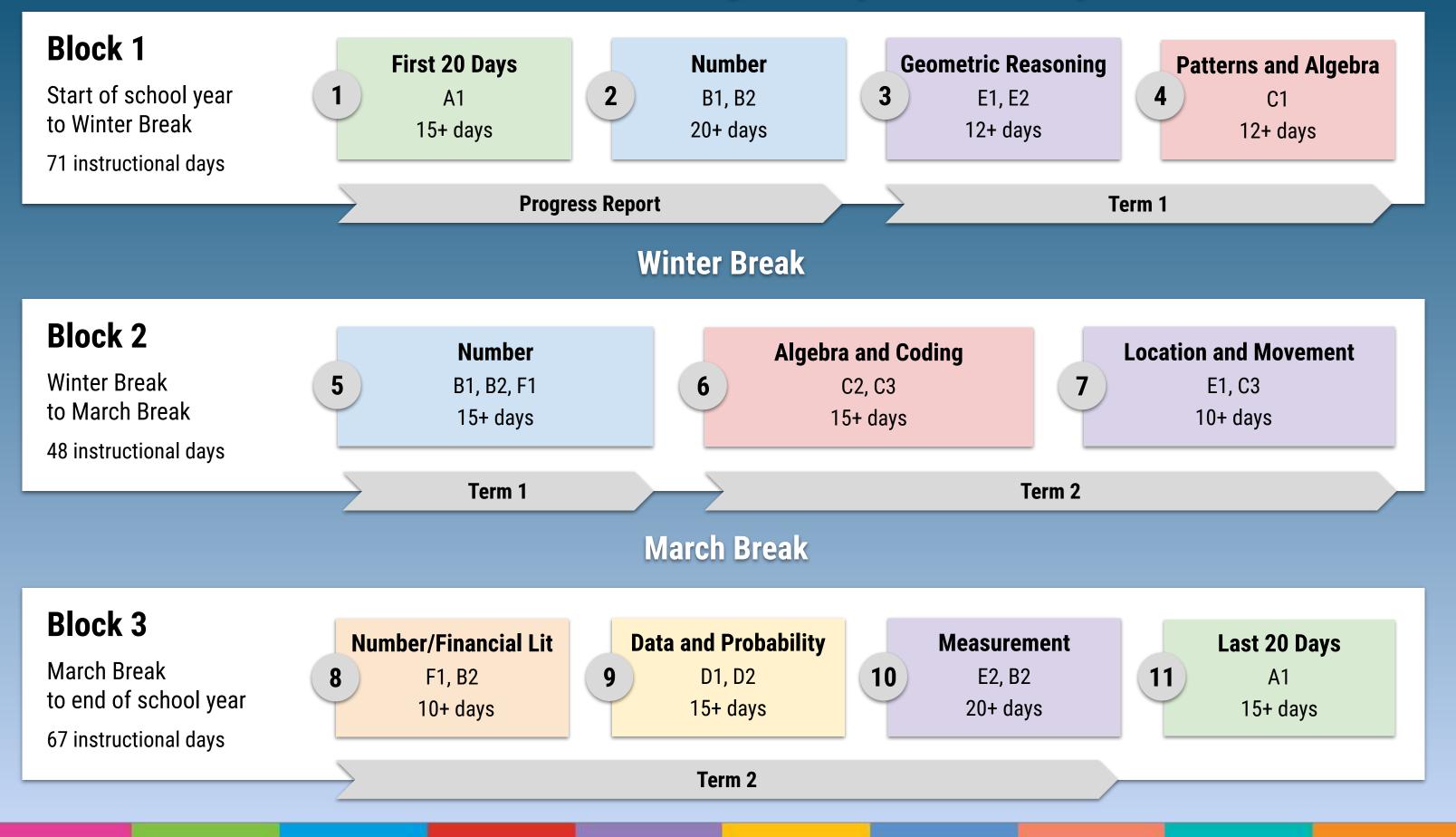
Last 20 Days

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

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



Grade 2 Course of Study: Block 1

3

Beginning of school year to Winter Break 71 instructional days

First 20 Days

1

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

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)

Progress Report

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)

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 real-life situations in the other five strands of the mathematics curriculum

Mathematical Modelling:

2

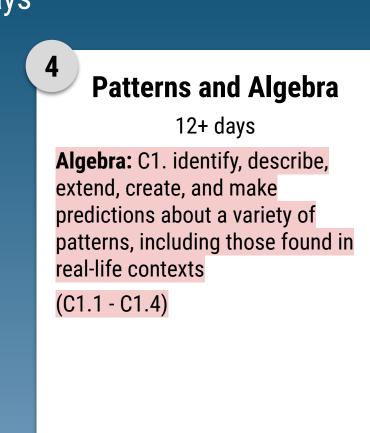
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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



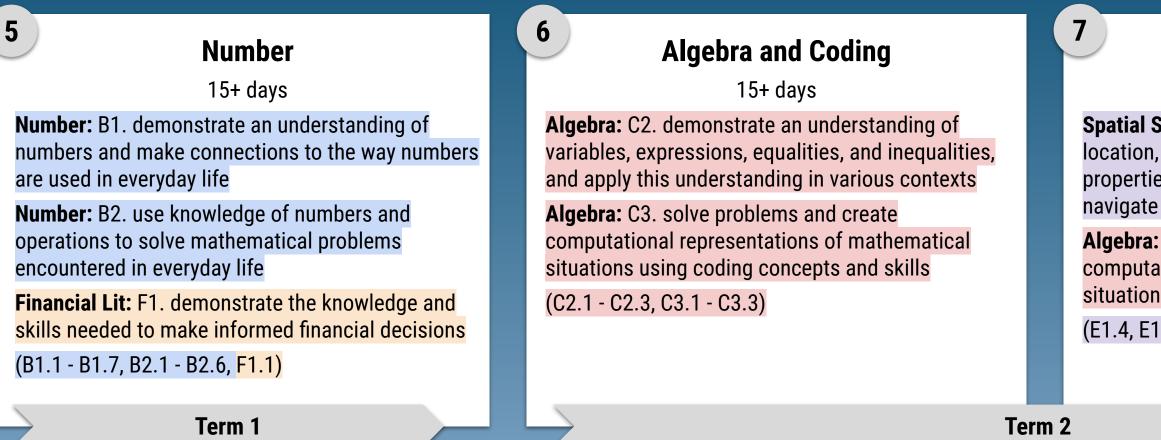
Term 1

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 real-life situations 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

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

Location and Movement

10+ davs

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)

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 Jumber/Financial Literacy	9 Data and Probability	10 Measurement
10+ days	15+ days	20+ days
Financial Literacy: F1. demonstrate an understanding of the value of Canadian currency	Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	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 (F1.1, B2.1 - B2.6, B1.6, B1.7)	Data: D2. describe the likelihood that events will happen, and use that information to make predictions (D1.1 - D1.5, D2.2)	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)

