

My Math Path 6—Ontario Curriculum Correlation

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Strand: A. Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes		
Overall Expectations		
By the end of Grade 6, students will:		
A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes <ul style="list-style-type: none"> 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 	<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>	
Specific Expectations		
A1.1 identify and manage emotions	6A: Chapter 1, Opener 6A: Chapter 2, Lesson 2.1 6A: Chapter 3, Lesson 3.2 6A: Chapter 4, Lesson 4.2 6A: Chapter 5, Lesson 5.3, Wrap Up 6B: Chapter 6, Wrap Up 6B: Chapter 7, Lesson 7.1 6B: Chapter 8, Wrap Up 6B: Chapter 9, Wrap Up 6B: Chapter 10, Lesson 10.1 6C: Chapter 14, Lesson 14.2 6C: Chapter 15, Lesson 15.2 6C: Chapter 16, Lesson 16.3 6C: Chapter 17, Lesson 17.3	pp. 1–3 pp. 29–39 pp. 62–64 pp. 99–103 pp. 128–142, 170–171 pp. 32–33 pp. 39–47 p. 85 p. 110 pp. 117–126 pp. 75–84 pp. 104–111 pp. 155–167 pp. 194–204
A1.2 recognize sources of stress and cope with challenges	6A: Chapter 1, Lesson 1.3 6A: Chapter 2, Lesson 2.3 6A: Chapter 3, Lesson 3.4 6A: Chapter 4, Lessons 4.1–4.3, Wrap Up 6A: Chapter 5, Wrap Up 6B: Chapter 6, Lesson 6.3 6B: Chapter 7, Lesson 7.1 6B: Chapter 8, Lesson 8.1, Wrap Up 6B: Chapter 9, Opener, Wrap Up 6B: Chapter 10, Lesson 10.1 6B: Chapter 12, Lesson 12.3, Wrap Up 6C: Chapter 13, Lesson 13.1, Wrap Up 6C: Chapter 14, Lesson 14.2, Wrap Up 6C: Chapter 15, Lesson 15.2, Wrap Up 6C: Chapter 16, Lesson 16.3 6C: Chapter 17, Lesson 17.3 6C: Chapter 18, Wrap Up	pp. 19–25 pp. 43–48 pp. 73–81 pp. 89–111 pp. 170–171 pp. 21–24 pp. 39–47 pp. 67–72, 85 pp. 86–88, 110 pp. 117–126 pp. 184–197, 204–205 pp. 8–14, 58–59 pp. 75–84, 91 pp. 104–111, 122–123 pp. 155–167 pp. 194–204 pp. 234–235

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A1.3 maintain positive motivation and perseverance	6A: Chapter 1, Wrap Up 6A: Chapter 2, Opener 6A: Chapter 3, Opener, Lessons 3.2, 3.4 6A: Chapter 4, Lessons 4.1–4.3, Wrap Up 6A: Chapter 5, Opener, Lesson 5.1, Wrap Up 6B: Chapter 6, Lesson 6.4, Wrap Up 6B: Chapter 7, Lesson 7.1 6B: Chapter 8, Wrap Up 6B: Chapter 9, Lesson 9.1 6B: Chapter 10, Opener, Lesson 10.1 6B: Chapter 12, Lessons 12.1, 12.3 6C: Chapter 13, Lesson 13.1 6C: Chapter 14, Lesson 14.2, Wrap Up 6C: Chapter 15, Lesson 15.2, Wrap Up 6C: Chapter 16, Lesson 16.3	p. 26 pp. 27–28 pp. 50–55, 62–64, 73–81 pp. 89–111 pp. 112–122, 170–171 pp. 25–33 pp. 39–47 p. 85 pp. 89–99 pp. 111–126 pp. 173–176, 184–197 pp. 8–14 pp. 75–84, 91 pp. 104–111, 122–123 pp. 155–167
A1.4 build relationships and communicate effectively	6A: Chapter 2, Opener 6A: Chapter 3, Opener, Lesson 3.4 6A: Chapter 5, Lesson 5.3 6B: Chapter 6, Lesson 6.4, Wrap Up 6B: Chapter 9, Lesson 9.1, Wrap Up 6B: Chapter 11, Lesson 11.3, Wrap Up 6B: Chapter 12, Lesson 12.3 6C: Chapter 13, Wrap Up 6C: Chapter 16, Wrap Up 6C: Chapter 18, Lesson 18.2	pp. 27–28 pp. 50–55, 73–81 pp. 128–142 pp. 25–33 pp. 89–99, 110 pp. 157–167 pp. 184–197 pp. 58–59 pp. 168–169 pp. 223–233
