



Correlation of British Columbia Program of Studies with Mathology Grade 4

Curriculum Expectations	Grade 4 Mathology.ca	Mathology Practice Workbook 4	Pearson Canada Grades 4-6 Mathematics Learning Progression
Content - Elaborations			
number concepts to 10 000 <ul style="list-style-type: none"> • counting: <ul style="list-style-type: none"> - multiples - flexible counting strategies - whole number benchmarks 	Number Unit 1: Number Relationships and Place Value 1: Representing Numbers to 10 000 3: Estimating and Rounding Numbers 5: Estimating to Solve Problems 6: Consolidation of Number Relationships and Place Value Number Unit 5: Fluency with Multiplication and Division Facts 24: Strategies for Multiplication 25: Solving Multiplication Problems	Unit 1 Question 3 (p. 3) Unit 15 Questions 1, 6, 7 (pp. 98, 101) Unit 18 Question 8 (p. 120)	Big Idea: Numbers are related in many ways. Estimating quantities and numbers - Rounds whole numbers using place-value understanding (e.g., 4736 can be rounded to 5000, 4700, 4740). Decomposing and composing numbers to investigate equivalencies - Composes and decomposes whole numbers using standard and non-standard partitioning (e.g., 1000 is 10 hundreds or 100 tens). Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units. Unitizing quantities into base-ten units - Writes and reads whole numbers in multiple forms (e.g., 1358; one thousand three hundred fifty-eight; $1000 + 300 + 50 + 8$). - Understands that the value of a digit is ten times the value of the same digit one place to the right.

<ul style="list-style-type: none"> Numbers to 10 000 can be arranged and recognized: <ul style="list-style-type: none"> comparing and ordering numbers estimating large quantities 	<p>Number Unit 1: Number Relationships and Place Value</p> <p>3: Estimating and Rounding Numbers</p> <p>4: Comparing and Ordering Numbers</p> <p>6: Consolidation of Number Relationships and Place Value</p>	<p>Unit 2 Questions 10, 11, 12, 13, 14, 16 (pp. 11-13)</p>	<p>Big Idea: Numbers are related in many ways. Comparing and ordering quantities (multitude or magnitude)</p> <ul style="list-style-type: none"> Compares, orders, and locates whole numbers based on place-value understanding and records using $<$, $=$, $>$ symbols. <p>Estimating quantities and numbers</p> <ul style="list-style-type: none"> Rounds whole numbers using place-value understanding (e.g., 4736 can be rounded to 5000, 4700, 4740).
<ul style="list-style-type: none"> place value <ul style="list-style-type: none"> 1000s, 100s, 10s, and 1s understanding the relationship between digit places and their value, to 10 000 	<p>Number Unit 1: Number Relationships and Place Value</p> <p>1: Representing Numbers to 10 000</p> <p>6: Consolidation of Number Relationships and Place Value</p>	<p>Unit 2 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 15 (pp. 8-11, 13)</p>	<p>Big Idea: Numbers are related in many ways. Decomposing and composing numbers to investigate equivalencies</p> <ul style="list-style-type: none"> Composes and decomposes whole numbers using standard and non-standard partitioning (e.g., 1000 is 10 hundreds or 100 tens). <p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p> <p>Unitizing quantities into base-ten units</p> <ul style="list-style-type: none"> Writes and reads whole numbers in multiple forms (e.g., 1358; one thousand three hundred fifty-eight; $1000 + 300 + 50 + 8$). Understands that the value of a digit is ten times the value of the same digit one place to the right.
<p>decimals to hundredths:</p> <ul style="list-style-type: none"> Fractions and decimals are numbers that represent an amount or quantity. Fractions and decimals can represent parts of a region, set, or linear model. Fractional parts and decimals are equal shares 	<p>Number Unit 4: Decimals</p> <p>20: Exploring Tenths</p> <p>21: Exploring Hundredths</p> <p>23: Consolidation of Decimals</p>	<p>Unit 9 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 15, 18 (fractions and decimals only) (pp. 56-62)</p>	<p>Big Idea: The set of real numbers is infinite. Extending whole number understanding to the set of real numbers</p> <ul style="list-style-type: none"> Explores decimal fractions to tenths (e.g., 0.1, 0.5, 0.8) and hundredths (e.g., 0.42, 0.05, 0.90). <p>Big Idea: Numbers are related in many ways. Estimating quantities and numbers</p> <ul style="list-style-type: none"> Estimates the location of decimals and fractions on a number line.

