Simcoe County District School Board
Grade 5: 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

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

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

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

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

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

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

## Grade 5: Block 1 Overview

### Progress Report

<table>
<thead>
<tr>
<th>Term 1</th>
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<tbody>
<tr>
<td><strong>First 20 Days</strong> 15+ days</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Number</strong> 20+ days</td>
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<tr>
<td><strong>Number:</strong> B1. demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life</td>
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<tr>
<td><strong>Number:</strong> B2. use knowledge of numbers and operations to solve mathematical problems encountered in everyday life</td>
</tr>
<tr>
<td>B1.1 - B1.7, B2.2 - B2.5</td>
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<tr>
<td><strong>Geometric Reasoning</strong> 15+ days</td>
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<tr>
<td><strong>Spatial Sense:</strong> E1. describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them</td>
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<tr>
<td><strong>Spatial Sense:</strong> E2. compare, estimate, and determine measurements in various contexts</td>
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<tr>
<td>E1.1 - E1.3, E2.1 - E2.2</td>
</tr>
<tr>
<td><strong>Patterns and Algebra</strong> 10+ days</td>
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<tr>
<td><strong>Algebra:</strong> C1. identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts</td>
</tr>
<tr>
<td>C1.1 - C1.4</td>
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</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 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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used. |
Simcoe County District School Board

Grade 5: Unit 1 - First 20 Days (15+ days)

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

<table>
<thead>
<tr>
<th>To the best of their ability, students will learn to:</th>
<th>... as they apply the mathematical processes:</th>
<th>... so they can:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. identify and manage emotions</td>
<td>problem solving: develop, select, and apply problem-solving strategies</td>
<td>1. express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities</td>
</tr>
<tr>
<td>2. recognize sources of stress and cope with challenges</td>
<td>reasoning and proving: develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to justify thinking, make and investigate conjectures, and construct and defend arguments</td>
<td>2. work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience</td>
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<tr>
<td>3. maintain positive motivation and perseverance</td>
<td>reflecting: demonstrate that as they solve problems, they are pausing, looking back, and monitoring their thinking to help clarify their understanding (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal)</td>
<td>3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope</td>
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<tr>
<td>4. build relationships and communicate effectively</td>
<td>connecting: make connections among mathematical concepts, procedures, and representations, and relate mathematical ideas to other contexts (e.g., other curriculum areas, daily life, sports)</td>
<td>4. work collaboratively on math problems — expressing their thinking, listening to the thinking of others, and practising inclusivity — and in that way fostering healthy relationships</td>
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<tr>
<td>5. develop self-awareness and sense of identity</td>
<td>representing: select from and create a variety of representations of mathematical ideas (e.g., representations involving physical models, pictures, numbers, variables, graphs), and apply them to solve problems</td>
<td>5. see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging</td>
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<tr>
<td>6. think critically and creatively</td>
<td>selecting tools and strategies: select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems</td>
<td>6. make connections between math and everyday contexts to help them make informed judgements and decisions</td>
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</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 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 $0 \times 0$ to $12 \times 12$, and related division facts

Mental Math: B2.3 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board
Grade 5: Unit 2 - Number (20+ days)

Specific Expectations:

**Whole Numbers:** B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

**Whole Numbers:** B1.2 compare and order whole numbers up to and including 100 000, in various contexts

**Fractions, Decimals, and Percents:** B1.3 represent equivalent fractions from halves to twelfths, including improper fractions and mixed numbers, using appropriate tools, in various contexts

**Fractions, Decimals, and Percents:** B1.4 compare and order fractions from halves to twelfths, including improper fractions and mixed numbers, in various contexts

**Fractions, Decimals, and Percents:** B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts

**Fractions, Decimals, and Percents:** B1.6 round decimal numbers to the nearest tenth, in various contexts

**Fractions, Decimals, and Percents:** B1.7 describe relationships and show equivalences among fractions, decimal numbers up to hundredths, and whole number percents, using appropriate tools and drawings, in various contexts

