

# My Math Path 4—Ontario Curriculum Correlation

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<b>Strand: A. Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes</b>		
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes</b> <ul style="list-style-type: none"> <li>apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum</li> </ul>	<i>All chapters; see Specific Expectations below. SEL outcomes per lesson are also available in the Chapter Overview of each chapter in the Teacher's Resource.</i>	
<b>Specific Expectations:</b>		
<b>A1.1</b> identify and manage emotions	4A: Chapter 2, Lesson 2 4A: Chapter 3, Lesson 4 4A: Chapter 6, Lesson 4 4A: Chapter 7, Lesson 1 4B: Chapter 8, Lesson 1 4B: Chapter 9, Lesson 4 4B: Chapter 10, Lesson 2 4B: Chapter 11, Opener 4B: Chapter 13, Lessons 2–5 4C: Chapter 14, Opener 4C: Chapter 15, Wrap Up 4C: Chapter 16, Lesson 3 4C: Chapter 17, Lesson 2 4C: Chapter 18, Lesson 4, Wrap Up 4C: Chapter 19, Wrap Up	pp. 58–62 pp. 89–96 pp. 200–204 pp. 222–229 pp. 7–13 pp. 75–78 pp. 90–94 pp. 96–99 pp. 202–230 pp. 1–5 pp. 48–49 pp. 68–74 pp. 97–108 pp. 142–160, 172–174 pp. 222–224
<b>A1.2</b> recognize sources of stress and cope with challenges	4A: Chapter 2, Opener, Lesson 2 4A: Chapter 3, Lesson 4 4A: Chapter 4, Lesson 1 4A: Chapter 6, Lesson 4 4A: Chapter 7, Lesson 3 4B: Chapter 8, Lesson 1 4B: Chapter 9, Lessons 2, 4 4B: Chapter 10, Lesson 2 4B: Chapter 11, Opener 4B: Chapter 12, Lesson 3 4B: Chapter 13, Lessons 2, 5, Wrap Up 4C: Chapter 14, Opener 4C: Chapter 15, Lesson 1 4C: Chapter 16, Lesson 3 4C: Chapter 17, Lesson 2 4C: Chapter 18, Lesson 1, Wrap Up 4C: Chapter 19, Lesson 1, Wrap Up	pp. 52–55, 58–62 pp. 89–96 pp. 103–108 pp. 200–204 pp. 233–239 pp. 7–13 pp. 48–62, 75–78 pp. 90–94 pp. 96–99 pp. 157–170 pp. 202–210, 224–230, 242–243 pp. 1–5 pp. 24–31 pp. 68–74 pp. 97–108 pp. 117–124, 172–174 pp. 179–187, 222–224

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
A1.3 maintain positive motivation and perseverance	4A: Chapter 1, Lesson 1, Wrap Up	pp. 8–14, 51
	4A: Chapter 2, Opener, Lesson 2	pp. 52–55, 58–62
	4A: Chapter 3, Opener, Lesson 4	pp. 71–74, 89–96
	4A: Chapter 4, Opener, Lesson 1	pp. 99–108
	4A: Chapter 5, Wrap Up	pp. 174–175
	4B: Chapter 8, Lesson 1	pp. 7–13
	4B: Chapter 9, Lesson 4	pp. 75–78
	4B: Chapter 10, Lesson 2	pp. 90–94
	4B: Chapter 11, Opener	pp. 96–99
	4B: Chapter 12, Wrap Up	pp. 182–184
	4B: Chapter 13, Lessons 4–5	pp. 218–230
	4C: Chapter 14, Opener	pp. 1–5
	4C: Chapter 15, Lesson 1	pp. 24–31
	4C: Chapter 16, Lesson 3	pp. 68–74
	4C: Chapter 17, Lesson 2	pp. 97–108
4C: Chapter 18, Wrap Up	pp. 172–174	
A1.4 build relationships and communicate effectively	4A: Chapter 1, Lessons 2, 5	pp. 15–20, 44–50
	4A: Chapter 2, Lesson 2	pp. 58–62
	4A: Chapter 3, Lessons 3–4	pp. 83–96
	4A: Chapter 5, Lessons 2–3, 5–6	pp. 128–142, 149–165
	4A: Chapter 7, Opener, Lesson 1, Wrap Up	pp. 220–229, 259–260
	4B: Chapter 8, Opener, Wrap Up	pp. 1–6, 32–33
	4B: Chapter 9, Lesson 2	pp. 48–62
	4B: Chapter 10, Lesson 2	pp. 90–94
	4B: Chapter 11, Lessons 1–3	pp. 100–118
	4B: Chapter 12, Lesson 1	pp. 147–152
	4B: Chapter 13, Lessons 2–5	pp. 202–230
	4C: Chapter 14, Lesson 1, Wrap Up	pp. 6–14, 20
	4C: Chapter 15, Wrap Up	pp. 48–49
	4C: Chapter 16, Lesson 1	pp. 55–60
	4C: Chapter 17, Lesson 2, Wrap Up	pp. 97–110
4C: Chapter 18, Lesson 4, Wrap Up	pp. 142–160, 172–174	
4C: Chapter 19, Lesson 1, Wrap Up	pp. 179–187, 222–224	

