

Grade/Subject (Strand)	Concept, procedure or application: curriculum expectations
1/Math (Measurement)	<p><i>Perimeter and Area:</i></p> <ul style="list-style-type: none"> demonstrate an understanding of the relationship between the tiling of a surface and the number of units needed to cover the surface
<p>2/Math (Data Management and Probability)</p> <p>2/Math (Geometry and Spatial Sense)</p> <p>2/Math (Measurement)</p>	<p><i>Concluding and Reporting:</i></p> <ul style="list-style-type: none"> identify the basic parts of a graph: labels, scales, title, data. <p><i>Grids and Coordinate Geometry:</i></p> <ul style="list-style-type: none"> describe the specific location of objects on a grid or map (e.g., beside, to the right of) <p><i>Units of Measure:</i></p> <ul style="list-style-type: none"> demonstrate an understanding that a standard unit of measure is used to describe the measure of an object (e.g., a metre length is used repeatedly to describe the length of a room); demonstrate an understanding of some standard units of measure: for length and distance (centimetre, metre) and time (second, minute, hour, day). <p><i>Perimeter and Area:</i></p> <ul style="list-style-type: none"> estimate, measure, and record the linear dimensions of objects using non-standard and standard units (centimetre, metre), and compare and order objects by their linear dimensions; measure and record the distance around objects using non-standard units, and compare the distances; estimate and measure specified areas using uniform non-standard units, and record the measures (e.g., the area of the page is four pencil cases).
<p>3/Math (Data Management and Probability)</p> <p>3/Math (Patterning and Algebra)</p> <p>3/Math (Geometry and Spatial Sense)</p> <p>3/Math (Measurement)</p>	<p><i>Concluding and Reporting:</i></p> <ul style="list-style-type: none"> relate objects to number on a graph with many-to-one correspondence (e.g., 1 Canadian flag represents 100 Canadian citizens). understand patterns in which operations are repeated (e.g., multiplication), transformations are repeated, or multiple changes are made to attributes. <p><i>Grids and Coordinate Geometry:</i></p> <ul style="list-style-type: none"> describe how to get from one point to another on a grid (e.g., two squares right followed by one square up) <p><i>Units of Measure:</i></p> <ul style="list-style-type: none"> select the most appropriate unit of measure to measure length (centimetre, metre, kilometre); estimate, measure, and record linear dimensions of objects (using centimetre, metre, kilometre).

4/Math (Data Management and Probability)	<p><i>Concluding and Reporting:</i></p> <ul style="list-style-type: none"> recognize the purposes of different parts of a graph: title, labels, axes <p>• describe patterns encountered in any context (e.g., quilt patterns, money), make models of the patterns, and create charts to display the patterns;</p> <p>• identify and extend patterns to solve problems in meaningful contexts (e.g., ploughed fields, haystacks, architecture, paintings).</p> <p><i>Coordinate Geometry:</i></p> <ul style="list-style-type: none"> demonstrate an understanding of coordinate systems and an ability to use them in simple games (e.g., battleship, bingo). <p><i>Units of Measure:</i></p> <ul style="list-style-type: none"> select the most appropriate unit of measure to measure length (centimetre, metre, kilometre); estimate, measure, and record linear dimensions of objects (using centimetre, metre, kilometre).
4/Math (Patterning and Algebra)	
4/Math (Geometry and Spatial Sense)	
4/Math (Measurement)	
5/Math (Patterning and Algebra)	<ul style="list-style-type: none"> describe patterns encountered in any context (e.g., computer games, television show times), make models of the patterns, and create charts to display the patterns; identify and extend patterns to solve problems in meaningful contexts (e.g., leaves on trees, spirals on pineapples). <p><i>Coordinate Geometry:</i></p> <ul style="list-style-type: none"> demonstrate an understanding of coordinate systems on maps and grids. <p><i>Units of Measure:</i></p> <ul style="list-style-type: none"> select the most appropriate unit of measure to measure length (centimetre, metre, kilometre); estimate, measure, and record linear dimensions of objects (using centimetre, metre, kilometre).
5/Math (Geometry and Spatial Sense)	
5/Math (Measurement)	
6/Social Studies (Canada and World Connections)	<p><i>Canada's Links to the World:</i></p> <ul style="list-style-type: none"> compare various map projections of the world (e.g., Mercator, Peters, Mollweide, Atlantic-centred and Pacific-centred), and analyse their differences to determine the particular bias of each. <p>• describe patterns encountered in any context (e.g., elevation maps, newspapers), make models of the patterns, and create charts to display the patterns;</p> <p>• identify and extend patterns to solve problems in meaningful contexts (e.g., notes in music, patterns on graphs).</p> <p><i>Coordinate Geometry:</i></p> <ul style="list-style-type: none"> demonstrate an understanding of coordinates in a Cartesian plane in the first quadrant and plot points. <p><i>Units of Measure:</i></p> <ul style="list-style-type: none"> select the most appropriate unit of measure to measure length (centimetre, metre, kilometre); estimate, measure, and record linear dimensions of objects
6/Math (Patterning and Geometry)	
6/Math (Geometry and Spatial Sense)	
6/Math (Measurement)	

