

My Math Path 7—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 7, 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	7A: Chapter 1, Lesson 1.2 7A: Chapter 2, Lesson 2.1, Wrap Up 7A: Chapter 3, Lessons 3.1, 3.4 7A: Chapter 4, Lesson 4.1, Wrap Up 7B: Chapter 7, Opener 7B: Chapter 8, Lesson 8.1 7B: Chapter 9, Wrap Up 7C: Chapter 11, Opener 7C: Chapter 12, Opener 7C: Chapter 13, Lesson 13.5, Wrap Up 7C: Chapter 14, Wrap Up	pp. 12–23 pp. 49–58, p. 65 pp. 69–80, pp. 95–99 pp. 114–120, p. 133 pp. 35–40 pp. 90–100 p. 153 pp. 1–5 pp. 55–57 pp. 120–127, p. 128 pp. 172–173
A1.2 recognize sources of stress and cope with challenges	7A: Chapter 1, Lesson 1.3 7A: Chapter 2, Lesson 2.1 7A: Chapter 3, Lesson 3.4 7A: Chapter 4, Opener, Lesson 4.1 7A: Chapter 5, Lessons 5.3–5.4 7B: Chapter 6, Opener, Lesson 6.1 7B: Chapter 9, Lesson 9.1, Wrap Up 7B: Chapter 10, Lesson 10.3 7C: Chapter 11, Opener 7C: Chapter 13, Lesson 13.5	pp. 24–34 pp. 49–58 pp. 95–99 pp. 110–113, pp. 114–120 pp. 158–181 pp. 1–2, pp. 3–21 pp. 116–129, p. 153 pp. 173–183 pp. 1–5 pp. 120–127
A1.3 maintain positive motivation and perseverance	7A: Chapter 1, Lessons 1.1–1.3, Wrap Up 7A: Chapter 2, Lesson 2.1 7A: Chapter 3, Lesson 3.1, Wrap Up 7A: Chapter 4, Opener, Lesson 4.1 7A: Chapter 5, Lessons 5.3–5.4 7B: Chapter 6, Lesson 6.1 7B: Chapter 9, Opener 7B: Chapter 10, Lessons 10.1, 10.3 7C: Chapter 13, Lesson 13.5 7C: Chapter 14, Lessons 14.3–14.4, Wrap Up	pp. 7–34, 42–44 pp. 49–58 pp. 69–80, p. 109 pp. 110–113, pp. 114–120 pp. 158–181 pp. 3–21 pp. 110–115 pp. 160–165, pp. 173–183 pp. 120–127 pp. 155–171, pp. 172–173

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
A1.4 build relationships and communicate effectively	7A: Chapter 1, Opener, Lessons 1.2–1.3 7A: Chapter 2, Lesson 2.2, Wrap Up 7A: Chapter 3, Opener 7A: Chapter 4, Opener, Wrap Up 7A: Chapter 5, Opener, Lesson 5.1, Wrap Up 7B: Chapter 6, Wrap Up 7B: Chapter 7, Lesson 7.3 7B: Chapter 8, Opener 7B: Chapter 9, Opener, Lesson 9.1 7B: Chapter 10, Opener 7C: Chapter 11, Wrap Up 7C: Chapter 12, Lesson 12.1, Wrap Up 7C: Chapter 13, Wrap Up 7C: Chapter 14, Opener, Wrap Up	pp. 1–6, 12–34 pp. 59–64, p. 65 pp. 66–68 pp. 110–113, p. 133 pp. 134–136, pp. 137–142, pp. 182–182A p. 34 pp. 55–62 pp. 86–89 pp. 110–115, pp. 116–129 pp. 154–159 p. 54 pp. 58–66, p. 79 p. 128 pp. 129–137, pp. 172–173
A1.5 develop self-awareness and sense of identity	7A: Chapter 1, Lesson 1.1, Wrap Up 7A: Chapter 2, Opener, Lesson 2.2, Wrap Up 7A: Chapter 3, Lesson 3.1, Wrap Up 7A: Chapter 4, Lessons 4.1–4.2, Wrap Up 7A: Chapter 5, Opener, Wrap Up 7B: Chapter 6, Lesson 6.1, Wrap Up 7B: Chapter 7, Opener, Lesson 7.3, Wrap Up 7B: Chapter 8, Opener, Lesson 8.1 7B: Chapter 9, Opener, Lesson 9.1, Wrap Up 7B: Chapter 10, Opener, Lessons 10.1, 10.3 7C: Chapter 11, Opener, Wrap Up 7C: Chapter 12, Opener, Wrap Up 7C: Chapter 13, Opener 7C: Chapter 14, Opener, Lessons 14.3–14.4, Wrap Up 7C: Chapter 15, Lesson 15.1, Wrap Up	pp. 7–11, pp. 42–44 pp. 45–48, pp. 59–64, p. 65 pp. 69–80, p. 109 pp. 114–126, p. 133 pp. 134–136, pp. 182–182A pp. 3–21, p. 34 pp. 35–40, pp. 55–62, pp. 84–85 pp. 86–89, pp. 90–100 pp. 110–115, pp. 116–129, p. 153 pp. 154–159, pp. 160–165, pp. 173–183 pp. 1–5, p. 54 pp. 55–57, p. 79 pp. 80–85 pp. 129–137, pp. 155–171, pp. 172–173 pp. 178–184, p. 193

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
A1.6 think critically and creatively	7A: Chapter 1, Lesson 1.3 7A: Chapter 2, Opener, Lesson 2.2 7A: Chapter 3, Opener 7A: Chapter 4, Lesson 4.2 7A: Chapter 5, Opener, Lessons 5.1–5.3 7B: Chapter 7, Lesson 7.3, Wrap Up 7B: Chapter 8, Wrap Up 7B: Chapter 10, Wrap Up 7C: Chapter 11, Lesson 11.4 7C: Chapter 12, Lesson 12.1, Wrap Up 7C: Chapter 13, Opener, Wrap Up 7C: Chapter 14, Opener, Lessons 14.3–14.4, Wrap Up 7C: Chapter 15, Opener, Lesson 15.1, Wrap Up	pp. 24–34 pp. 45–48, 59–64 pp. 66–68 pp. 121–126 pp. 134–136, pp. 137–166 pp. 55–62, pp. 84–85 p. 109 pp. 214–216 pp. 27–35 pp. 58–66, p.79 pp. 80–85, p. 128 pp. 129–137, pp. 155–171, pp. 172–173 pp. 174–177, 178–184, p. 193