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 real-life situations 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

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

11

Last 20 Days

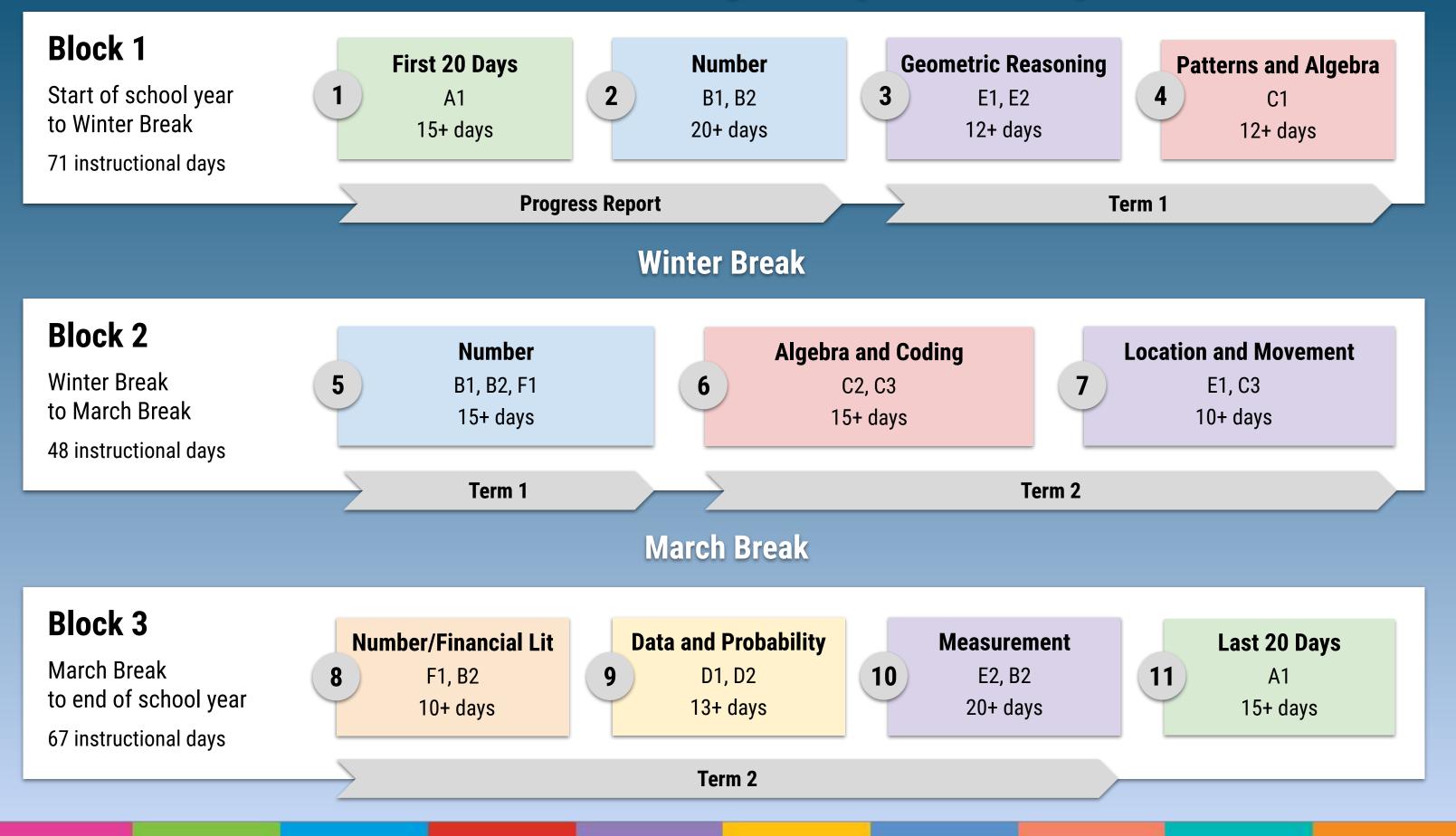
15+ days

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

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



Grade 3 Course of Study: Block 1

3

Beginning of school year to Winter Break 71 instructional days

First 20 Days

1

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

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)

Progress Report

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)

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 real-life situations in the other five strands of the mathematics curriculum

Mathematical Modelling:

2

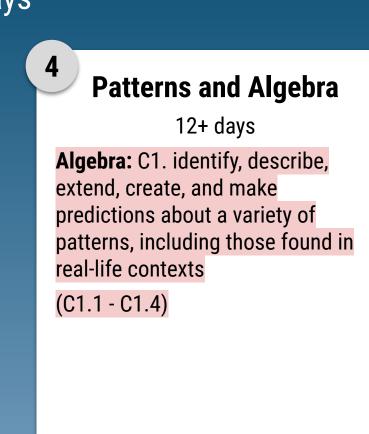
C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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



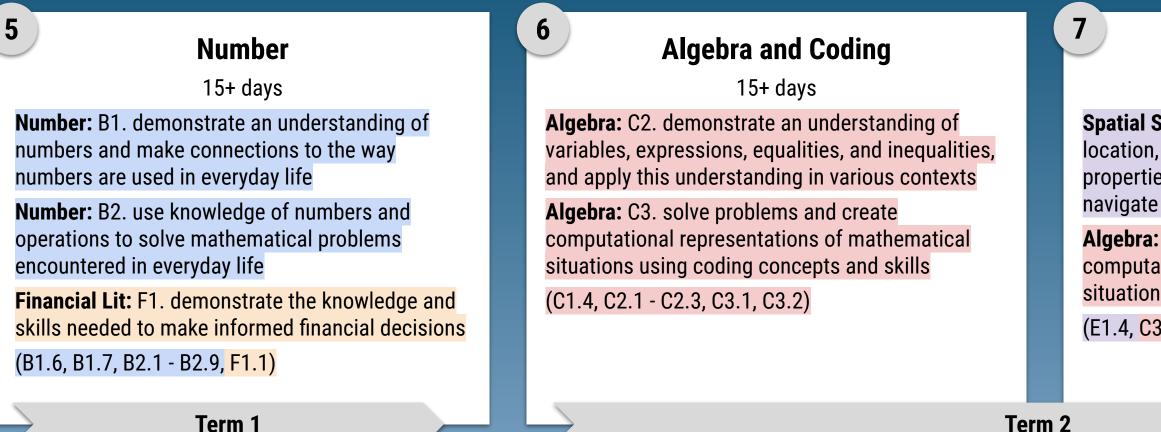
Term 1

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



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 real-life situations 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

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

Location and Movement

10+ davs

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)