A1.5 develop self-awareness and sense of identity	6A: Chapter 1, Lesson 1.1 6A: Chapter 2, Lessons 2.1, 2.3, Wrap Up 6A: Chapter 3, Wrap Up 6A: Chapter 4, Lesson 4.1, Wrap Up 6A: Chapter 5, Lessons 5.1, 5.3 6B: Chapter 6, Opener, Lessons 6.1, 6.3–6.4 6B: Chapter 7, Opener, Wrap Up 6B: Chapter 8, Opener, Wrap Up 6B: Chapter 10, Wrap Up 6B: Chapter 11, Lesson 11.3 6B: Chapter 12, Lesson 12.1, Wrap Up 6C: Chapter 13, Lesson 13.1, Wrap Up 6C: Chapter 14, Lesson 14.2, Wrap Up 6C: Chapter 15, Lesson 15.2, Wrap Up 6C: Chapter 16, Opener, Wrap Up 6C: Chapter 17, Lesson 17.3 6C: Chapter 18, Wrap Up	pp. 4–14 pp. 29–39, 43–49 p. 82 pp. 89–98, 110–111 pp. 118–122, 128–142 pp. 1–13, 21–31 pp. 34–38, 63 pp. 64–66, 85 p. 135 pp. 157–166 pp. 173–176, 204–205 pp. 8–14, 58–59 pp. 75–84, 91 pp. 104–111, 122–123 pp. 124–130, 168–169 pp. 194–204 pp. 234–235

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A1.6 think critically and creatively	6A: Chapter 1, Opener, Lesson 1.1, Wrap Up 6A: Chapter 2, Opener, Lessons 2.1, 2.3, Wrap Up 6A: Chapter 3, Opener, Lesson 3.2, Wrap Up 6A: Chapter 4, Opener, Lesson 4.3, Wrap Up 6A: Chapter 5, Opener, Lesson 5.1 6B: Chapter 6, Opener, Lessons 6.1, 6.3 6B: Chapter 7, Opener, Lesson 7.1, Wrap Up 6B: Chapter 8, Opener, Lesson 8.1 6B: Chapter 9, Opener 6B: Chapter 10, Opener, Wrap Up 6B: Chapter 11, Opener, Wrap Up 6B: Chapter 12, Opener, Lesson 12.1, Wrap Up 6C: Chapter 13, Opener, Lessons 13.1, 13.5 6C: Chapter 14, Opener, Wrap Up 6C: Chapter 15, Opener, Lesson 15.3, Wrap Up 6C: Chapter 16, Opener, Lesson 16.3, Wrap Up 6C: Chapter 17, Opener, Lesson 17.3, Wrap Up 6C: Chapter 18, Opener, Lesson 18.2, Wrap Up	pp. 1–14, 26 pp. 27–39, 43–48, 49 pp. 50–55, 62–64, 82 pp. 83–88, 104–111 pp. 112–122 pp. 1–13, 21–24 pp. 34–47, 63 pp. 64–72 pp. 86–88 pp. 111–116, 135 pp. 136–139, 167 pp. 168–176, 204–205 pp. 1–14, 45–57 pp. 60–66, 91 pp. 92–97, 112–116, 122–123 pp. 124–130, 155–169 pp. 170–175, 194–204, 212–213 pp. 214–219, 223–235
Strand: B. Number		
Overall Expectations		
By the end of Grade 6, students will:		
B1. Number Sense • demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	6A: Chapter 1, Lessons 1.1–1.3 6A: Chapter 4, Lessons 4.1–4.3 6B: Chapter 7, Lessons 7.1, 7.3 6B: Chapter 9, Lessons 9.1–9.3	pp. 4–25 pp. 89–109 pp. 39–47, 54–62 pp. 89–109
Specific Expectations		
<i>Rational Numbers</i>		
By the end of Grade 6, students will:		
B1.1 read and represent whole numbers up to and including one million, using appropriate tools and strategies, and describe various ways they are used in everyday life	6A: Chapter 1, Lessons 1.1–1.3	pp. 4–25
B1.2 read and represent integers, using a variety of tools and strategies, including horizontal and vertical number lines	6B: Chapter 9, Lessons 9.1–9.2	pp. 89–104
B1.3 compare and order integers, decimal numbers, and fractions, separately and in combination, in various contexts	6B: Chapter 9, Lesson 9.3	pp. 105–109
<i>Fractions, Decimals, and Percents</i>		
By the end of Grade 6, students will:		
B1.4 read, represent, compare, and order decimal numbers up to thousandths, in various contexts	6A: Chapter 4, Lessons 4.1, 4.3	pp. 89–98, 104–109
B1.5 round decimal numbers, both terminating and repeating, to the nearest tenth, hundredth, or whole number, as applicable, in various contexts	6A: Chapter 4, Lessons 4.2–4.3	pp. 99–109
B1.6 describe relationships and show equivalences among fractions and decimal numbers up to thousandths, using appropriate tools and drawings, in various contexts	6A: Chapter 4, Lesson 4.1 6B: Chapter 7, Lessons 7.1, 7.3	pp. 89–98 pp. 39–47, 54–62

