

## BIG IDEAS

Scale diagrams and rates of change are ways of showing a **proportional relationship**.

Mathematics helps us to make informed financial decisions in many situations.

**Spatial relationships** can help us describe and represent our real-world experience.

A statistical **analysis** 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><b>Reasoning and analyzing</b></p> <ul style="list-style-type: none"> <li>• Use <b>reasoning and logic</b> to analyze and apply mathematical ideas</li> <li>• <b>Estimate</b> reasonably</li> <li>• Demonstrate <b>fluent and flexible thinking</b> of number</li> <li>• Use tools or technology to analyze relationships and test conjectures</li> <li>• <b>Model</b> mathematics in contextualized experiences</li> </ul> <p><b>Understanding and solving</b></p> <ul style="list-style-type: none"> <li>• Develop, demonstrate, and apply <b>conceptual understanding</b> of mathematical ideas</li> <li>• <b>Visualize</b> to explore and illustrate mathematical concepts and relationships</li> <li>• Apply <b>flexible strategies</b> to solve problems in both abstract and contextualized situations</li> <li>• Engage in problem-solving <b>experiences</b> that are connected to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures</li> </ul> <p><b>Communicating and representing</b></p> <ul style="list-style-type: none"> <li>• Communicate mathematical thinking in <b>many ways</b></li> <li>• Use mathematical vocabulary and language to contribute to mathematical <b>discussions</b></li> <li>• <b>Represent</b> mathematical ideas in a variety of ways</li> <li>• Explain and justify mathematical ideas</li> </ul>	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> <li>• <b>puzzles and games</b> for computational fluency</li> <li>• how statistics are used in a <b>contextualized</b> situation</li> <li>• <b>3D objects</b> (views and scale diagrams)</li> <li>• <b>linear relationships</b></li> <li>• slope as a rate of change</li> <li>• <b>financial literacy:</b> investments and loans</li> <li>• <b>personal budgeting</b> and planning for significant life purchases</li> </ul>

Learning Standards (continued)

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

DRAFT