> 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 Aumber/Financial Literacy	9 Data and Probability	10 Measurement
10+ days	13+ days	20+ 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)	 Data: D1. manage, analyse, and us data to make convincing argument 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 	s estimate, and determine
	(D1.1 - D1.5, D2.2)	

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 real-life situations 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

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

11

Last 20 Days

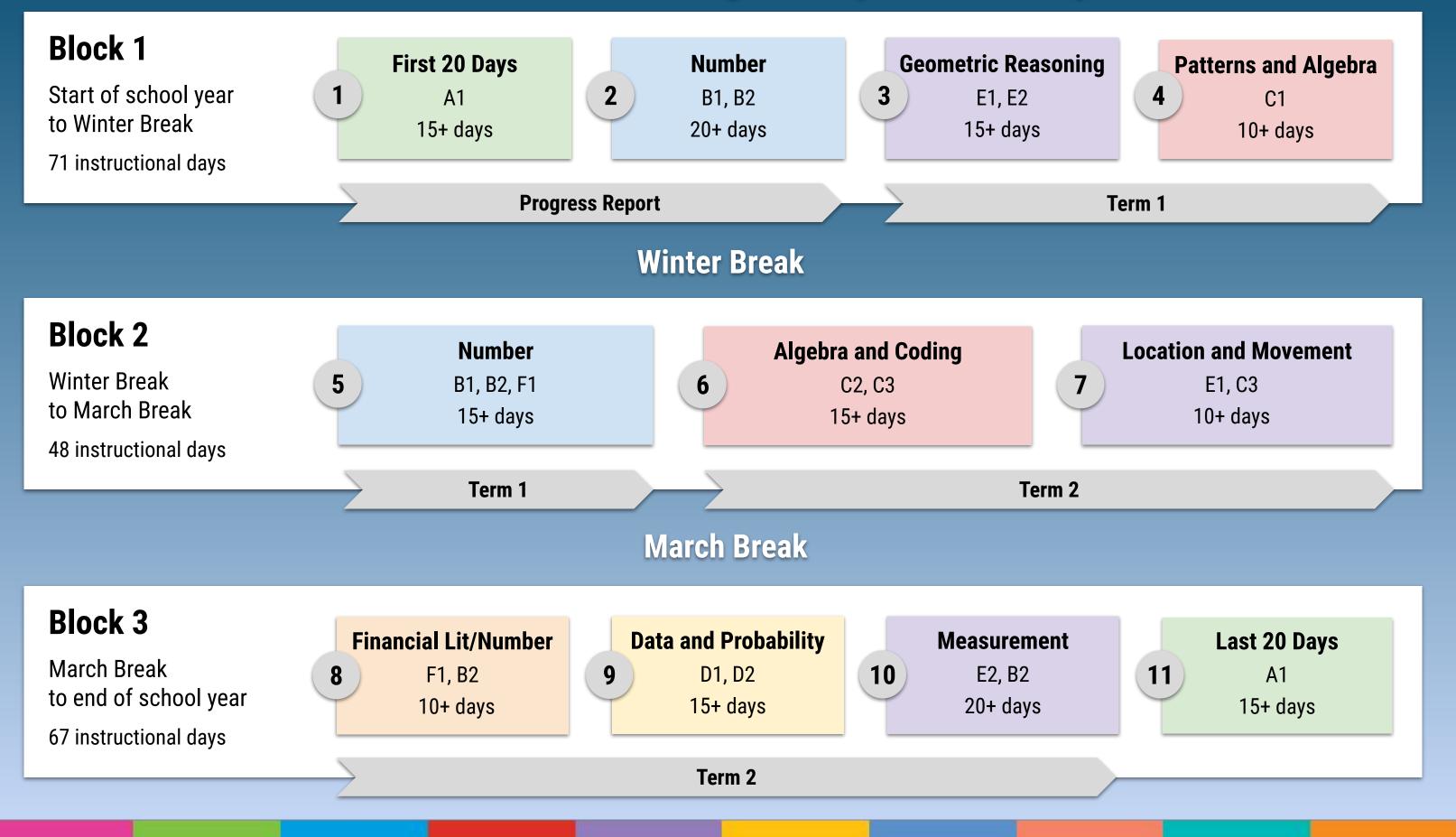
15+ days

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

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



Grade 4 Course of Study: Block 1

3

Beginning of school year to Winter Break 71 instructional days

First 20 Days

1

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

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

Progress Report

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

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 real-life situations in the other five strands of the mathematics curriculum

Mathematical Modelling:

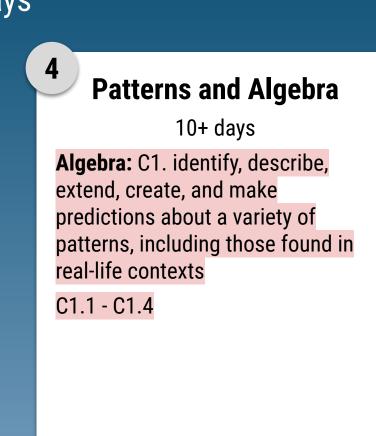
2

C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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

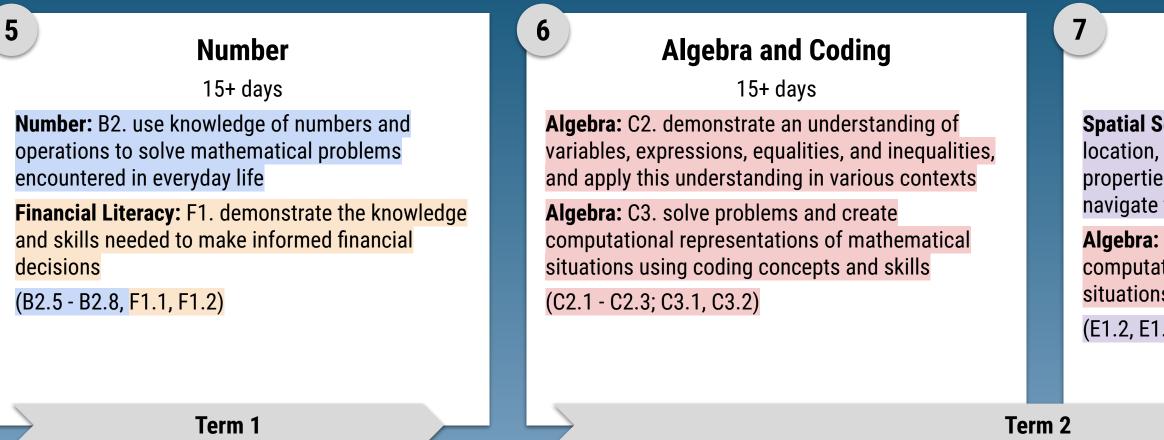


Term 1

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



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 real-life situations 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

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

Location and Movement

10+ davs

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)