Strand: B. Number		
Overall Expectation		
By the end of Grade 7, students will:		
B1. Number Sense • demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	7A: Chapter 1, Lessons 1.1, 1.3–1.4 7A: Chapter 2, Lessons 2.1–2.2 7A: Chapter 3, Lessons 3.1–3.5 7A: Chapter 4, Lessons 4.1–4.2, 4.4 7A: Chapter 5, Lessons 5.1–5.2	pp. 7–11, pp. 24–41 pp. 49–64 pp. 69–108 pp. 114–126, pp. 130–132 pp. 137–157
Specific Expectations		
<i>Rational Numbers</i>		
By the end of Grade 7, students will:		
B1.1 represent and compare whole numbers up to and including one billion, including in expanded form using powers of ten, and describe various ways they are used in everyday life	7A: Chapter 1, Lessons 1.1, 1.3	pp. 7–11, pp. 24–34
B1.2 identify and represent perfect squares, and determine their square roots, in various contexts	7A: Chapter 1, Lesson 1.4	pp. 35–41
B1.3 read, represent, compare, and order rational numbers, including positive and negative fractions and decimal numbers to thousandths, in various contexts	7A: Chapter 2, Lessons 2.1–2.2	pp. 49–64
<i>Fractions, Decimals, Percents</i>		
By the end of Grade 7, students will:		
B1.4 use equivalent fractions to simplify fractions, when appropriate, in various contexts	7A: Chapter 2, Lesson 2.1 7A: Chapter 3, Lessons 3.1–3.5 7A: Chapter 5, Lesson 5.1	pp. 49–58 pp. 69–108 pp. 137–142
B1.5 generate fractions and decimal numbers between any two quantities	7A: Chapter 2, Lesson 2.2	pp. 59–64
B1.6 round decimal numbers to the nearest tenth, hundredth, or whole number, as applicable, in various contexts	7A: Chapter 4, Lessons 4.1–4.2, 4.4	pp. 114–126, pp. 130–132
B1.7 convert between fractions, decimal numbers, and percents, in various contexts	7A: Chapter 2, Lesson 2.2 7A: Chapter 4, Lesson 4.2 7A: Chapter 5, Lessons 5.1–5.2	pp. 59–64 pp. 121–126 pp. 137–157

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Overall Expectation		
By the end of Grade 7, students will:		
B2. Operations • use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	7A: Chapter 1, Lessons 1.2–1.4 7A: Chapter 3, Lessons 3.1–3.5 7A: Chapter 4, Lessons 4.1–4.4 7A: Chapter 5, Lessons 5.1–5.4 7B: Chapter 6, Lessons 6.1–6.2 7B: Chapter 7, Lessons 7.2–7.6 7B: Chapter 8, Lessons 8.1–8.2	pp. 12–41 pp. 69–108 pp. 114–132 pp. 137–181 pp. 3–33 pp. 49–83 pp. 90–108
Specific Expectations		
<i>Properties and Relationships</i>		
By the end of Grade 7, students will:		
B2.1 use the properties and order of operations, and the relationships between operations, to solve problems involving whole numbers, decimal numbers, fractions, ratios, rates, and percents, including those requiring multiple steps or multiple operations	7A: Chapter 1, Lessons 1.2–1.4 7A: Chapter 3, Lessons 3.1–3.5 7A: Chapter 4, Lessons 4.3–4.4 7A: Chapter 5, Lessons 5.2–5.4 7B: Chapter 6, Lesson 6.1 7B: Chapter 7, Lessons 7.2–7.6 7B: Chapter 8, Lesson 8.1	pp. 12–41 pp. 69–108 pp. 127–132 pp. 143–181 pp. 3–21 pp. 49–83 pp. 90–100
<i>Math Facts</i>		
By the end of Grade 7, students will:		
B2.2 understand and recall commonly used percents, fractions, and decimal equivalents	7A: Chapter 5, Lesson 5.1	pp. 137–142
<i>Mental Math</i>		
By the end of Grade 7, students will:		
B2.3 use mental math strategies to increase and decrease a whole number by 1%, 5%, 10%, 25%, 50%, and 100%, and explain the strategies used	7A: Chapter 5, Lesson 5.2	pp. 143–157
<i>Addition and Subtraction</i>		
By the end of Grade 7, students will:		
B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of integers	7B: Chapter 6, Lessons 6.1–6.2	pp. 3–33