<p>or equal-sized portions of a whole or unit.</p> <ul style="list-style-type: none"> • understanding the relationship between fractions and decimals 			<p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p> <p>Unitizing quantities into base-ten units</p> <ul style="list-style-type: none"> - Uses fractions with denominators of 10 to develop decimal fraction understanding and notation (e.g., five-tenths is $\frac{5}{10}$ or 0.5). - Counts forwards and backwards by decimal units (e.g., 0.1, 0.2, ... 0.9, 1.0). - Understands that the value of a digit is ten times the value of the same digit one place to the right. - Understands that the value of a digit is one-tenth the value of the same digit one place to the left. - Writes and reads decimal numbers in multiple forms (e.g., numerals, number names, expanded form).
<p>ordering and comparing fractions</p> <ul style="list-style-type: none"> • comparing and ordering fractions with common denominators • estimating fractions with benchmarks (e.g., zero, half, whole) • using concrete and visual models • equal partitioning 	<p>Number Unit 3: Fractions</p> <p>13: What Are Fractions?</p> <p>14: Counting by Unit Fractions</p> <p>15: Exploring Different Representations of Fractions</p> <p>17: Exploring Equivalence in Fractions</p> <p>18: Comparing and Ordering Fractions</p> <p>19: Consolidation of Fractions</p>	<p>Unit 8 Questions 1, 2, 8, 9, 10, 11, 12, 13 (pp. 50-51, 53-55)</p>	<p>Big Idea: Numbers are related in many ways. Comparing and ordering quantities (multitude or magnitude)</p> <ul style="list-style-type: none"> - Compares, orders, and locates fractions with the same numerator or denominator using reasoning (e.g., $\frac{3}{5} > \frac{3}{6}$ because fifths are larger parts). <p>Estimating quantities and numbers</p> <ul style="list-style-type: none"> - Estimates the size and magnitude of fractions by comparing to benchmarks. <p>Big Idea: Quantities and numbers can be grouped by or partitioned into equal-sized units.</p> <p>Partitioning quantities to form fractions</p> <ul style="list-style-type: none"> - Partitions fractional parts into smaller fractional parts (e.g., partitions halves into thirds to create sixths). - Uses models to describe, name, and count forward and backward by unit fractions.

			- Explains that two equivalent fractions represent the same part of a whole, but not necessarily equal quantities (e.g., $\frac{1}{2}$ of a set of 12 and $\frac{1}{2}$ of a set of 6 are equal fractions, but unequal quantities).
<p>addition and subtraction to 10 000:</p> <ul style="list-style-type: none"> using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping estimating sums and differences to 10 000 using addition and subtraction in real-life contexts and problem-based situations 	<p>Number Unit 2: Fluency with Addition and Subtraction</p> <p>7: Estimating Sums and Differences</p> <p>8: Modelling Addition and Subtraction</p> <p>9: Adding and Subtracting Larger Numbers</p> <p>10: Using Mental Math to Add and Subtract</p> <p>11: Creating and Solving Problems</p> <p>12: Consolidation of Fluency with Addition and Subtraction</p>	<p>Unit 3 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 (pp. 14-20)</p> <p>Unit 14 Questions 2, 9 (pp. 91, 95)</p>	<p>Big Idea: Quantities and numbers can be operated on to determine how many and how much.</p> <p>Investigating number and arithmetic properties</p> <ul style="list-style-type: none"> Recognizes and generates equivalent numerical expressions using commutative and associative properties. Understands operation relationships (e.g., inverse relationship between multiplication/division, addition/subtraction). Understands the identity of operations (e.g., $5 + 0 = 5$; $7 \times 1 = 7$). <p>Developing conceptual meaning of operations</p> <ul style="list-style-type: none"> Models and develops meaning for whole number computation to four digits. <p>Developing fluency of operations</p> <ul style="list-style-type: none"> Estimates the result of whole number operations using contextually relevant strategies (e.g., How many buses are needed to take the Grade 8 classes to the museum?). Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase).
<p>multiplication and division of two- or three-digit numbers by one-digit numbers:</p> <ul style="list-style-type: none"> understanding the relationship between multiplication and division, multiplication 	<p>Number Unit 6: Multiplying and Dividing Larger Numbers</p> <p>30: Exploring Strategies for Multiplying</p> <p>31: Estimating Products</p>	<p>Unit 18 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14 (pp. 117-122)</p>	<p>Big Idea: Quantities and numbers can be operated on to determine how many and how much.</p> <p>Investigating number and arithmetic properties</p> <ul style="list-style-type: none"> Recognizes and generates equivalent