> 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	9 Data and Probability	10 Measurement
15+ days	20+ days	15+ days
Financial Literacy: F1. demonstrate the knowledge and skills needed to make informed financial decisions	Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various	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	contexts drawn from real life Data: D2. describe the likelihood that events will happen, and use that information to make	Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life
<mark>(F1.1 - F1.5, B2.4, B2.8)</mark>	predictions (D1.1 - D1.6, D2.1, D2.2)	(E2.1, E2.2, E2.4, E2.5, E2.6, B2.4, B2.5)

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 real-life situations 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

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

11

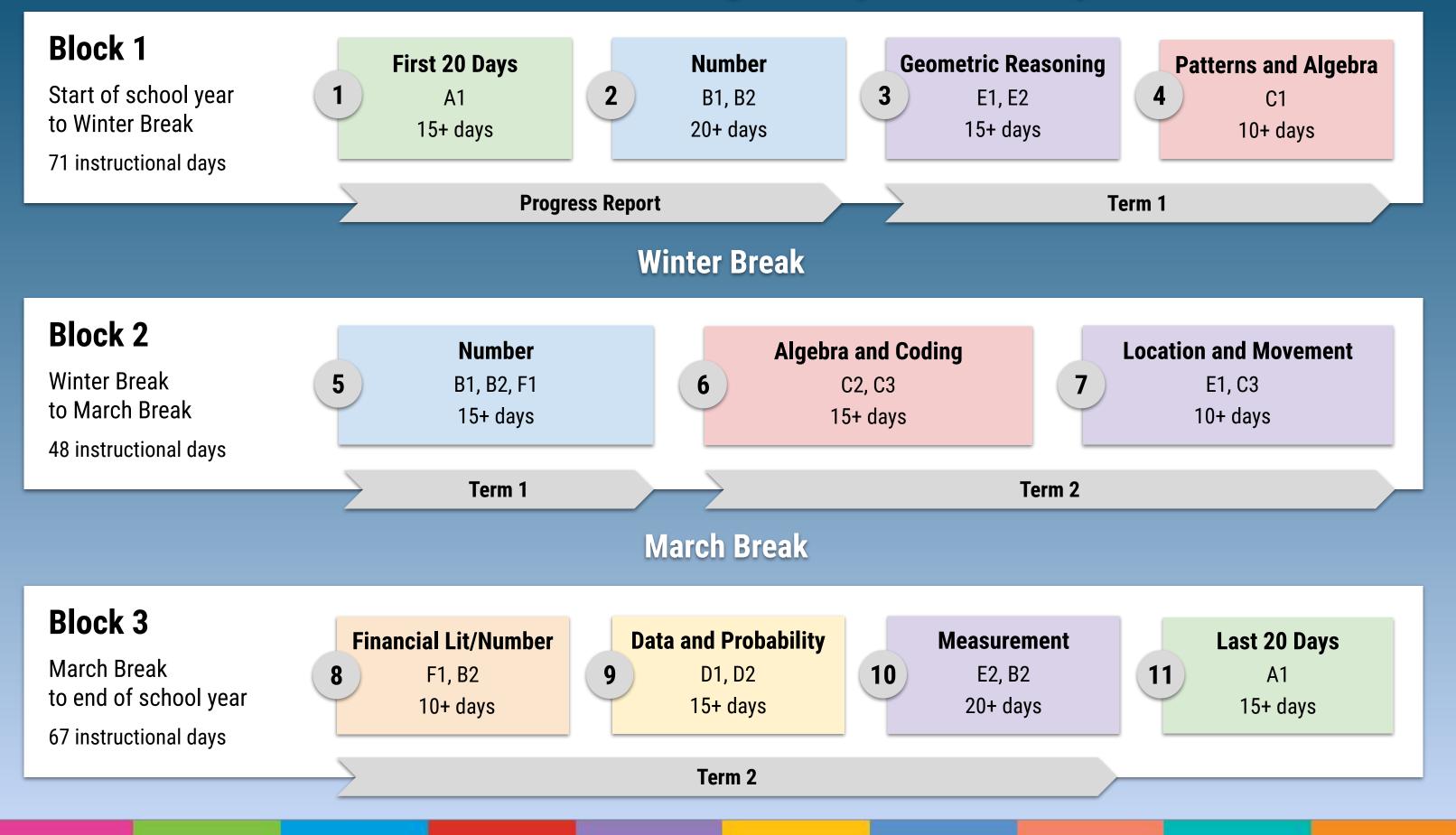
Last 20 Days

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

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



Grade 5 Course of Study: Block 1

3

Beginning of school year to Winter Break 71 instructional day

First 20 Days

1

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

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)

Progress Report

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)

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 real-life situations in the other five strands of the mathematics curriculum

Mathematical Modelling:

2

C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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

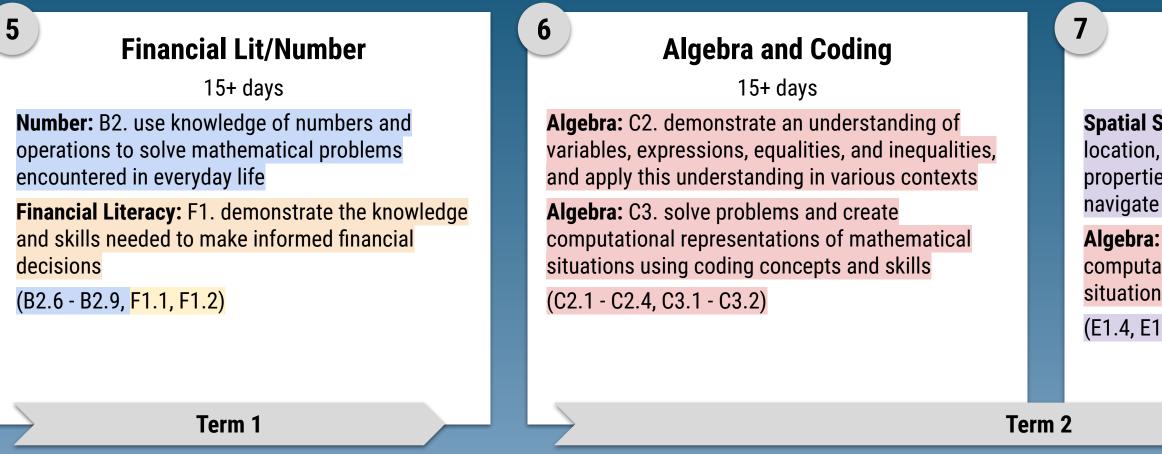
ys	
	4 Patterns and Algebra 10+ days
	Algebra: C1. identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts (C1.1 - C1.4)

Term 1

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



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 real-life situations 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

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

Location and Movement

10+ davs

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)