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Overall Expectations		
By the end of Grade 6, students will:		
B2. Operations • use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	6A: Chapter 2, Lessons 2.1–2.3 6A: Chapter 3, Lesson 3.1 6A: Chapter 5, Lessons 5.1–5.6 6B: Chapter 6, Lessons 6.1–6.4 6B: Chapter 7, Lessons 7.2–7.3 6B: Chapter 8, Lessons 8.1–8.3	pp. 29–48 pp. 56–61 pp. 118–169 pp. 7–31 pp. 48–62 pp. 67–84
Specific Expectations		
<i>Properties and Relationships</i>		
By the end of Grade 6, students will:		
B2.1 use the properties of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and whole number percents, including those requiring multiple steps or multiple operations	6A: Chapter 2, Lesson 2.3 6A: Chapter 5, Lesson 5.6 6B: Chapter 6, Lessons 6.1–6.4 6B: Chapter 7, Lesson 7.3 6B: Chapter 8, Lesson 8.3	pp. 43–48 pp. 159–169 pp. 7–31 pp. 54–62 pp. 76–84
<i>Math Facts</i>		
By the end of Grade 6, students will:		
B2.2 understand the divisibility rules and use them to determine whether numbers are divisible by 2, 3, 4, 5, 6, 8, 9, and 10	6A: Chapter 2, Lessons 2.1–2.2	pp. 29–42
<i>Mental Math</i>		
By the end of Grade 6, students will:		
B2.3 use mental math strategies to calculate percents of whole numbers, including 1%, 5%, 10%, 15%, 25%, and 50%, and explain the strategies used	6B: Chapter 7, Lessons 7.2–7.3	pp. 48–62
<i>Addition and Subtraction</i>		
By the end of Grade 6, students will:		
B2.4 represent and solve problems involving the addition and subtraction of whole numbers and decimal numbers, using estimation and algorithms	6A: Chapter 3, Lesson 3.1 6A: Chapter 5, Lessons 5.1–5.2, 5.6	pp. 56–61 pp. 118–127, 159–169
B2.5 add and subtract fractions with like and unlike denominators, using appropriate tools, in various contexts	6B: Chapter 6, Lessons 6.1–6.2	pp. 7–20
<i>Multiplication and Division</i>		
By the end of Grade 6, students will:		
B2.6 represent composite numbers as a product of their prime factors, including through the use of factor trees	6A: Chapter 2, Lessons 2.1–2.2	pp. 29–42
B2.7 represent and solve problems involving the multiplication of three-digit whole numbers by decimal tenths, using algorithms	6A: Chapter 5, Lessons 5.3, 5.6	pp. 128–142, 159–169
B2.8 represent and solve problems involving the division of three-digit whole numbers by decimal tenths, using appropriate tools, strategies, and algorithms, and expressing remainders as appropriate	6A: Chapter 5, Lessons 5.4, 5.6	pp. 143–149, 159–169
B2.9 multiply whole numbers by proper fractions, using appropriate tools and strategies	6B: Chapter 6, Lesson 6.3	pp. 21–24
B2.10 divide whole numbers by proper fractions, using appropriate tools and strategies	6B: Chapter 6, Lesson 6.4	pp. 25–31

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
B2.11 represent and solve problems involving the division of decimal numbers up to thousandths by whole numbers up to 10, using appropriate tools and strategies	6A: Chapter 5, Lessons 5.5–5.6	pp. 150–169
B2.12 solve problems involving ratios, including percents and rates, using appropriate tools and strategies	6B: Chapter 8, Lessons 8.1–8.3	pp. 67–84
Strand: C. Algebra		
Overall Expectations		
By the end of Grade 6, students will:		