<p>and addition, division and subtraction</p> <ul style="list-style-type: none"> • using flexible computational strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition and repeated subtraction) • using multiplication and division in real-life contexts and problem-based situations 	<p>32: Exploring Strategies for Dividing 33: Estimating Quotients 34: Dividing with Remainders 35: Consolidation of Multiplying and Dividing Larger Numbers</p>		<p>numerical expressions using commutative and associative properties.</p> <ul style="list-style-type: none"> - Understands operation relationships (e.g., inverse relationship between multiplication/division, addition/subtraction). <p>Developing conceptual meaning of operations</p> <ul style="list-style-type: none"> - Models and develops meaning for whole number computation to four digits. <p>Developing fluency of operations</p> <ul style="list-style-type: none"> - Estimates the result of whole number operations using contextually relevant strategies (e.g., How many buses are needed to take the Grade 8 classes to the museum?). - Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase).
<p>addition and subtraction of decimals to hundredths:</p> <ul style="list-style-type: none"> • estimating decimal sums and differences • using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines • using addition and subtraction in real-life contexts and problem-based situations 	<p>Number Unit 7: Operations with Fractions and Decimals</p> <p>36: Estimating Sums and Differences with Decimals 37: Adding and Subtracting Decimals 38: Using Mental Math to Add and Subtract Decimals 40: Consolidation of Operations with Fractions and Decimals</p>	<p>Unit 11 Questions 1, 2, 3, 4, 5, 6, 7, 8, 9, 12 (pp. 69-74)</p> <p>Unit 14 Questions 1, 9 (pp. 90-91, 95)</p>	<p>Big Idea: Quantities and numbers can be operated on to determine how many and how much.</p> <p>Developing conceptual meaning of operations</p> <ul style="list-style-type: none"> - Demonstrates an understanding of decimal number computation through modelling and flexible strategies. <p>Developing fluency of operations</p> <ul style="list-style-type: none"> - Estimates sums and differences of decimal numbers (e.g., calculating cost of transactions involving dollars and cents). - Solves decimal number computation using efficient strategies.
<p>addition and subtraction facts to 20 (developing computational fluency)</p> <ul style="list-style-type: none"> • Provide opportunities for authentic practice, building on previous 	<p>Number Unit 2: Fluency with Addition and Subtraction</p> <p>10: Using Mental Math to Add and Subtract</p>	<p>Unit 3 Questions 7, 8, 9 (pp. 17-19)</p>	<p>Big Idea: Quantities and numbers can be operated on to determine how many and how much.</p> <p>Investigating number and arithmetic properties</p> <ul style="list-style-type: none"> - Recognizes and generates equivalent

<p>grade-level addition and subtraction facts.</p> <ul style="list-style-type: none"> flexible use of mental strategies 	<p>12: Consolidation of Fluency with Addition and Subtraction</p>		<p>numerical expressions using commutative and associative properties.</p> <ul style="list-style-type: none"> Understands operation relationships (e.g., inverse relationship between multiplication/division, addition/subtraction). Understands the identity of operations (e.g., $5 + 0 = 5$; $7 \times 1 = 7$).
<p>multiplication and division facts to 100 (introductory computational strategies)</p> <ul style="list-style-type: none"> Provide opportunities for concrete and pictorial representations of multiplication. building computational fluency Use games to provide opportunities for authentic practice of multiplication computations. looking for patterns in numbers, such as in a hundred chart, to develop understanding of multiplication computation Connect multiplication to skip-counting. Connecting multiplication to division and repeated addition. using mental math strategies, such as doubling or halving Students should be able to recall the following multiplication facts by the 	<p>Number Unit 5: Fluency with Multiplication and Division Facts</p> <p>24: Strategies for Multiplication</p> <p>25: Solving Multiplication Problems</p> <p>26: Relating Multiplication and Division</p> <p>27: Strategies for Division</p> <p>29: Consolidation of Fluency with Multiplication and Division Facts</p>	<p>Unit 15 Questions 1, 2, 3, 4, 5, 11 (pp. 98-100, 103)</p>	<p>Big Idea: Quantities and numbers can be operated on to determine how many and how much.</p> <p>Investigating number and arithmetic properties</p> <ul style="list-style-type: none"> Recognizes and generates equivalent numerical expressions using commutative and associative properties. Understands operational relationships (e.g., inverse relationship between multiplication/division, addition/subtraction). Understands the identity of operations (e.g., $5 + 0 = 5$; $7 \times 1 = 7$). <p>Developing fluency of operations</p> <ul style="list-style-type: none"> Fluently recalls multiplication and division facts to 100.