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	9 Data and Probability	10 Measurement
15+ days	20+ days	15+ days
Financial Literacy: F1. demonstrate the knowledge and skills needed to make informed financial decisions	Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	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	Data: D2. describe the likelihood that events will happen, and use that information to make	Number: B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life
<mark>(F1.1 - F1.6, B2.2 - B2.4)</mark>	predictions (D1.1 - D1.6, D2.1, D2.2)	(E2.1 - E2.6, B2.4, B2.6, B2.7)

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 real-life situations 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

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

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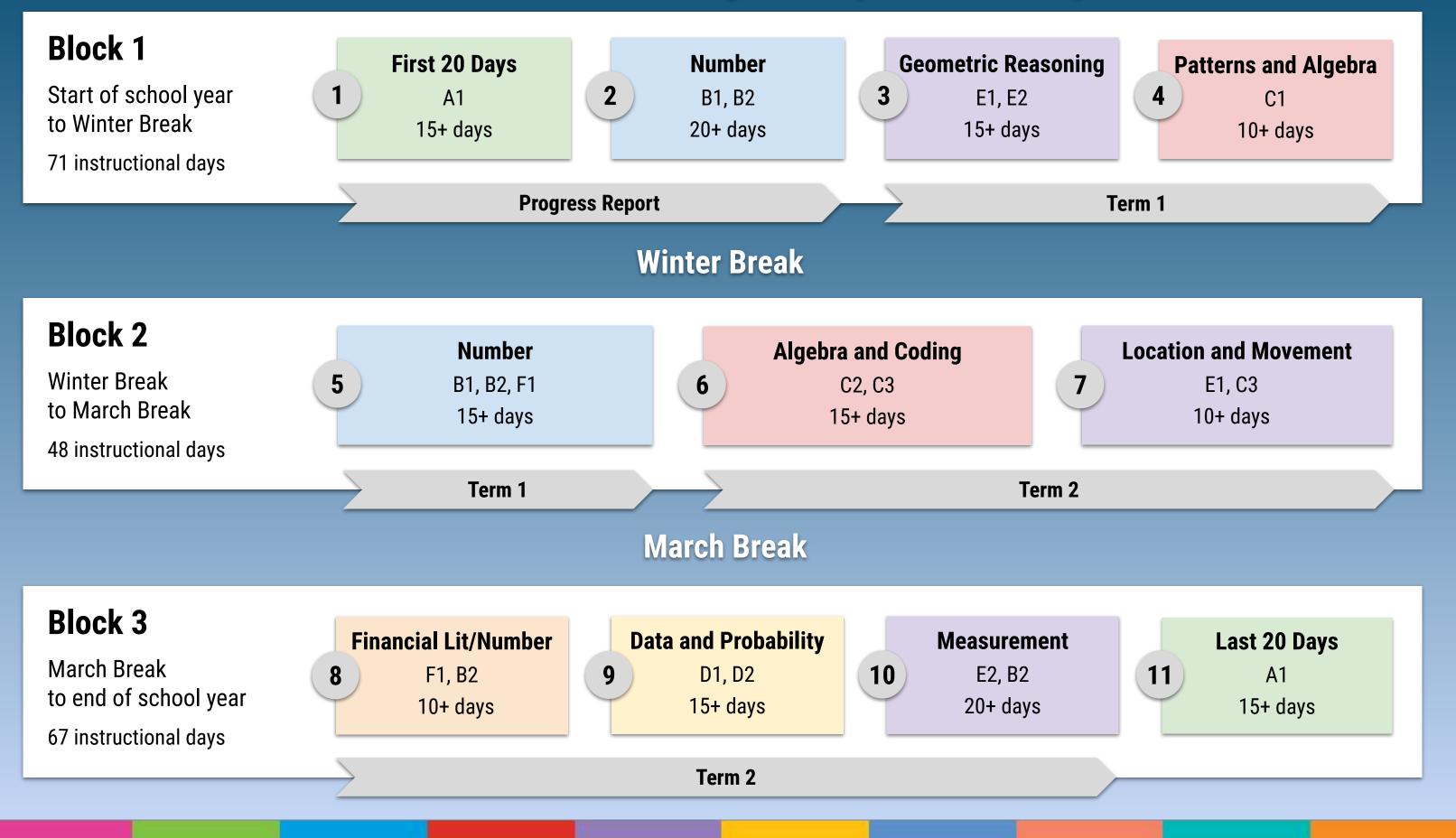
Last 20 Days

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

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



Grade 6 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

1 2 3 **First 20 Days** Number 20+ days 15+ days 15+ days Social-Emotional Learning Skills: Number: B1. demonstrate an A1. apply, to the best of their ability, understanding of numbers and a variety of social-emotional make connections to the way learning skills to support their use numbers are used in everyday life of the mathematical processes and Number: B2. use knowledge of their learning in connection with the numbers and operations to solve expectations in the other five mathematical problems strands of the mathematics encountered in everyday life contexts curriculum

(B1.1 - B1.6, B2.2 - B2.5)

Progress Report

Geometric Reasoning

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

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

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

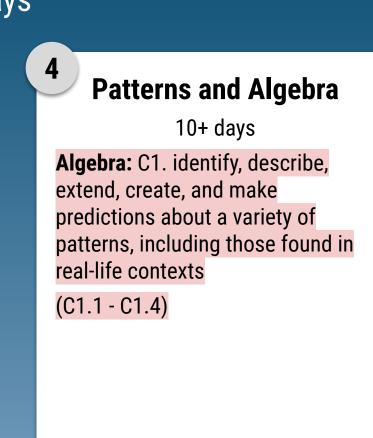
Mathematical Modelling:

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

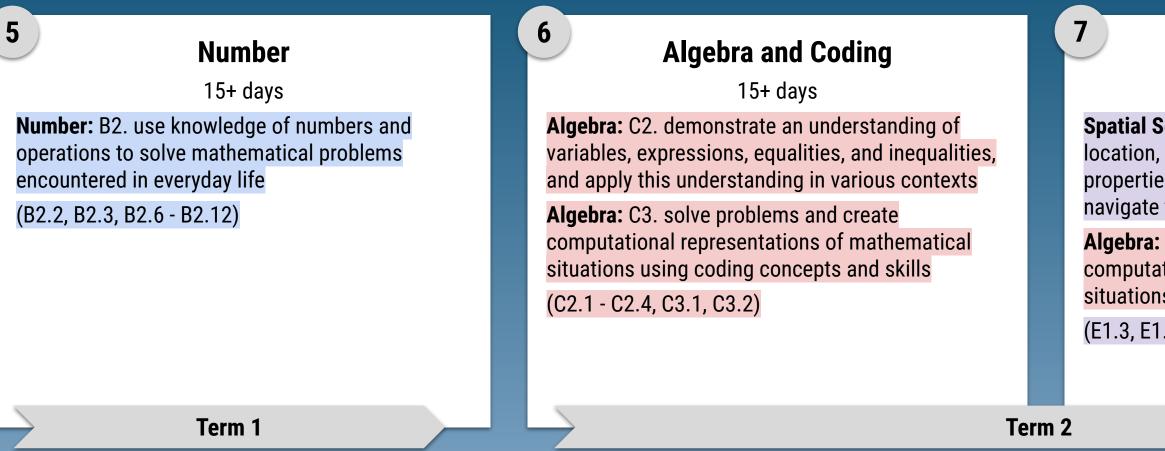


Term 1

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



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

Location and Movement

10+ days

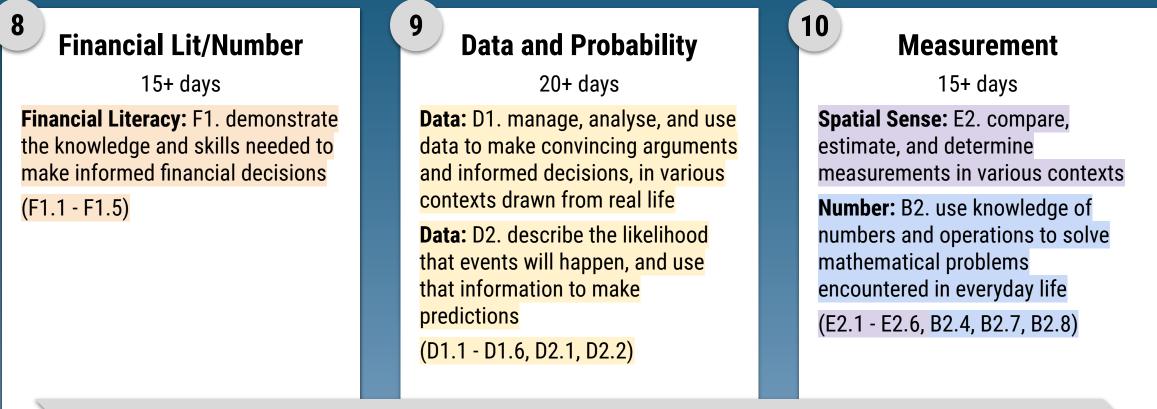
Spatial Sense: E1. describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them

Algebra: C3. solve problems and create computational representations of mathematical situations using coding concepts and skills (E1.3, E1.4, C3.1, C3.2)

> 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



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

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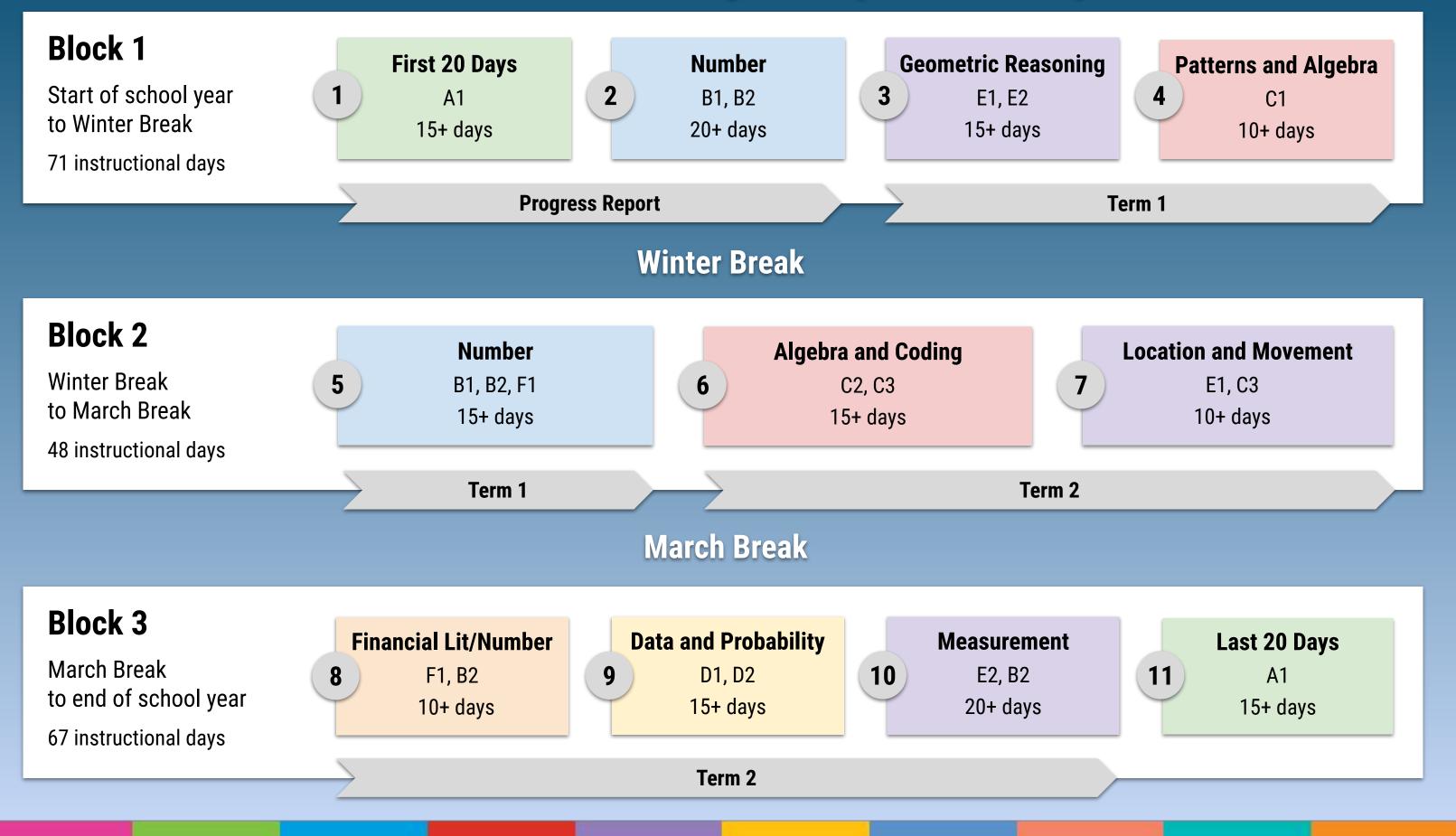
Last 20 Days

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

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



Grade 7 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days

2 3 **First 20 Days** Number 20+ days 15+ days Social-Emotional Learning Skills: Number: B1. demonstrate an A1. apply, to the best of their ability, understanding of numbers and a variety of social-emotional make connections to the way learning skills to support their use numbers are used in everyday life of the mathematical processes and Number: B2. use knowledge of around them their learning in connection with the numbers and operations to solve expectations in the other five mathematical problems strands of the mathematics encountered in everyday life curriculum