C1. Patterns and Relationships • identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	6A: Chapter 5, Lessons 5.1–5.3 6B: Chapter 9, Lessons 9.1, 9.3 6C: Chapter 14, Lesson 14.3 6C: Chapter 16, Lessons 16.1–16.3	pp. 118–142 pp. 89–99, 105–109 pp. 85–90 pp. 131–167
Specific Expectations		
<i>Patterns</i>		
By the end of Grade 6, students will:		
C1.1 identify and describe repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and specify which growing patterns are linear	6C: Chapter 14, Lesson 14.3 6C: Chapter 16, Lesson 16.1	pp. 85–90 pp. 131–145
C1.2 create and translate repeating, growing, and shrinking patterns using various representations, including tables of values, graphs, and, for linear growing patterns, algebraic expressions and equations	6C: Chapter 16, Lesson 16.2	pp. 146–154
C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in repeating, growing, and shrinking patterns, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns	6C: Chapter 16, Lesson 16.3	pp. 155–167
C1.4 create and describe patterns to illustrate relationships among whole numbers and decimal numbers	6A: Chapter 5, Lessons 5.1–5.3 6B: Chapter 9, Lesson 9.3	pp. 118–142 pp. 105–109
Overall Expectations		
By the end of Grade 6, students will:		
C2. Equations and Inequalities • demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	6C: Chapter 15, Lessons 15.1–15.4	pp. 98–121
Specific Expectations		
<i>Variables and Expressions</i>		
By the end of Grade 6, students will:		
C2.1 add monomials with a degree of 1 that involve whole numbers, using tools	6C: Chapter 15, Lesson 15.1	pp. 98–103
C2.2 evaluate algebraic expressions that involve whole numbers and decimal tenths	6C: Chapter 15, Lesson 15.1	pp. 98–103
<i>Equalities and Inequalities</i>		
By the end of Grade 6, students will:		
C2.3 solve equations that involve multiple terms and whole numbers in various contexts, and verify solutions	6C: Chapter 15, Lessons 15.2–15.3	pp. 104–116

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C2.4 solve inequalities that involve two operations and whole numbers up to 100, and verify and graph the solutions	6C: Chapter 15, Lesson 15.4	pp. 117–121
Overall Expectations By the end of Grade 6, students will:		
C3. Coding • solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Toolkit	CD6_01, CD6_02
Specific Expectations		
<i>Coding Skills</i> By the end of Grade 6, students will:		
C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves conditional statements and other control structures	Coding Toolkit	CD6_01
C3.2 read and alter existing code, including code that involves conditional statements and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	Coding Toolkit	CD6_02
Overall Expectations By the end of Grade 6, students will:		
C4. Mathematical Modelling • apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	6A: Chapter 5, Lesson 5.6 6B: Chapter 11, Lesson 11.3 6C: Chapter 17, Lesson 17.3	pp. 159–169 pp. 157–166 pp. 194–204
Specific Expectations		
– <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>		
Strand: D. Data		
Overall Expectations By the end of Grade 6, students will:		
D1. Data Literacy • manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	6C: Chapter 17, Lessons 17.1–17.4	pp. 176–211
Specific Expectations		
<i>Data Collection and Organization</i> By the end of Grade 6, students will:		