end of Grade 4 (2s, 5s, 10s).			
<p>increasing and decreasing patterns using tables and charts:</p> <ul style="list-style-type: none"> • Change in patterns can be represented in charts, graphs, and tables. • using words and numbers to describe increasing and decreasing patterns • fish stocks in lakes, life expectancies 	<p>Patterning Unit 1: Patterns and Relations</p> <p>2: Investigating Increasing and Decreasing Patterns</p> <p>3: Representing Patterns</p> <p>4: Investigating Number Relationships</p> <p>6: Consolidation of Patterns and Relations</p>	<p>Unit 1 Questions 1, 3, 4, 5, 6, 12 (pp. 2-5, 7)</p>	<p>Big Idea: Regularity and repetition form patterns that can be generalized and predicted mathematically.</p> <p>Representing patterns, relations, and functions</p> <ul style="list-style-type: none"> - Describes, generates, extends, translates, and corrects number and shape patterns that follow a predetermined rule. - Uses multiple approaches to model situations involving repetition (i.e., repeating patterns) and change (i.e., increasing/decreasing patterns) (e.g., using objects, tables, graphs, symbols, loops and nested loops in coding). <p>Generalizing and analyzing patterns, relations, and functions</p> <ul style="list-style-type: none"> - Explains the rule for numeric patterns including the starting point and change (e.g., given: 16, 22, 28, 34, Start at 16 and add 6 each time). - Describes numeric and shape patterns using words and numbers.
<p>algebraic relationships among quantities:</p> <ul style="list-style-type: none"> • representing and explaining one-step equations with an unknown number • describing pattern rules, using words and numbers from concrete and pictorial representations • planning a camping or hiking trip; planning for quantities and materials needed per individual and group over time 	<p>Patterning Unit 2: Variables and Equations</p> <p>7: Using Symbols</p> <p>12: Using Equations to Solve Problems</p> <p>13: Consolidation of Variables and Equations</p>	<p>Unit 17 Questions 1, 2, 3, 4, 5, 6, 7, 11 (pp. 111-114, 116)</p> <p>Unit 1 Questions 1, 6, 12 (pp. 2, 5, 7)</p>	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding equality and inequality, building on generalized properties of numbers and operations</p> <ul style="list-style-type: none"> - Expresses a one-step mathematical problem as an equation using a symbol or letter to represent an unknown number (e.g., Sena had some tokens and used four. She has seven left: $\square - 4 = 7$). <p>Using variables, algebraic expressions, and equations to represent mathematical relations</p> <ul style="list-style-type: none"> - Understands an unknown quantity (i.e., variable) may be represented by a symbol or letter (e.g., $13 - \square = 8$; $4n = 12$). - Flexibly uses symbols and letters to represent