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
A1.5 develop self-awareness and sense of identity	4A: Chapter 1, Opener	pp. 1–7
	4A: Chapter 2, Lessons 2–3, Wrap Up	pp. 58–69, 70
	4A: Chapter 3, Opener, Wrap Up	pp. 71–74, 97–98
	4A: Chapter 4, Opener, Wrap Up	pp. 99–102, 109–110
	4A: Chapter 5, Wrap Up	pp. 174–175
	4A: Chapter 6, Wrap Up	pp. 218–219
	4A: Chapter 7, Lesson 1, Wrap Up	pp. 222–229, 259–260
	4B: Chapter 8, Opener, Lessons 1, 4, Wrap Up	pp. 1–13, 25–33
	4B: Chapter 9, Opener, Wrap Up	pp. 34–40, 79–80
	4B: Chapter 10, Opener	pp. 81–83
	4B: Chapter 11, Wrap Up	pp. 138–139
	4B: Chapter 12, Opener, Lesson 3, Wrap Up	pp. 140–146, 157–170, 182–184
	4B: Chapter 13, Lessons 2–4, Wrap Up	pp. 202–223, 242–243
	4C: Chapter 14, Opener, Lesson 1	pp. 1–14
	4C: Chapter 15, Lesson 1, Wrap Up	pp. 24–31, 48–49
	4C: Chapter 16, Lesson 3, Wrap Up	pp. 68–74, 86–87
	4C: Chapter 17, Lesson 1, Wrap Up	pp. 92–96, 109–110
4C: Chapter 18, Lesson 4	pp. 142–160	
4C: Chapter 19, Lesson 3, Wrap Up	pp. 199–208, 222–224	
A1.6 think critically and creatively	4A: Chapter 1, Lesson 3	pp. 21–31
	4A: Chapter 2, Opener, Lesson 2, Wrap Up	pp. 52–55, 58–62, 70
	4A: Chapter 3, Opener, Wrap Up	pp. 71–74, 97–98
	4A: Chapter 4, Opener, Wrap Up	pp. 99–102, 109–110
	4A: Chapter 5, Opener, Wrap Up	pp. 111–117, 174–175
	4A: Chapter 6, Wrap Up	pp. 218–219
	4A: Chapter 7, Opener, Wrap Up	pp. 220–221, 259–260
	4B: Chapter 8, Opener, Lesson 4	pp. 1–6, 25–31
	4B: Chapter 9, Opener, Lesson 4, Wrap Up	pp. 34–40, 75–80
	4B: Chapter 10, Opener, Wrap Up	pp. 81–83, 95
	4B: Chapter 11, Opener, Wrap Up	pp. 96–99, 138–139
	4B: Chapter 12, Opener, Lesson 3	pp. 140–146, 157–170
	4B: Chapter 13, Opener, Wrap Up	pp. 185–189, 242–243
	4C: Chapter 14, Lesson 1, Wrap Up	pp. 6–14, 20
	4C: Chapter 15, Opener	pp. 21–23
	4C: Chapter 16, Opener, Lesson 1, Wrap Up	pp. 50–60, 86–87
	4C: Chapter 17, Opener, Lesson 1	pp. 88–96
4C: Chapter 18, Opener, Lessons 1, 4	pp. 111–124, 142–160	
4C: Chapter 19, Opener, Lesson 3, Wrap Up	pp. 175–178, 199–208, 222–224	