**Math Facts:** B2.2 recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

**Mental Math:** B2.3 use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used

**Addition and Subtraction:** B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms

**Addition and Subtraction:** B2.5 add and subtract fractions with like denominators, in various contexts

Cross-Strand Connections:

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

**Patterns:** C1.4 create and describe patterns to illustrate relationships among whole numbers and decimal tenths and hundredths

**Area:** E2.5 use the area relationships among rectangles, parallelograms, and triangles to develop the formulas for the area of a parallelogram and the area of a triangle, and solve related problems

**Area:** E2.6 show that two dimensional shapes with the same area can have different perimeters, and solve related problems

Ongoing Focus:

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

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

**Properties and Relationships:** B2.1 use the properties of 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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board

Grade 5: Unit 3 - Geometric Reasoning (15+ days)

Specific Expectations:

Geometric Reasoning: E1.1 identify geometric properties of triangles, and construct different types of triangles when given side or angle measurements

Geometric Reasoning: E1.2 identify and construct congruent triangles, rectangles, and parallelograms

Geometric Reasoning: E1.3 draw top, front, and side views of objects, and match drawings with objects

The Metric System: E2.1 use appropriate metric units to estimate and measure length, area, mass, and capacity

The Metric System: E2.2 solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units

Cross-Strand Connections:

Math Facts: B2.2 recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

Mental Math: B2.3 use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used

Addition and Subtraction: B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms

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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board

Grade 5: Unit 4 - Patterns (10+ days)

Specific Expectations:

Patterns: C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts

Patterns: C1.2 create and translate growing and shrinking patterns using various representations, including tables of values and graphs

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

Patterns: C1.4 create and describe patterns to illustrate relationships among whole numbers and decimal tenths and hundredths

Cross-Strand Connections:

Whole Numbers: B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

Math Facts: B2.2 recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

Mental Math: B2.3 use mental math strategies to multiply whole numbers by 0.1 and 0.01 and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used

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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Financial Lit/Number
15+ days

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

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

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

Algebra and Coding
15+ days

**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

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

**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

E1.4, E1.5
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

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

Ongoing Focus:

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

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

**Properties and Relationships:**
B2.1 use the properties of 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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Specific Expectations:

**Multiplication and Division:** B2.6 represent and solve problems involving the multiplication of two-digit whole numbers by two digit whole numbers using the area model and using algorithms, and make connections between the two methods.

**Multiplication and Division:** B2.7 represent and solve problems involving the division of three-digit whole numbers by two digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately.

**Multiplication and Division:** B2.8 multiply and divide one-digit whole numbers by unit fractions, using appropriate tools and drawings.

**Multiplication and Division:** B2.9 represent and create equivalent ratios and rates, using a variety of tools and models, in various contexts.

**Money Concepts:** F1.1 describe several ways money can be transferred among individuals, organizations, and businesses.

**Money Concepts:** F1.2 estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies.

Cross-Strand Connections:

**Whole Numbers:** B1.1 read, represent, compose, and decompose whole numbers up to and including 100,000, using appropriate tools and strategies, and describe various ways they are used in everyday life.

**Equalities and Inequalities:** C2.3 solve equations that involve whole numbers up to 100 in various contexts, and verify solutions.

**Equalities and Inequalities:** C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions.

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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board
Grade 5: Unit 6 - Algebra and Coding (15+ days)

Specific Expectations:

**Variables:** C2.1 translate among words, algebraic expressions, and visual representations that describe equivalent relationships

**Variables:** C2.2 evaluate algebraic expressions that involve whole numbers

**Equalities and Inequalities:** C2.3 solve equations that involve whole numbers up to 100 in various contexts, and verify solutions

**Equalities and Inequalities:** C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions

**Coding Skills:** C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves conditional statements and other control structures

**Coding Skills:** C3.2 read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcome

Cross-Strand Connections:

**Math Facts:** B2.2 recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

**Location and Movement:** E1.4 plot and read coordinates in the first quadrant of a Cartesian plane using various scales, and describe the translations that move a point from one coordinate to another

**Location and Movement:** E1.5 describe and perform translations, reflections, and rotations up to 180° on a grid, and predict the results of these transformations