			<p>unknown quantities in equations (e.g., knows that $4 + \square = 7$; $4 + x = 7$; and $4 + y = 7$ all represent the same equation with \square, x, and y representing the same value).</p> <ul style="list-style-type: none"> - Interprets and writes algebraic expressions (e.g., $2n$ means two times a number; subtracting a number from 7 can be written as $7 - n$). - Understands a variable as a changing quantity (e.g., $5s$, where s can be any value).
<p>one-step equations with an unknown number, using all operations:</p> <ul style="list-style-type: none"> • one-step equations for all operations involving an unknown number (e.g., $\square + 4 = 15$, $15 - \square = 11$) • start unknown (e.g., $n + 15 = 20$, $20 - 15 = \square$) • change unknown (e.g., $12 + n = 20$) • result unknown (e.g., $6 + 13 = \square$) 	<p>Patterning Unit 2: Variables and Equations</p> <p>7: Using Symbols</p> <p>8: Solving Equations Concretely</p> <p>9: Solving Addition and Subtraction Equations</p> <p>11: Solving Multiplication and Division Equations</p> <p>12: Using Equations to Solve Problems</p> <p>13: Consolidation of Variables and Equations</p>	<p>Unit 17 Questions 1, 2, 3, 4, 5, 6, 7, 11 (pp. 111-114, 116)</p>	<p>Big Idea: Patterns and relations can be represented with symbols, equations, and expressions.</p> <p>Understanding equality and inequality, building on generalized properties of numbers and operations</p> <ul style="list-style-type: none"> - Determines an unknown number in simple one-step equations using different strategies (e.g., $n \times 3 = 12$; $13 - \square = 8$). - Uses arithmetic properties to investigate and transform one-step addition and multiplication equations (e.g., $5 + 4 = 9$ and $5 + a = 9$ have the same structure and can be rearranged in similar ways to maintain equality: $4 + 5 = 9$ and $a + 5 = 9$). - Uses arithmetic properties to investigate and transform one-step subtraction and division equations (e.g., $12 - 5 = 7$ and $12 - b = 7$ have the same structure and can be rearranged in similar ways to maintain equality: $12 - 7 = 5$ and $12 - 7 = b$).
<p>how to tell time with analog and digital clocks, using 12- and 24-hour clocks:</p> <ul style="list-style-type: none"> • understanding how to tell time with analog and digital clocks, using 12- and 24-hour clocks 	<p>Measurement Unit 3: Time</p> <p>12: Exploring Time</p> <p>13: Telling Time in One- and Five-Minute Intervals</p> <p>14: Telling Time on a 24-Hour Clock</p> <p>18: Consolidation of Time</p>	<p>Unit 10 Questions 1, 2, 3, 4, 5, 6, 10, 13 (pp. 63-65, 67-68)</p>	<p>Big Idea: Assigning a unit to a continuous attribute allows us to measure and make comparisons.</p> <p>Selecting and using units to estimate, measure, construct, and make comparisons</p> <ul style="list-style-type: none"> - Reads and records time (i.e., digital and analogue) and calendar dates. <p>Understanding relationships among measured</p>

<ul style="list-style-type: none"> • understanding the concept of a.m. and p.m. • understanding the number of minutes in an hour • understanding the concept of using a circle and of using fractions in telling time (e.g., half past, quarter to) • telling time in five-minute intervals • telling time to the nearest minute • First Peoples use of number in time and seasons, represented by seasonal cycles and moon cycles (e.g., how position of sun, moon, and stars is used to determine times for traditional activities, navigation) 			<p>units</p> <p>- Understands relationship among different measures of time (e.g., seconds, minutes, hours, days, decades).</p>
<p>regular and irregular polygons:</p> <ul style="list-style-type: none"> • describing and sorting regular and irregular polygons based on multiple attributes • investigating polygons (polygons are closed shapes with similar attributes) • Yup'ik border patterns 	<p>Geometry Unit 1B: 2-D Shapes and Angles</p> <p>3: Investigating Polygons</p> <p>5: Consolidation of 2-D Shapes and Angles</p>	<p>Unit 5 Questions 10, 14 (pp. 32, 34)</p>	<p>Big Idea: 2-D shapes and 3-D solids can be analyzed and classified in different ways by their attributes.</p> <p>Investigating geometric attributes and properties of 2-D shapes and 3-D solids</p> <p>- Sorts, describes, constructs, and classifies polygons based on side attributes (e.g., parallel, perpendicular, regular/irregular).</p>
<p>perimeter of regular and irregular shapes:</p> <ul style="list-style-type: none"> • using geoboards and grids to create, represent, measure, and calculate perimeter 	<p>Measurement Unit 1: Length, Perimeter, Area</p> <p>3: Measuring the Perimeter of Polygons</p>	<p>Unit 16 Questions 3, 4, 11 (pp. 105-106, 109)</p>	<p>Big Idea: Many things in our world (e.g., objects, spaces, events) have attributes that can be measured and compared.</p> <p>Selecting and using units to estimate, measure, construct, and make comparisons</p>