D1.1 describe the difference between discrete and continuous data, and provide examples of each	6C: Chapter 17, Lesson 17.1	pp. 176–187

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest about a population, and organize the sets of data as appropriate, including using intervals	6C: Chapter 17, Lesson 17.1	pp. 176–187
<i>Data Visualization</i>		
By the end of Grade 6, students will:		
D1.3 select from among a variety of graphs, including histograms and broken-line 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	6C: Chapter 17, Lesson 17.2	pp. 188–193
D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables, histograms, and broken-line graphs, and incorporating any other relevant information that helps to tell a story about the data	6C: Chapter 17, Lesson 17.3	pp. 194–204
<i>Data Analysis</i>		
By the end of Grade 6, students will:		
D1.5 determine the range as a measure of spread and the measures of central tendency for various data sets, and use this information to compare two or more data sets	6C: Chapter 17, Lesson 17.4	pp. 205–211
D1.6 analyse different sets of data presented in various ways, including in histograms and broken-line graphs and in misleading graphs, by asking and answering questions about the data, challenging preconceived notions, and drawing conclusions, then make convincing arguments and informed decisions	6C: Chapter 17, Lesson 17.3	pp. 194–204
Overall Expectations		
By the end of Grade 6, students will:		
D2. Probability • describe the likelihood that events will happen, and use that information to make predictions	6C: Chapter 18, Lessons 18.1–18.2	pp. 220–233
Specific Expectations		
<i>Probability</i>		
By the end of Grade 6, students will:		
D2.1 use fractions, decimals, and percents to express the probability of events happening, represent this probability on a probability line, and use it to make predictions and informed decisions	6C: Chapter 18, Lesson 18.1	pp. 220–222
D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening	6C: Chapter 18, Lesson 18.2	pp. 223–233
Strand: E. Spatial Sense		
Overall Expectations		
By the end of Grade 6, students will:		
E1. Geometric and Spatial Reasoning • describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	6B: Chapter 12, Lesson 12.1 6C: Chapter 13, Lessons 13.4–13.5 6C: Chapter 14, Lessons 14.1–14.3	pp. 173–176 pp. 32–57 pp. 67–90

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Specific Expectations		
<i>Geometric Reasoning</i>		
By the end of Grade 6, students will:		
E1.1 create lists of the geometric properties of various types of quadrilaterals, including the properties of the diagonals, rotational symmetry, and line symmetry	6C: Chapter 13, Lessons 13.4–13.5	pp. 32–57
E1.2 construct three-dimensional objects when given their top, front, and side views	6B: Chapter 12, Lesson 12.1	pp. 173–176
<i>Location and Movement</i>		
By the end of Grade 6, students will:		
E1.3 plot and read coordinates in all four quadrants of a Cartesian plane, and describe the translations that move a point from one coordinate to another	6C: Chapter 14, Lesson 14.1	pp. 67–74
E1.4 describe and perform combinations of translations, reflections, and rotations up to 360° on a grid, and predict the results of these transformations	6C: Chapter 14, Lessons 14.2–14.3	pp. 75–90
Overall Expectations		