B2.5 add and subtract fractions, including by creating equivalent fractions, in various contexts	7A: Chapter 3, Lessons 3.1–3.2	pp. 69–90
<i>Multiplication and Division</i>		
By the end of Grade 7, students will:		
B2.6 determine the greatest common factor for a variety of whole numbers up to 144 and the lowest common multiple for two and three whole numbers	7A: Chapter 1, Lesson 1.2	pp. 12–23
B2.7 evaluate and express repeated multiplication of whole numbers using exponential notation, in various contexts	7A: Chapter 1, Lesson 1.3	pp. 24–34
B2.8 multiply and divide fractions by fractions, using tools in various contexts	7A: Chapter 3, Lessons 3.3–3.4	pp. 91–99
B2.9 multiply and divide decimal numbers by decimal numbers, in various contexts	7A: Chapter 4, Lessons 4.1–4.2	pp. 114–126
B2.10 identify proportional and non-proportional situations and apply proportional reasoning to solve problems	7A: Chapter 5, Lessons 5.2–5.3 7B: Chapter 8, Lessons 8.1–8.2	pp. 143–166 pp. 90–108

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Strand: C. Algebra		
Overall Expectation		
By the end of Grade 7, 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	7B: Chapter 6, Lesson 6.2 7B: Chapter 9, Lessons 9.1–9.3	pp. 22–33 pp. 116–152
Specific Expectations		
<i>Patterns</i>		
By the end of Grade 7, students will:		
C1.1 identify and compare a variety of repeating, growing, and shrinking patterns, including patterns found in real-life contexts, and compare linear growing patterns on the basis of their constant rates and initial values	7B: Chapter 9, Lesson 9.1	pp. 116–129
C1.2 create and translate repeating, growing, and shrinking patterns involving whole numbers and decimal numbers using various representations, including algebraic expressions and equations for linear growing patterns	7B: Chapter 9, Lesson 9.2	pp. 130–144
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 involving whole numbers and decimal numbers, and use algebraic representations of the pattern rules to solve for unknown values in linear growing patterns	7B: Chapter 9, Lesson 9.3	pp. 145–152
C1.4 create and describe patterns to illustrate relationships among integers	7B: Chapter 6, Lesson 6.2	pp. 22–33
Overall Expectation		
By the end of Grade 7, students will:		
C2. Equations and Inequalities • demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	7B: Chapter 7, Lessons 7.1–7.6 7B: Chapter 8, Lesson 8.1	pp. 41–83 pp. 90–100
Specific Expectations		
<i>Variables and Expressions</i>		
By the end of Grade 7, students will:		
C2.1 add and subtract monomials with a degree of 1 that involve whole numbers, using tools	7B: Chapter 7, Lesson 7.2	pp. 49–54
C2.2 evaluate algebraic expressions that involve whole numbers and decimal numbers	7B: Chapter 7, Lesson 7.1 7B: Chapter 8, Lesson 8.1	pp. 41–48 pp. 90–100
<i>Equalities and Inequalities</i>		
By the end of Grade 7, students will:		
C2.3 solve equations that involve multiple terms, whole numbers, and decimal numbers in various contexts, and verify solutions	7B: Chapter 7, Lessons 7.3–7.4 7B: Chapter 8, Lesson 8.1	pp. 55–67 pp. 90–100
C2.4 solve inequalities that involve multiple terms and whole numbers, and verify and graph the solutions	7B: Chapter 7, Lessons 7.5–7.6	pp. 68–83
Overall Expectation		
By the end of Grade 7, students will:		
C3. Coding • solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Toolkit	CD7_01, CD7_02

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations		
<i>Coding Skills</i>		
By the end of Grade 7, students will:		
C3.1 solve problems and create computational representations of mathematical situations by writing and executing efficient code, including code that involves events influenced by a defined count and/or sub-program and other control structures	Coding Toolkit	CD7_02