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

Progress Report

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

Spatial Sense: E2. compare, estimate, and determine measurements in various contexts (E1.1, E1.2, E2.1, E2.2, E2.7)

Ongoing Focus:

1

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 real-life situations in the other five strands of the mathematics curriculum

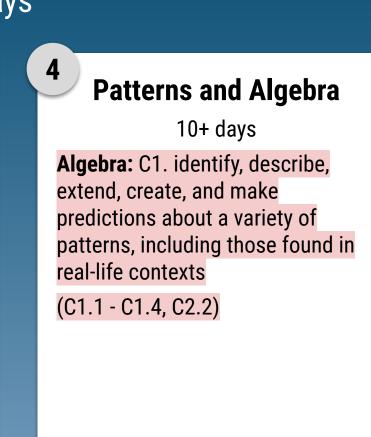
Mathematical Modelling:

C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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

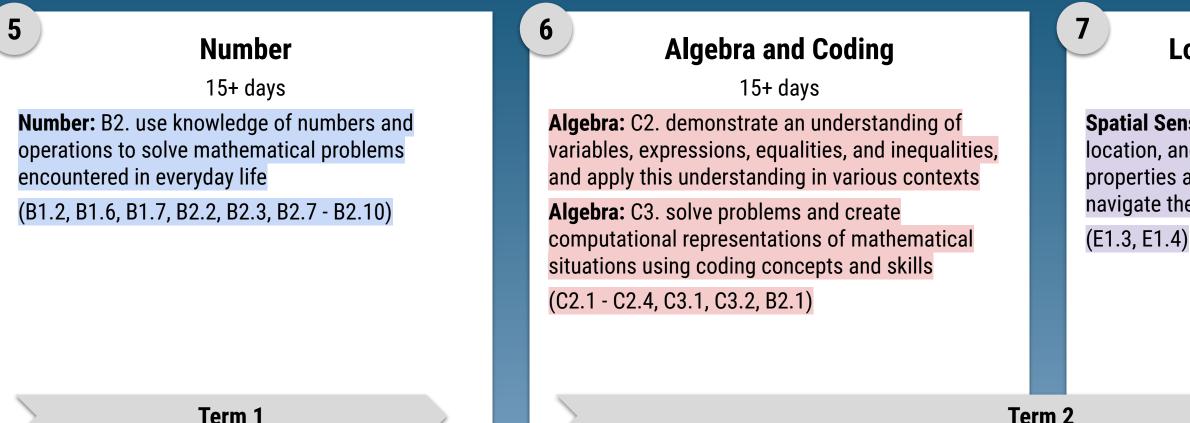


Term 1

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



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 real-life situations 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

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

Location and Movement

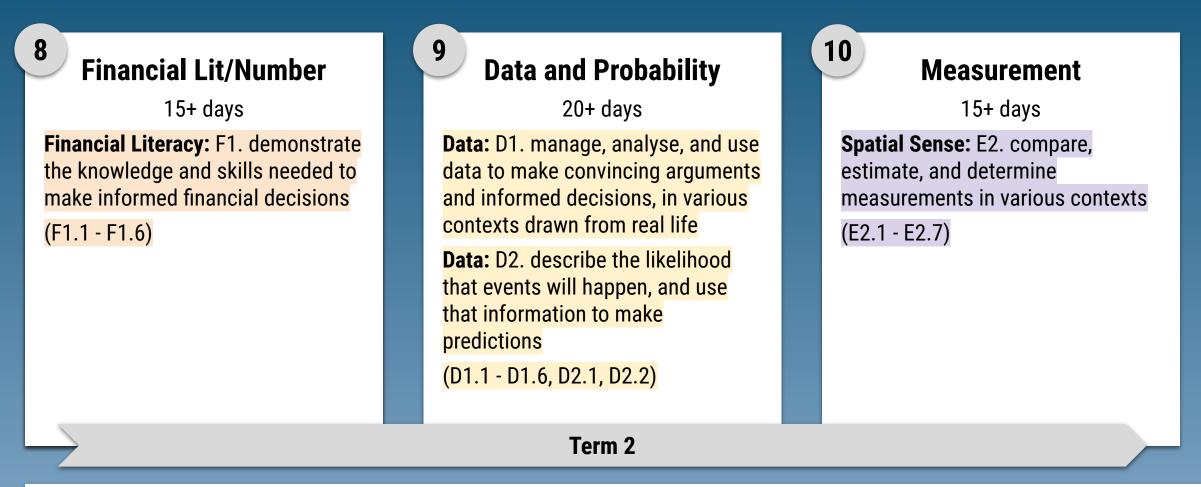
10+ davs

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

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



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 real-life situations 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

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

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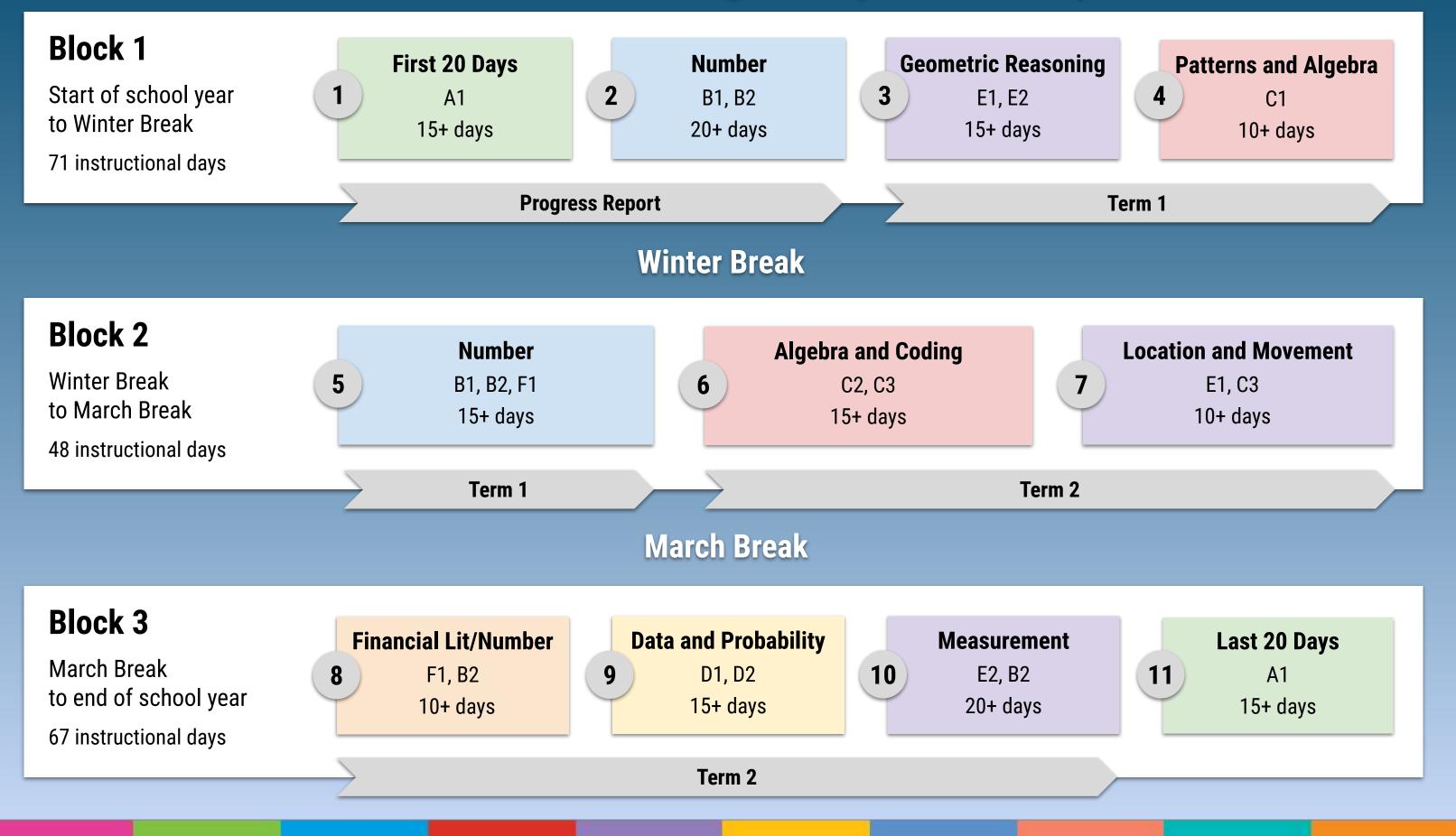
Last 20 Days