By the end of Grade 6, students will:		
E2. Measurement • compare, estimate, and determine measurements in various contexts	6B: Chapter 10, Lessons 10.1–10.2 6B: Chapter 11, Lessons 11.1–11.3 6B: Chapter 12, Lessons 12.2–12.4 6C: Chapter 13, Lessons 13.1–13.3 Coding Toolkit	pp. 117–134 pp. 140–166 pp. 177–203 pp. 8–31 CD6_01, CD6_02
Specific Expectations		
<i>The Metric System</i>		
By the end of Grade 6, students will:		
E2.1 measure length, area, mass, and capacity using the appropriate metric units, and solve problems that require converting smaller units to larger ones and vice versa	6B: Chapter 10, Lessons 10.1–10.2 Coding Toolkit	pp. 117–134 CD6_01, CD6_02
<i>Angles</i>		
By the end of Grade 6, students will:		
E2.2 use a protractor to measure and construct angles up to 360° , and state the relationship between angles that are measured clockwise and those that are measured counterclockwise	6C: Chapter 13, Lesson 13.1	pp. 8–14
E2.3 use the properties of supplementary angles, complementary angles, opposite angles, and interior and exterior angles to solve for unknown angle measures	6C: Chapter 13, Lessons 13.2–13.3	pp. 15–31
<i>Area and Surface Area</i>		
By the end of Grade 6, students will:		
E2.4 determine the areas of trapezoids, rhombuses, kites, and composite polygons by decomposing them into shapes with known areas	6B: Chapter 11, Lessons 11.1–11.3	pp. 140–166
E2.5 create and use nets to demonstrate the relationship between the faces of prisms and pyramids and their surface areas	6B: Chapter 12, Lessons 12.2–12.4	pp. 177–203

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E2.6 determine the surface areas of prisms and pyramids by calculating the areas of their two-dimensional faces and adding them together	6B: Chapter 12, Lessons 12.3–12.4	pp. 184–203
Strand: F. Financial Literacy		
Overall Expectations		
By the end of Grade 6, students will:		
F1. Money and Finances • demonstrate the knowledge and skills needed to make informed financial decisions	Financial Literacy Toolkit 6A: Chapter 5, Lesson 5.6 6B: Chapter 7, Lesson 7.3	FL6_01, FL6_02 pp. 159–169 pp. 54–62
Specific Expectations		
<i>Money Concepts</i>		
By the end of Grade 6, students will:		
F1.1 describe the advantages and disadvantages of various methods of payment that can be used to purchase goods and services	6A: Chapter 5, Lesson 5.6	pp. 159–169
<i>Financial Management</i>		
By the end of Grade 6, students will:		
F1.2 identify different types of financial goals, including earning and saving goals, and outline some key steps in achieving them	Financial Literacy Toolkit 6B: Chapter 7, Lesson 7.3	FL6_01 pp. 54–62
F1.3 identify and describe various factors that may help or interfere with reaching financial goals	Financial Literacy Toolkit 6B: Chapter 7, Lesson 7.3	FL6_01 pp. 54–62
<i>Consumer and Civic Awareness</i>		
By the end of Grade 6, students will:		
F1.4 explain the concept of interest rates, and identify types of interest rates and fees associated with different accounts and loans offered by various banks and other financial institutions	6B: Chapter 7, Lesson 7.3	pp. 54–62
F1.5 describe trading, lending, borrowing, and donating as different ways to distribute financial and other resources among individuals and organizations	Financial Literacy Toolkit	FL6_02