	7: Consolidation of Length, Perimeter, and Area		- Measures, constructs, and estimates perimeter and area of regular and irregular polygons.
line symmetry: <ul style="list-style-type: none"> using concrete materials such as pattern blocks to create designs that have a mirror image within them First Peoples art, borders, birchbark biting, canoe building 	Geometry Unit 1A: 2-D Shapes and 3-D Solids 4: Understanding Line Symmetry 5: Consolidation of 2-D Shapes and 3-D Solids	Unit 5 Questions 5, 6, 7, 14 (pp. 29-30, 34)	Big Ideas: 2-D shapes and 3-D solids can be transformed in many ways and analyzed for change. Exploring symmetry to analyze 2-D shapes and 3-D solids - Draws and identifies lines of symmetry (i.e., vertical, horizontal, diagonal, oblique) in 2-D shapes and designs.
one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs: <ul style="list-style-type: none"> many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies) 	Data Management Unit 1A: Data Management 1: Interpreting and Drawing Pictographs 2: Interpreting and Drawing Bar Graphs 3: Comparing Graphs 4: Consolidation of Data Management	Unit 12 Questions 1, 2, 3, 4, 6, 9 (pp. 77-81, 83)	Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. Creating graphical displays of collected data - Represents data graphically using many-to-one correspondence with appropriate scales and intervals (e.g., each symbol on pictograph represents 10 people). Reading and interpreting data displays and analyzing variability - Reads and interprets data displays using many-to-one correspondence. Drawing conclusions by making inferences and justifying decisions based on data collected. - Draws conclusions based on data presented.
probability experiments: <ul style="list-style-type: none"> predicting single outcomes (e.g., when you spin using one spinner and it lands on a single colour) using spinners, rolling dice, pulling objects out of a bag 	Data Management Unit 2A: Probability 5: Describing Likelihood of Events 6: Predicting Outcomes of an Event 7: Conducting Experiments to Check Predictions 9: Consolidation of Probability	Unit 13 Questions 1, 2, 3, 4, 5, 6, 9 (pp. 84-87, 89)	Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness. Collecting data and organizing it into categories - Records the results of multiple trials of simple events. Using the language and tools of chance to

<ul style="list-style-type: none"> • recording results using tallies • Dene/Kaska hand games, Lahal stick games 			<p>describe and predict events</p> <ul style="list-style-type: none"> - Locates the likelihood of outcomes on a vocabulary-based probability continuum (e.g., impossible, unlikely, likely, certain). - Distinguishes between equally likely events (e.g., heads or tails on a fair coin) and unequally likely events (e.g., spinner with differently sized sections). - Identifies the sample space of independent events in an experiment (e.g., flipping a cup, drawing a coloured cube from a bag). - Investigates and calculates the experimental probability (i.e., relative frequency) of simple events (e.g., 3 heads in 5 coin tosses is $\frac{3}{5}$).
<p>financial literacy – monetary calculations, including making change with amounts to \$100 and making simple financial decisions</p> <ul style="list-style-type: none"> • making monetary calculations, including decimal notation in real-life contexts and problem-based situations • applying a variety of strategies such as counting up, counting back, and decomposing, to calculate totals and make change • making simple financial decisions involving earning, spending, saving, and giving • equitable trade rules 	<p>Number Unit 8: Financial Literacy</p> <p>41: Purchasing and Making Change (Whole-Dollar Amounts)</p> <p>42: Purchasing and Making Change (Decimal Amounts)</p> <p>43: Making Financial Decisions</p> <p>44: Making Good Purchases</p> <p>45: Consolidation of Financial Literacy</p>	<p>Unit 14 Questions 1, 2, 3, 4, 5, 6, 7, 9 (pp. 90-95)</p>	<p>Big Idea: Quantities and numbers can be operated on to determine how many and how much.</p> <p>Developing conceptual meaning of operations</p> <ul style="list-style-type: none"> - Models and develops meaning for whole number computation to four digits. - Demonstrates an understanding of decimal number computation through modelling and flexible strategies. <p>Developing fluency of operations</p> <ul style="list-style-type: none"> - Estimates the result of whole number operations using contextually relevant strategies (e.g., How many buses are needed to take the Grade 8 classes to the museum?). - Solves whole number computation using efficient strategies (e.g., mental computation, algorithms, calculating cost of transactions and change owing, saving money to make a purchase). - Estimates sums and differences of decimal numbers (e.g., calculating cost of transactions involving dollars and cents). - Solves decimal number computation using efficient strategies.

Unit 7: Coding Not required, but recommended