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

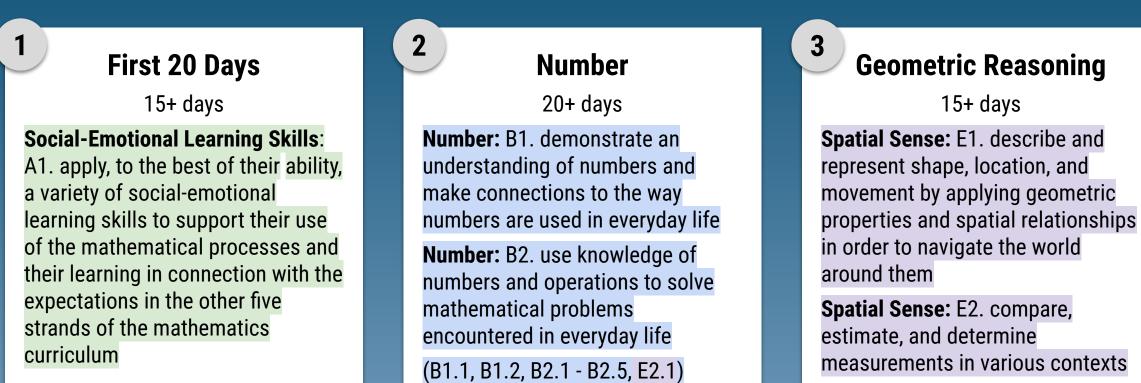
Mental Math: B2.3 (Grade 5) use mental math strategies, including estimation, to add and subtract whole numbers, and explain the strategies used; (Grade 6) use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain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



Grade 8 Course of Study: Block 1

Beginning of school year to Winter Break 71 instructional days



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

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 real-life situations in the other five strands of the mathematics curriculum

Mathematical Modelling:

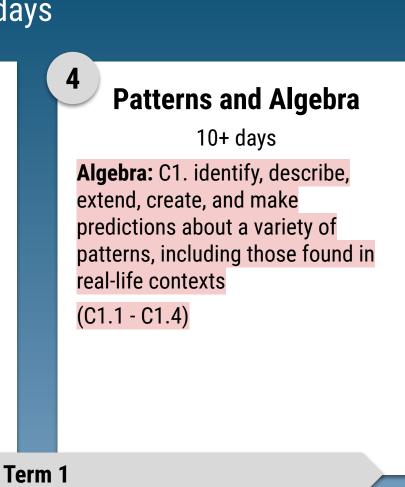
Progress Report

C4. apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into

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

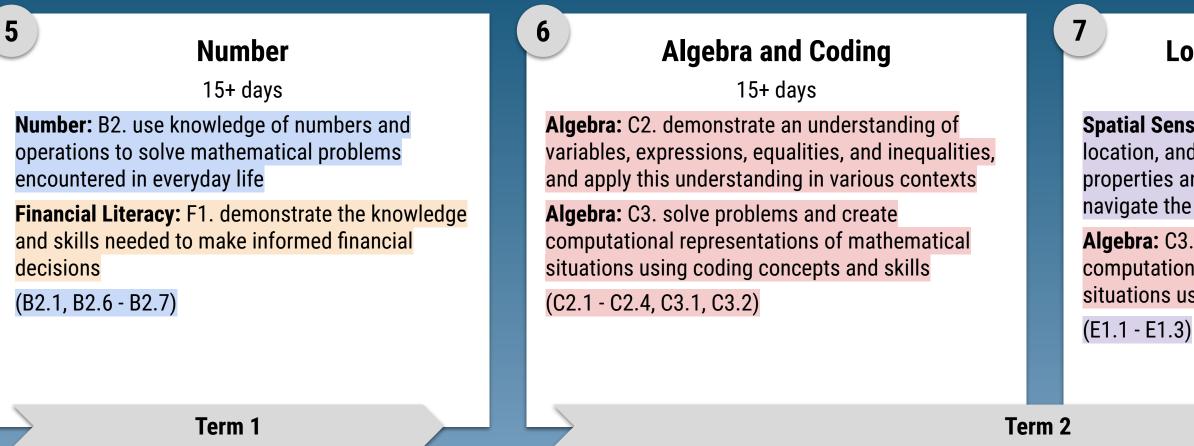
Math Facts: B2.2 (Grade 5) recall and demonstrate multiplication facts from 0×0 to 12×12 , and related division facts; (Grade 6) understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9; (Grades 7-8) understand and recall commonly used percents,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

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

Location and Movement

10+ davs

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

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	9 Data and Probability	10 Measurement
15+ days	20+ days	15+ days
Financial Literacy: F1. demonstrate the knowledge and skills needed to make informed financial decisions Number: B2. use knowledge of	Data: D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	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	Data: D2. describe the likelihood that events will happen, and use that information to make	numbers and operations to solve mathematical problems encountered in everyday life
<mark>(F1.1 - F1.6)</mark>	predictions (D1.1 - D1.6, D2.1, D2.2)	(E2.3, E2.4, B2.2, B1.3)

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 real-life situations 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

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

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

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