C3.2 read and alter existing code, including code that involves events influenced by a defined count and/or sub-program and other control structures, and describe how changes to the code affect the outcomes and the efficiency of the code	Coding Toolkit	CD7_01
Overall Expectation		
By the end of Grade 7, students will:		
C4. Mathematical Modelling	7A: Chapter 3, Lesson 3.5 7B: Chapter 7, Lesson 7.6 7C: Chapter 12, Lesson 12.2	pp. 100–108 pp. 77–83 pp. 67–71
<ul style="list-style-type: none"> apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations 		
Specific Expectations		
<i>Mathematical Modelling</i>		
By the end of Grade 7, 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>	7A: Chapter 3, Lesson 3.5 7B: Chapter 7, Lesson 7.6 7C: Chapter 12, Lesson 12.2	pp. 100–108 pp. 77–83 pp. 67–71
Strand: D. Data		
Overall Expectation		
By the end of Grade 7, students will:		
D1. Data Literacy	7C: Chapter 14, Lessons 14.1–14.4	pp. 138–171
<ul style="list-style-type: none"> manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life 		
Specific Expectations		
<i>Data Collection and Organization</i>		
By the end of Grade 7, students will:		
D1.1 explain why percentages are used to represent the distribution of a variable for a population or sample in large sets of data, and provide examples	7C: Chapter 14, Lessons 14.2–14.3	pp. 147–161
D1.2 collect qualitative data and discrete and continuous quantitative data to answer questions of interest, and organize the sets of data as appropriate, including using percentages	7C: Chapter 14, Lessons 14.1–14.2	pp. 138–154
<i>Data Visualization</i>		
By the end of Grade 7, students will:		
D1.3 select from among a variety of graphs, including circle 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	7C: Chapter 14, Lessons 14.1, 14.4	pp. 138–146, pp. 162–171
D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and circle graphs, and incorporating any other relevant information that helps to tell a story about the data	7C: Chapter 14, Lesson 14.4	pp. 162–171

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<i>Data Analysis</i>		
By the end of Grade 7, students will:		
D1.5 determine the impact of adding or removing data from a data set on a measure of central tendency, and describe how these changes alter the shape and distribution of the data	7C: Chapter 14, Lessons 14.2–14.3	pp. 147–161
D1.6 analyse different sets of data presented in various ways, including in circle 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	7C: Chapter 14, Lesson 14.4	pp. 162–171
Overall Expectation		
By the end of Grade 7, students will:		
D2. Probability • describe the likelihood that events will happen, and use that information to make predictions	7C: Chapter 15, Lessons 15.1–15.2	pp. 178–193
Specific Expectations		
<i>Probability</i>		
By the end of Grade 7, students will:		
D2.1 describe the difference between independent and dependent events, and explain how their probabilities differ, providing examples	7C: Chapter 15, Lessons 15.1–15.2	pp. 178–193
D2.2 determine and compare the theoretical and experimental probabilities of two independent events happening and of two dependent events happening	7C: Chapter 15, Lessons 15.1–15.2	pp. 178–193
Strand: E. Spatial Sense		
Overall Expectation		
By the end of Grade 7, 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	7B: Chapter 10, Lessons 10.1–10.5 7C: Chapter 11, Lessons 11.1–11.5	pp. 160–213 pp. 6–53
Specific Expectations		
<i>Geometric Reasoning</i>		
By the end of Grade 7, students will:		
E1.1 describe and classify cylinders, pyramids, and prisms according to their geometric properties, including plane and rotational symmetry	7C: Chapter 11, Lessons 11.1–11.3	pp. 6–26
E1.2 draw top, front, and side views, as well as perspective views, of objects and physical spaces, using appropriate scales	7C: Chapter 11, Lessons 11.4–11.5	pp. 27–53
<i>Location and Movement</i>		