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<b>Strand: B. Number</b>		
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>B1. Number Sense</b> • demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	4A: Chapter 1, Lessons 1–5 4B: Chapter 12, Lessons 1, 3 4B: Chapter 13, Lessons 1–3, 6	pp. 8–50 pp. 147–152, 157–170 pp. 190–217, 231–235
<b>Specific Expectations:</b>		
<i>Whole Numbers</i>		
By the end of Grade 4, students will:		
<b>B1.1</b> read, represent, compose, and decompose whole numbers up to and including 10 000, using appropriate tools and strategies, and describe various ways they are used in everyday life	4A: Chapter 1, Lessons 1–2	pp. 8–20
<b>B1.2</b> compare and order whole numbers up to and including 10 000, in various contexts	4A: Chapter 1, Lesson 3	pp. 21–31
<b>B1.3</b> round whole numbers to the nearest ten, hundred, or thousand, in various contexts	4A: Chapter 1, Lessons 4–5	pp. 32–50
<i>Fractions and Decimals</i>		
By the end of Grade 4, students will:		
<b>B1.4</b> represent fractions from halves to tenths using drawings, tools, and standard fractional notation, and explain the meanings of the denominator and the numerator	4B: Chapter 12, Lesson 1	pp. 147–152
<b>B1.5</b> use drawings and models to represent, compare, and order fractions representing the individual portions that result from two different fair-share scenarios involving any combination of 2, 3, 4, 5, 6, 8, and 10 sharers	4B: Chapter 12, Lessons 1, 3	pp. 147–152, 157–170
<b>B1.6</b> count to 10 by halves, thirds, fourths, fifths, sixths, eighths, and tenths, with and without the use of tools	4B: Chapter 12, Lesson 1	pp. 147–152
<b>B1.7</b> read, represent, compare, and order decimal tenths, in various contexts	4B: Chapter 13, Lessons 1–2	pp. 190–210
<b>B1.8</b> round decimal numbers to the nearest whole number, in various contexts	4B: Chapter 13, Lesson 6	pp. 231–235
<b>B1.9</b> describe relationships and show equivalences among fractions and decimal tenths, in various contexts	4B: Chapter 13, Lesson 3	pp. 211–217
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>B2. Operations</b> • use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	4A: Chapter 2, Lessons 1–3 4A: Chapter 3, Lessons 1–4 4A: Chapter 4, Lesson 1 4A: Chapter 5, Lessons 1–6 4A: Chapter 6, Lessons 1–5 4A: Chapter 7, Opener, Lessons 1, 3–6 4B: Chapter 8, Lessons 1–4 4B: Chapter 12, Lessons 1, 4–5 4B: Chapter 13, Lessons 4–5, 7	pp. 56–69 pp. 75–96 pp. 103–108 pp. 118–165 pp. 181–217 pp. 220–229, 233–258 pp. 7–31 pp. 147–152, 171–181 pp. 218–230, 236–241

