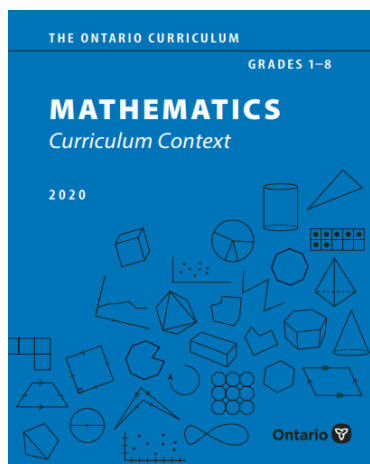


District School Board of Niagara Mathematics Scope & Sequence – Primary 2020/21 Version

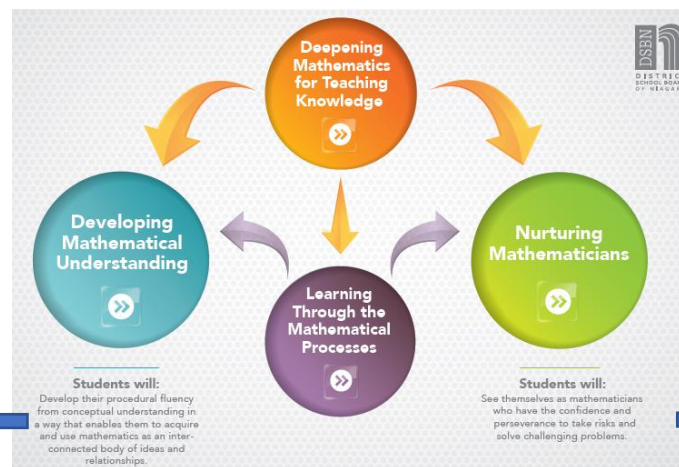
Our Goal: To nurture a love of mathematics, while developing thinking and reasoning skills, confidence and perseverance, and mathematical understanding that empowers students to solve problems in their current and future lives.



As a result of changes to the curriculum, we felt that this previously created representation of effective mathematics teaching and learning would help us to reflect about the goals of our student-centered mathematics classrooms.



Students will:
Develop their procedural fluency from conceptual understanding in a way that enables them to acquire and use mathematics as an interconnected body of ideas and relationships.



Students will:
See themselves as mathematicians who have the confidence and perseverance to take risks and solve challenging problems.

Reflective Questions to guide our focus throughout the year:

How will we focus on both developing mathematical understanding and nurturing mathematicians?

How does this curriculum's focus on teaching through problem solving and representing help to develop reasoning and sense making?

How does this curriculum support the whole child in developing a positive math identity?

How can the mathematical processes be a vehicle to help children learn about their social-emotional learning skills?

	2020/21 DSBN MATHEMATICS SCOPE & SEQUENCE – PRIMARY VERSION
ALL YEAR	<ul style="list-style-type: none"> Spatial, Algebraic and Proportional Reasoning are overarching ideas that permeate mathematics learning across all strands. Focus on both developing these reasoning skills and using them to support student learning of various concepts. Effective instruction remains grounded in moving back and forth within the Concrete-Representation-Abstract sequence. Manipulatives and models remain a critical aspect of students’ abilities to make sense of the mathematics they are learning. The sequence presented below is designed to make connections between concepts, as this supports the view of mathematics as an interconnected discipline rather than a series of isolated skills (e.g., measurement as a context for number, probability and data as a context for number, patterns as a context for shape and number, location & movement as a context for coding). The curriculum is explicit in emphasizing ‘everyday’ and ‘real-life’. Ground problems and activities in our students’ lived world. ‘In various contexts’ is a descriptor for most number sense expectations, encouraging us to learn about number through experiences in other strands. Despite ‘back to basics’ messaging in the media, this curriculum emphasizes both representations and contexts to develop number sense. Intentionally revisiting concepts throughout the year is important (see Curriculum Connections column).
ALL YEAR	<p>Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes</p> <ul style="list-style-type: none"> These student SELs give us language to identify, support and celebrate students in a wholistic manner. They celebrate the affect involved in learning mathematics and demand the need for our mathematics classrooms to be student-centered, with students as the decision makers within problem solving (This reinforces even more that all expectations start with ‘Students will...’). The mathematical processes remain a focus of the purpose of learning mathematics. Consider how we can both use the process skills to learn within the topics below and how the topics below can serve as the vehicle to help develop and support the process skills.
ALL YEAR	<p>Mathematical Modelling</p> <ul style="list-style-type: none"> “Mathematical modelling provides authentic connections to real-life situations. The process starts with ill-defined, often messy real-life problems that may have several different solutions that are all correct. Mathematical modelling requires the modeller to be critical and creative and make choices, assumptions, and decisions. Through this process, they create a mathematical model that describes a situation using mathematical concepts and language, and that can be used to solve a problem or make decisions and can be used to deepen understanding of mathematical concepts.” (p. 34) This overall expectation is embedded throughout other strands and is explicit in order to support and develop the behaviours of effective mathematicians who notice and wonder about things all the time and who use models to visualize and make sense of problems they are trying to solve!
ALL YEAR	<ul style="list-style-type: none"> The major part of every math class is based in the topics listed in the Scope & Sequence below. A minor part of every math class is based in a non-topic ‘routine’: <ul style="list-style-type: none"> When in a number topic, plan an ‘Engaging the Mathematician’ task (e.g., Pattern Block, Tangram and Pentomino Puzzles, #mathphoto, ‘Taking Shape’ tasks, samebutdifferent, wodb, I spy, #mathartchallenge, Logic games, ‘Who made this graph? Why?’) When in a non-number topic, plan a ‘Computational Fluency’ task (e.g., Dot plates, math strings, choral counting, number of the day, True or False Equality, Card & Dice Games, Splat, Open middle problems, Money) Dreambox offers individualized support to students mostly in the areas of number and algebra (5-6 lessons per week) Certain topics and expectations from the curriculum should be addressed primarily through routine and/or actual everyday contexts (i.e., B2.3 Mental Math, B2.2 Math Facts, C2.1 Variables, F1.1 Money Concepts, Calendar (Grade 1 - E2.3), Duration of Events (Grade 2 – E2.4) Telling Time (Grade 3 – E2.6))