By the end of Grade 7, students will:		
E1.3 perform dilations and describe the similarity between the image and the original shape	7B: Chapter 10, Lessons 10.4–10.5	pp. 184–213
E1.4 describe and perform translations, reflections, and rotations on a Cartesian plane, and predict the results of these transformations	7B: Chapter 10, Lessons 10.1–10.3	160–183
Overall Expectation		
By the end of Grade 7, students will:		
E2. Measurement • compare, estimate, and determine measurements in various contexts	7C: Chapter 12, Lessons 12.1–12.3 7C: Chapter 13, Lessons 13.1–13.5	pp. 58–78 pp. 86–127

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Specific Expectations		
<i>The Metric System</i>		
By the end of Grade 7, students will:		
E2.1 describe the differences and similarities between volume and capacity, and apply the relationship between millilitres (mL) and cubic centimetres (cm ³) to solve problems	7C: Chapter 13, Lessons 13.4–13.5	pp. 114–127
E2.2 solve problems involving perimeter, area, and volume that require converting from one metric unit of measurement to another	7C: Chapter 13, Lesson 13.5	pp. 120–127
<i>Circles</i>		
By the end of Grade 7, students will:		
E2.3 use the relationships between the radius, diameter, and circumference of a circle to explain the formula for finding the circumference and to solve related problems	7C: Chapter 12, Lessons 12.1, 12.3	pp. 58–66, pp. 72–78
E2.4 construct circles when given the radius, diameter, or circumference	7C: Chapter 12, Lesson 12.1	pp. 58–66
E2.5 show the relationships between the radius, diameter, and area of a circle, and use these relationships to explain the formula for measuring the area of a circle and to solve related problems	7C: Chapter 12, Lessons 12.2–12.3	pp. 67–78
<i>Volume and Surface Area</i>		
By the end of Grade 7, students will:		
E2.6 represent cylinders as nets and determine their surface area by adding the areas of their parts	7C: Chapter 13, Lesson 13.1	pp. 86–91
E2.7 show that the volume of a prism or cylinder can be determined by multiplying the area of its base by its height, and apply this relationship to find the area of the base, volume, and height of prisms and cylinders when given two of the three measurements	7C: Chapter 13, Lessons 13.2–13.3	pp. 92–113
Overall Expectation		
By the end of Grade 7, students will:		
F1. Money and Finances • demonstrate the knowledge and skills needed to make informed financial decisions	7A: Chapter 5, Lesson 5.4 Financial Literacy Toolkit	pp. 167–181 FL7_01, FL7_02, FL7_03, FL7_04
Specific Expectations		
<i>Money Concepts</i>		
By the end of Grade 7, students will:		
F1.1 identify and compare exchange rates, and convert foreign currencies to Canadian dollars and vice versa	7A: Chapter 5, Lesson 5.4	pp. 167–181
<i>Financial Management</i>		
By the end of Grade 7, students will:		
F1.2 identify and describe various reliable sources of information that can help with planning for and reaching a financial goal	Financial Literacy Toolkit	FL7_01
F1.3 create, track, and adjust sample budgets designed to meet longer-term financial goals for various scenarios	Financial Literacy Toolkit	FL7_02
F1.4 identify various societal and personal factors that may influence financial decision making, and describe the effects that each might have	Financial Literacy Toolkit	FL7_04
<i>Consumer and Civic Awareness</i>		
By the end of Grade 7, students will:		
F1.5 explain how interest rates can impact savings, investments, and the cost of borrowing to pay for goods and services over time	7A: Chapter 5, Lesson 5.4	pp. 167–181
F1.6 compare interest rates and fees for different accounts and loans offered by various financial institutions, and determine the best option for different scenarios	7A: Chapter 5, Lesson 5.4 Financial Literacy Toolkit	pp. 167–181 FL7_03