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<b>Specific Expectations:</b>		
<i>Properties and Relationships</i>		
By the end of Grade 4, students will:		
<b>B2.1</b> use the properties of operations, and the relationships between addition, subtraction, multiplication, and division, to solve problems involving whole numbers, including those requiring more than one operation, and check calculations	4A: Chapter 6, Lesson 3 4B: Chapter 8, Lessons 1–4	pp. 193–199 pp. 7–31
<i>Math Facts</i>		
By the end of Grade 4, students will:		
<b>B2.2</b> recall and demonstrate multiplication facts for $1 \times 1$ to $10 \times 10$ , and related division facts	4A: Chapter 5, Lessons 1–6	pp. 118–165
<i>Mental Math</i>		
By the end of Grade 4, students will:		
<b>B2.3</b> use mental math strategies to multiply whole numbers by 10, 100, and 1000, divide whole numbers by 10, and add and subtract decimal tenths, and explain the strategies used	4A: Chapter 6, Lesson 1 4A: Chapter 7, Opener, Lesson 6 4B: Chapter 13, Lessons 4–5, 7	pp. 181–187 pp. 220–221, 252–258 pp. 218–230, 236–241
<i>Addition and Subtraction</i>		
By the end of Grade 4, students will:		
<b>B2.4</b> represent and solve problems involving the addition and subtraction of whole numbers that add up to no more than 10 000 and of decimal tenths, using appropriate tools and strategies, including algorithms	4A: Chapter 2, Lessons 1–3 4A: Chapter 3, Lessons 1–4 4A: Chapter 4, Lesson 1 4B: Chapter 13, Lessons 4–5, 7	pp. 56–69 pp. 75–96 pp. 103–108 pp. 218–230, 236–241
<i>Multiplication and Division</i>		
By the end of Grade 4, students will:		
<b>B2.5</b> represent and solve problems involving the multiplication of two- or three-digit whole numbers by one-digit whole numbers and by 10, 100, and 1000, using appropriate tools, including arrays	4A: Chapter 6, Lessons 1–2, 4–5 4A: Chapter 7, Opener 4B: Chapter 8, Lessons 1–2	pp. 181–192, 200–217 pp. 220–221 pp. 7–19
<b>B2.6</b> represent and solve problems involving the division of two- or three-digit whole numbers by one-digit whole numbers, expressing any remainder as a fraction when appropriate, using appropriate tools, including arrays	4A: Chapter 7, Lessons 1, 3–5 4B: Chapter 8, Lessons 3–4 4B: Chapter 12, Lesson 5	pp. 222–229, 233–251 pp. 20–31 pp. 174–181
<b>B2.7</b> represent the relationship between the repeated addition of a unit fraction and the multiplication of that unit fraction by a whole number, using tools, drawings, and standard fractional notation	4B: Chapter 12, Lessons 1, 4	pp. 147–152, 171–173
<b>B2.8</b> show simple multiplicative relationships involving whole-number rates, using various tools and drawings	4B: Chapter 8, Lessons 1–4	pp. 7–31

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<b>Strand: C. Algebra</b>		
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>C1. Patterns and Relationships</b> • identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	4A: Chapter 6, Lesson 1 4C: Chapter 16, Lesson 3 4C: Chapter 19, Lessons 1–2	pp. 181–187 pp. 68–74 pp. 179–198
<b>Specific Expectations:</b>		
<i>Patterns</i>		
By the end of Grade 4, students will:		
<b>C1.1</b> identify and describe repeating and growing patterns, including patterns found in real-life contexts	4C: Chapter 16, Lesson 3 4C: Chapter 19, Lesson 1	pp. 68–74 pp. 179–187
<b>C1.2</b> create and translate repeating and growing patterns using various representations, including tables of values and graphs	4C: Chapter 19, Lesson 1	pp. 179–187
<b>C1.3</b> determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating and growing patterns	4C: Chapter 16, Lesson 3 4C: Chapter 19, Lessons 1–2	pp. 68–74 pp. 179–198
<b>C1.4</b> create and describe patterns to illustrate relationships among whole numbers and decimal tenths	4A: Chapter 6, Lesson 1 4C: Chapter 19, Lesson 1	pp. 181–187 pp. 179–187
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>C2. Equations and Inequalities</b> • demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	4C: Chapter 19, Lessons 3–5	pp. 199–221
<b>Specific Expectations:</b>		
<i>Variables</i>		
By the end of Grade 4, students will:		
<b>C2.1</b> identify and use symbols as variables in expressions and equations	4C: Chapter 19, Lesson 3	pp. 199–208
<i>Equalities and Inequalities</i>		
By the end of Grade 4, students will:		
<b>C2.2</b> solve equations that involve whole numbers up to 50 in various contexts, and verify solutions	4C: Chapter 19, Lesson 4	pp. 209–214
<b>C2.3</b> solve inequalities that involve addition and subtraction of whole numbers up to 20, and verify and graph the solutions	4C: Chapter 19, Lesson 5	pp. 215–221
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>C3. Coding</b> • solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Toolkit	CD4_01, CD4_02

