

BIG IDEAS

Proportional comparisons can be made among right triangles, using trigonometry.

Understanding **operations** helps when working with formulae and unit conversions.

Many **relationships** can be modelled and interpreted using graphs.

Varying the transversal allows us to notice **angle relationships**.

Analyzing simulations and **data** allows us to notice trends and relationships.

Learning Standards

| Curricular Competencies | Content |
|---|--|
| <p><i>Students are expected to be able to do the following:</i></p> <p>Reasoning and analyzing</p> <ul style="list-style-type: none"> • Use reasoning and logic to analyze and apply mathematical ideas • Estimate reasonably • Demonstrate fluent and flexible thinking of number • Use tools or technology to analyze relationships and test conjectures • Model mathematics in contextualized experiences <p>Understanding and solving</p> <ul style="list-style-type: none"> • Develop, demonstrate, and apply conceptual understanding of mathematical ideas • Visualize to explore and illustrate mathematical concepts and relationships • Apply flexible strategies to solve problems in both abstract and contextualized situations • Engage in problem-solving experiences that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures <p>Communicating and representing</p> <ul style="list-style-type: none"> • Communicate mathematical thinking in many ways • Use mathematical vocabulary and language to contribute to mathematical discussions • Represent mathematical ideas in a variety of ways • Explain and justify mathematical ideas | <p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • puzzles and games for computational fluency • create, interpret, and critique graphs • primary trigonometric ratios • metric and imperial measurement and conversions • solving problems involving surface area and volume • angles • central tendency • experimental probability • financial literacy: gross and net pay |

Learning Standards (continued)

| Curricular Competencies | Content |
|--|---------|
| <p>Connecting and reflecting</p> <ul style="list-style-type: none"> • Reflect on mathematical thinking • Use mathematics to support personal choices • Connect mathematical concepts to each other and to other areas and personal interests • Incorporate First Peoples worldviews and perspectives to make connections to mathematical concepts | |

| Big Ideas – Elaborations | MATHEMATICS — Workplace Mathematics Grade 10 |
|---|---|
| <p>Proportional comparisons:</p> <ul style="list-style-type: none"> • Geometry and Measurement: Proportional reasoning is used to make sense of multiplicative relationships. <p>operation:</p> <ul style="list-style-type: none"> • Computational Fluency: Development of computational fluency requires a strong sense of number. <p>relationships:</p> <ul style="list-style-type: none"> • Patterning: Patterns are used to identify regularities and form generalizations. <p>angle relationships:</p> <ul style="list-style-type: none"> • Geometry and Measurement: Spatial relationships can be described, measured, and compared. <p>data:</p> <ul style="list-style-type: none"> • Data and Probability: Stories can be told using mathematical evidence and reasoning. | |

Curricular Competencies – Elaborations

reasoning and logic:

- inductive and deductive reasoning
- predicting, generalizing, drawing conclusions through experiences including puzzles, games, and coding

Estimate:

- being able to defend the reasonableness of an estimate across mathematical contexts

fluent and flexible thinking:

- includes using known facts and benchmarks; partitioning; applying whole number strategies to rational numbers and algebraic expressions

Model:

- using concrete materials and dynamic interactive technology
- representing a situation graphically and/or symbolically

conceptual understanding:

- developed through playing with ideas, inquiry, and problem solving

Visualize:

- includes dynamic visualizations such as graphical relationships, simulations

flexible strategies:

- from a repertoire of strategies, choosing an appropriate strategy to solve problems (e.g., guess and check, model, solve a simpler problem, use a chart, use diagrams, role-play)

experiences:

- includes context, strategies and approaches, language across cultures

many ways:

- including oral, written, visual, use of technology

discussions:

- developing a mathematical community in the classroom through discourse — partner talks, small-group discussions, teacher-student conferences

Represent:

- concretely, pictorially, symbolically, including using models, tables, graphs, words, numbers, symbols

Reflect:

- sharing the mathematical thinking of self and others, including evaluating strategies and solutions, extending, posing new problems and questions

other areas and personal interests:

- to develop a sense of how mathematics helps us understand ourselves and the world around us (e.g., daily activities, local and traditional practices, the environment, popular media and news events, social justice, cross-curricular integration)

Curricular Competencies – Elaborations

Incorporate:

- Collaborate with local First Peoples Elders and knowledge keepers.

make connections:

- Bishop’s cultural practices: counting, measuring, locating, designing, playing, explaining (http://www.csus.edu/indiv/o/oreyd/ACP.htm_files/abishop.htm)
- www.aboriginaleducation.ca
- *Teaching Mathematics in a First Nations Context*, FNEsc (<http://www.fnesc.ca/resources/math-first-peoples/>)

Content – Elaborations

puzzles and games:

- kenken, cribbage, kakuro, magic squares

graphs:

- including a variety of formats, such as line, bar, and circle graphs, as well as histograms, pictographs, and infographics

conversions:

- with a focus on linear, mass, and capacity

surface area and volume:

- including prisms, pyramids, cones, spheres, cylinders, formulae manipulation

angles:

- relationships with respect to parallel lines and transversals

central tendency:

- analysis of measures and discussion of outliers

experimental probability:

- simulations through play and creating games, connecting to theoretical probability where possible

financial literacy:

- types of income; income tax and other deductions