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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board

Grade 5: Unit 7 - Location and Movement (10+ days)

Specific Expectations:

**Location and Movement:** E1.4 plot and read coordinates in the first quadrant of a Cartesian plane using various scales, and describe the translations that move a point from one coordinate to another

**Location and Movement:** E1.5 describe and perform translations, reflections, and rotations up to 180° on a grid, and predict the results of these transformations

**Coding Skills:** C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves conditional statements and other control structures*

**Coding Skills:** C3.2 read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcome*

Cross-Strand Connections:

**Math Facts:** B2.2 recall and demonstrate multiplication facts from 0 × 0 to 12 × 12, and related division facts

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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board

Grade 5: Block 3 Overview

### 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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.

### Term 2

<table>
<thead>
<tr>
<th>Topic</th>
<th>Duration</th>
<th>Subtopics</th>
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</table>
| **Financial Lit/Number**     | 15+ days | 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 |
| **Data and Probability**     | 20+ days | D1. manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life  
D1.1 - D1.6, D2.1, D2.2 |
| **Measurement**              | 15+ days | E2. compare, estimate, and determine measurements in various contexts  
E2.1 - E2.6  
B2.4, B2.6, B2.7 |
| **Last 20 Days**             | 10+ days | 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 |
Specific Expectations:

Money Concepts: F1.1 describe several ways money can be transferred among individuals, organizations, and businesses.

Money Concepts: F1.2 estimate and calculate the cost of transactions involving multiple items priced in dollars and cents, including sales tax, using various strategies.

Financial Management: F1.3 design sample basic budgets to manage finances for various earning and spending scenarios.

Financial Management: F1.4 explain the concepts of credit and debt, and describe how financial decisions may be impacted by each.

Consumer and Civic Awareness: F1.5 calculate unit rates for various goods and services, and identify which rates offer the best value.

Consumer and Civic Awareness: F1.6 describe the types of taxes that are collected by the different levels of government in Canada, and explain how tax revenue is used to provide services in the community.

Math Facts: B2.2 recall and demonstrate multiplication facts from $0 \times 0$ to $12 \times 12$, and related division facts*.

Mental Math: B2.3 use mental math strategies to multiply whole numbers by $0.1$, $0.01$, and estimate sums and differences of decimal numbers up to hundredths, and explain the strategies used*.

Addition and Subtraction: B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms*.

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 $0 \times 0$ to $12 \times 12$, and related division facts.

Mental Math: B2.3 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by $0.1$, $0.01$ and estimate sums and differences of decimal numbers to hundredths and explain strategies used.

Cross-Strand Connections:

Whole Numbers: B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life.

Whole Numbers: B1.2 compare and order whole numbers up to and including 100 000, in various contexts.

Data Analysis: D1.6 analyse different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions.
Specific Expectations:

Data Collection and Organization: D1.1 explain the importance of various sampling techniques for collecting a sample of data that is representative of a population

Data Collection and Organization: D1.2 collect data, using appropriate sampling techniques as needed, to answer questions of interest about a population, and organize the data in relative frequency tables

Data visualisation: D1.3 select from among a variety of graphs, including stacked-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs

Data visualisation: D1.4 create an infographic about a data set, representing the data in appropriate ways, including in relative-frequency tables and stacked bar graphs, and incorporating any other relevant information that helps to tell a story about the data

Data Analysis: D1.5 determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers and decimal numbers, and explain what each of these measures indicates about the data

Data Analysis: D1.6 analyse different sets of data presented in various ways, including in stacked-bar graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions

Probability: D2.1 use fractions to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions

Probability: D2.2 determine and compare the theoretical and experimental probabilities of of an event happening

Cross-Strand Connections:

Multiplication and Division: B2.6 represent and solve problems involving the multiplication of two-digit whole numbers by two digit whole numbers using the area model and using algorithms, and make connections between the two methods

Multiplication and Division: B2.7 represent and solve problems involving the division of three-digit whole numbers by two digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately

Equalities and Inequalities: C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions

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

Math Facts: B2.3 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Specific Expectations:

The Metric System: E2.1 use appropriate metric units to estimate and measure length, area, mass, and capacity*

The Metric System: E2.2 solve problems that involve converting larger metric units into smaller ones, and describe the base ten relationships among metric units*

Angles: E2.3 compare angles and determine their relative size by matching them and by measuring them using appropriate nonstandard units

Angles: E2.4 explain how protractors work, use them to measure and construct angles up to 180°, and use benchmark angles to estimate the size of other angles

Area: E2.5 use the area relationships among rectangles, parallelograms, and triangles to develop the formulas for the area of a parallelogram and the area of a triangle, and solve related problems

Area: E2.6 show that two dimensional shapes with the same area can have different perimeters, and solve related problems

Addition and Subtraction: B2.4 represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 100 000, and of decimal numbers up to hundredths, using appropriate tools, strategies, and algorithms*

Multiplication and Division: B2.6 represent and solve problems involving the multiplication of two-digit whole numbers by two digit whole numbers using the area model and using algorithms, and make connections between the two methods*

Multiplication and Division: B2.7 represent and solve problems involving the division of three-digit whole numbers by two digit whole numbers using the area model and using algorithms, and make connections between the two methods, while expressing any remainder appropriately*

Cross-Strand Connections:

Whole Numbers: B1.1 read, represent, compose, and decompose whole numbers up to and including 100 000, using appropriate tools and strategies, and describe various ways they are used in everyday life

Fractions, Decimals, Percents: B1.5 read, represent, compare, and order decimal numbers up to hundredths, in various contexts

Fractions, Decimals, Percents: B1.6 round decimal numbers to the nearest tenth, in various contexts

Equalities and Inequalities: C2.3 solve equations that involve whole numbers up to 100 in various contexts, and verify solutions

Equalities and Inequalities: C2.4 solve inequalities that involve one operation and whole numbers up to 50, and verify and graph the solutions

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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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 (Grade 4) use mental math strategies to multiply whole numbers by 10, 100, 1000, divide by 10, and add and subtract decimal tenths and explain strategies used; (Grade 5) use mental math strategies to multiply whole numbers by 0.1, 0.01 and estimate sums and differences of decimal numbers to hundredths and explain strategies used.
Simcoe County District School Board
Grade 5: Unit 11 - Last 20 Days (15+ days)

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

<table>
<thead>
<tr>
<th>To the best of their ability, students will learn to:</th>
<th>... as they apply the mathematical processes:</th>
<th>... so they can:</th>
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<tbody>
<tr>
<td>1. identify and manage emotions</td>
<td>problem solving: develop, select, and apply problem-solving strategies</td>
<td>1. express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities</td>
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<td></td>
<td>reasoning and proving: develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to justify thinking, make and investigate conjectures, and construct and defend arguments</td>
<td>2. work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience</td>
</tr>
<tr>
<td>2. recognize sources of stress and cope with challenges</td>
<td>reflecting: demonstrate that as they solve problems, they are pausing, looking back, and monitoring their thinking to help clarify their understanding (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal)</td>
<td>3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope</td>
</tr>
<tr>
<td>3. maintain positive motivation and perseverance</td>
<td>connecting: make connections among mathematical concepts, procedures, and representations, and relate mathematical ideas to other contexts (e.g., other curriculum areas, daily life, sports)</td>
<td>4. work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships</td>
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<tr>
<td>4. build relationships and communicate effectively</td>
<td>communicating: express and understand mathematical thinking, and engage in mathematical arguments using everyday language, language resources as necessary, appropriate mathematical terminology, a variety of representations, and mathematical conventions</td>
<td>5. see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging</td>
</tr>
<tr>
<td>5. develop self-awareness and sense of identity</td>
<td>representing: select from and create a variety of representations of mathematical ideas (e.g., representations involving physical models, pictures, numbers, variables, graphs), and apply them to solve problems</td>
<td>6. make connections between math and everyday contexts to help them make informed judgements and decisions</td>
</tr>
<tr>
<td>6. think critically and creatively</td>
<td>selecting tools and strategies: select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems</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

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