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<b>Specific Expectations:</b>		
<i>Coding Skills</i>		
By the end of Grade 4, students will:		
<b>C3.1</b> solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential, concurrent, repeating, and nested events	Coding Toolkit	CD4_01
<b>C3.2</b> read and alter existing code, including code that involves sequential, concurrent, repeating, and nested events, and describe how changes to the code affect the outcomes	Coding Toolkit	CD4_02
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>C4. Mathematical Modelling</b> <ul style="list-style-type: none"> <li>apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations</li> </ul>	4B: Chapter 9, Lesson 4 4C: Chapter 14, Lesson 2 4C: Chapter 17, Lesson 2	pp. 75–78 pp. 15–18 pp. 97–107
<b>Specific Expectations:</b>		
By the end of Grade 4, students will:		
<i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands. Students' demonstration of the process of mathematical modelling, as they apply concepts and skills learned in other strands, is assessed and evaluated.</i>		
<b>Strand: D. Data</b>		
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>D1. Data Literacy</b> <ul style="list-style-type: none"> <li>manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life</li> </ul>	4C: Chapter 18, Lessons 1–5	pp. 117–171
<b>Specific Expectations: D1.</b>		
<i>Data Collection and Organization</i>		
By the end of Grade 4, students will:		
<b>D1.1</b> describe the difference between qualitative and quantitative data, and describe situations where each would be used	4C: Chapter 18, Lesson 1	pp. 117–124
<b>D1.2</b> collect data from different primary and secondary sources to answer questions of interest that involve comparing two or more sets of data, and organize the data in frequency tables and stem-and-leaf plots	4C: Chapter 18, Lessons 1, 3	pp. 117–124, 137–141

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<i>Data Visualization</i>		
By the end of Grade 4, students will:		
<b>D1.3</b> select from among a variety of graphs, including multiple-bar graphs, the type of graph best suited to represent various sets of data; display the data in the graphs with proper sources, titles, and labels, and appropriate scales; and justify their choice of graphs	4C: Chapter 18, Lesson 4	pp. 142–160
<b>D1.4</b> create an infographic about a data set, representing the data in appropriate ways, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs, and incorporating any other relevant information that helps to tell a story about the data	4C: Chapter 18, Lessons 3–4	pp. 137–160
<i>Data Analysis</i>		
By the end of Grade 4, students will:		
<b>D1.5</b> determine the mean and the median and identify the mode(s), if any, for various data sets involving whole numbers, and explain what each of these measures indicates about the data	4C: Chapter 18, Lessons 2–3	pp. 125–141
<b>D1.6</b> analyse different sets of data presented in various ways, including in stem-and-leaf plots and multiple-bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	4C: Chapter 18, Lessons 3–5	pp. 137–171
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>D2. Probability</b> • describe the likelihood that events will happen, and use that information to make predictions	4C: Chapter 17, Lessons 1–2 4C: Chapter 18, Lesson 2	pp. 92–108 pp. 125–136
<b>Specific Expectations:</b>		
<i>Probability</i>		
By the end of Grade 4, students will:		
<b>D2.1</b> use mathematical language, including the terms “impossible”, “unlikely”, “equally likely”, “likely”, and “certain”, to describe the likelihood of events happening, represent this likelihood on a probability line, and use it to make predictions and informed decisions	4C: Chapter 17, Lessons 1–2	pp. 92–108
<b>D2.2</b> make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations	4C: Chapter 18, Lesson 2	pp. 125–136
<b>Strand: E. Spatial Sense</b>		
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>E1. Geometric and Spatial Reasoning</b> • describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	4C: Chapter 16, Lessons 1–2, 4–5	pp. 55–67, 75–85