Term 1

Week	Grade 1	Grade 2	Grade 3	Curriculum Connections
1	Welcoming my Mathematicians!			A B, C, D or E
2	C1 Patterns: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts			B: Counting & Operational Sense (+/-) (x/÷ in Grade 3)
3				C: Algebra
4				E: Geometric Reasoning
5				F: Money Concepts The Arts & Physical Education
6	E1 Geometric Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them			C: Equality
7				D: Sorting
8				E: Measurement Attributes
9	'How many?' B1 Whole Numbers: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life			C: Equality D: Organizing
Building Number & Equality through Contexts of Measurement				B & C & E
10	E2 Measurement: compare, estimate, and determine measurements in various contexts			B: Counting & Operational Sense (+/-)
11				C: Equality
	(Attributes)	(Length)	(Length, Mass & Capacity)	
12	B1 Whole Numbers: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life B2 Addition and Subtraction: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life C2 Equality and Inequality: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts			C: Variables
13				D: Organizing and Collecting
14				E: Measurement
15				F: Money Concepts
	(Fosnot: Apple Boxes)	(Fosnot: Organizing and Collecting)	(Fosnot: T-Shirt Factory)	
Winter Break				
16	Revisit and Reflect on SELs & Mathematical Processes			A B, C, D, E or F

Week	Grade 1	Grade 2	Grade 3	Curriculum Connections
Building Number & Equality through Contexts of Probability & Data				B & E
1 2	D2 Probability: describe the likelihood that events will happen, and use that information to make predictions			B: Whole Numbers & Operational Sense (+/-) D: Data E: Spatial
3 4	B1 Whole Numbers: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life B2 Addition and Subtraction: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life C2 Equality and Inequality: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts			D: Probability & Data E: Measurement
5	(Fosnot: Double Decker Bus)	(Fosnot: Measuring for the Art Show)	(Fosnot: Ages and Timelines) C4 Mathematical Modelling: apply the process of mathematical modelling* to represent, analyse, make predictions, and provide insight into real-life situations	Mathematical Modelling: A B, C, D, E and/or F (Measurement & Counting/Estimation)
6 7 8 9	D1 Data: manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life			B: Whole Numbers & Operational Sense (+/-), (x/÷ in Grade 3) D: Probability E: Sorting Science & Language
March Break				
10	C4 Mathematical Modelling: apply the process of mathematical modelling* to represent, analyse, make predictions, and provide insight into real-life situations		E1 Location & Movement: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	Location & Movement: B: Whole Numbers & Operational Sense (+/-) C: Equality/Inequality E: Location & Movement Physical Education & Social Studies
11	E1 Location & Movement: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them		C3 Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding: B: Whole Numbers & Operational Sense (+/-) C: Equality E: Geometry & Measurement
12	C3 Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills		E1 Area: compare, estimate, and determine measurements in various contexts	Geometric Reasoning: B: Fair Sharing E: Measurement
13	E1 Geometric Reasoning: describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them			Area: B: Whole Numbers & Operational Sense C: Equality E: Geometry

14 15	B1 Fair Sharing: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life		B2 Multiplication & Division: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life (Fosnot: Groceries, Stamps & Measuring Strips)	Fair Sharing: B: Operational Sense (x,÷) E: Geometry & Measurement
16	C1 Patterns: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts C2 Variables & Equality/Inequality: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts			Multiplication & Division: C: Patterns, Variables & Equality E: Area
17			C1 Patterns: identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts C2 Variables & Equality/Inequality: demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	Patterns/Variables/Equality: B: Whole Numbers & Operational Sense (+,-) & (x,÷ in Grade 3) E: Measurement The Arts
18	(Fosnot: Beads, Shoes & Making Twos)	(Fosnot: Trades, Jumps & Stops)	C3 Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding: B: Whole Numbers & Operational Sense (+/-) C: Equality E: Geometry & Measurement
19	C3 Coding: solve problems and create computational representations of mathematical situations using coding concepts and skills		B1 Fair Sharing/Fractions: demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	Fair Sharing: B: Operational Sense (x,÷) C: Patterns & Equality E: Geometry & Measurement
20	B2 Multiplication & Division: use knowledge of numbers and operations to solve mathematical problems encountered in everyday life			Multiplication/Division: B: Fair Sharing C: Equality
21	F1 Money Concepts: demonstrate an understanding of the value of Canadian currency (Equality)		F1 Money Concepts: demonstrate an understanding of the value and use of Canadian currency (+/-)	B: Operational Sense (+/-) & (x/÷) C: Equality
22	Revisit and Reflect on SELs & Mathematical Processes			A B, C, D, E or F
Reflect Week	Celebrating my Mathematicians!			A B, C, D, E or F

Legend:

Bold Headings & Boxes = Designed to build Reasoning by using contexts of strands to develop Spatial, Proportional and Algebraic Thinking

Bold Expectations = Significant difference for the student (due to the shift from old to new curriculum) *especially for 2020/21 school year

Italics = Overall expectation that is supporting the learning but is not the main focus for those weeks