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<b>Specific Expectations:</b>		
<i>Geometric Reasoning</i>		
By the end of Grade 4, students will:		
<b>E1.1</b> identify geometric properties of rectangles, including the number of right angles, parallel and perpendicular sides, and lines of symmetry	4C: Chapter 16, Lesson 1	pp. 55–60
<i>Location and Movement</i>		
By the end of Grade 4, students will:		
<b>E1.2</b> plot and read coordinates in the first quadrant of a Cartesian plane, and describe the translations that move a point from one coordinate to another	4C: Chapter 16, Lesson 5	pp. 80–85
<b>E1.3</b> describe and perform translations and reflections on a grid, and predict the results of these transformations	4C: Chapter 16, Lessons 2, 4	pp. 61–67, 75–79
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>E2. Measurement</b> • compare, estimate, and determine measurements in various contexts	4B: Chapter 9, Lessons 1–3 4B: Chapter 11, Lessons 2–5 4C: Chapter 14, Lesson 1 4C: Chapter 15, Lesson 1	pp. 41–74 pp. 111–137 pp. 6–14 pp. 24–31
<b>Specific Expectations:</b>		
<i>The Metric System</i>		
By the end of Grade 4, students will:		
<b>E2.1</b> explain the relationships between grams and kilograms as metric units of mass, and between litres and millilitres as metric units of capacity, and use benchmarks for these units to estimate mass and capacity	4B: Chapter 9, Lessons 2–3	pp. 48–74
<b>E2.2</b> use metric prefixes to describe the relative size of different metric units, and choose appropriate units and tools to measure length, mass, and capacity	4B: Chapter 9, Lessons 1–3	pp. 41–74
<i>Time</i>		
By the end of Grade 4, students will:		
<b>E2.3</b> solve problems involving elapsed time by applying the relationships between different units of time	4B: Chapter 11, Lessons 2–5	pp. 111–137
<i>Angles</i>		
By the end of Grade 4, students will:		
<b>E2.4</b> identify angles and classify them as right, straight, acute, or obtuse	4C: Chapter 15, Lesson 1	pp. 24–31
<i>Area</i>		
By the end of Grade 4, students will:		
<b>E2.5</b> use the row and column structure of an array to measure the areas of rectangles and to show that the area of any rectangle can be found by multiplying its side lengths	4C: Chapter 14, Lesson 1	pp. 6–14
<b>E2.6</b> apply the formula for the area of a rectangle to find the unknown measurement when given two of the three	4C: Chapter 14, Lesson 1	pp. 6–14

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<b>Strand: F. Financial Literacy</b>		
<b>Overall Expectation</b>		
By the end of Grade 4, students will:		
<b>F1. Money and Finances</b> • demonstrate the knowledge and skills needed to make informed financial decisions	Financial Literacy Toolkit  4B: Chapter 10, Lessons 1–2	FL4_01, FL4_02, FL4_03, FL4_04, FL4_05  pp. 84–94
<b>Specific Expectations:</b>		
<i>Money Concepts</i>		
By the end of Grade 4, students will:		
<b>F1.1</b> identify various methods of payment that can be used to purchase goods and services	Financial Literacy Toolkit	FL4_05
<b>F1.2</b> estimate and calculate the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed when payment is made in cash, using mental math	Financial Literacy Toolkit 4B: Chapter 10, Lessons 1–2	FL4_01 pp. 84–94
<i>Financial Management</i>		
By the end of Grade 4, students will:		
<b>F1.3</b> explain the concepts of spending, saving, earning, investing, and donating, and identify key factors to consider when making basic decisions related to each	Financial Literacy Toolkit	FL4_04
<b>F1.4</b> explain the relationship between spending and saving, and describe how spending and saving behaviours may differ from one person to another	Financial Literacy Toolkit	FL4_02
<i>Consumer and Civic Awareness</i>		
By the end of Grade 4, students will:		
<b>F1.5</b> describe some ways of determining whether something is reasonably priced and therefore a good purchase	Financial Literacy Toolkit	FL4_03