

My Math Path 8—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 8, 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. The SEL outcomes for each lesson are also included in the Chapter Overview for each chapter in the Teacher's Resource.</i>	
Specific Expectations		
By the end of Grade 8, students will:		
A1.1 identify and manage emotions	8A: Chapter 1, Opener, Wrap Up 8A: Chapter 2, Lesson 2.2 8A: Chapter 3, Wrap Up 8A: Chapter 4, Lesson 4.3, Wrap Up 8A: Chapter 5, Lesson 5.6 8B: Chapter 7, Lesson 7.2 8B: Chapter 8, Lesson 8.1 8B: Chapter 9, Opener 8B: Chapter 10, Wrap Up 8C: Chapter 12, Wrap Up 8C: Chapter 14, Lesson 14.2, Wrap Up 8C: Chapter 15, Lesson 15.1 8C: Chapter 16, Lesson 16.2, Wrap Up	pp. 1–5, 20 pp. 28–33 p. 81 pp. 103–118, 131 pp. 173–180 pp. 53–67 pp. 71–79 pp. 95–100 p. 140 p. 19 pp. 68–85 pp. 90–110 pp. 144–152, 157
A1.2 recognize sources of stress and cope with challenges	8A: Chapter 1, Lesson 1.2 8A: Chapter 2, Lesson 2.2 8A: Chapter 3, Wrap Up 8A: Chapter 4, Lesson 4.3, Wrap Up 8A: Chapter 5, Lesson 5.6 8B: Chapter 6, Opener, Wrap Up 8B: Chapter 8, Lesson 8.1 8B: Chapter 9, Opener 8B: Chapter 10, Lesson 10.3, Wrap Up 8B: Chapter 11, Opener, Wrap Up 8C: Chapter 12, Wrap Up 8C: Chapter 13, Lesson 13.2 8C: Chapter 14, Lesson 14.2, Wrap Up 8C: Chapter 15, Lesson 15.1 8C: Chapter 16, Lesson 16.2	pp. 15–19 pp. 28–33 p. 81 pp. 103–118, 131 pp. 173–180 pp. 1–7, 42 pp. 71–79 pp. 95–100 pp. 134–140 pp. 141–145, 164–165 p. 19 pp. 34–43 pp. 68–85 pp. 90–110 pp. 144–152

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
A1.3 maintain positive motivation and perseverance	8A: Chapter 1, Lesson 1.2 8A: Chapter 3, Lesson 3.4 8A: Chapter 4, Lessons 4.1, 4.4 8A: Chapter 5, Lesson 5.3 8B: Chapter 6, Wrap Up 8B: Chapter 8, Opener 8B: Chapter 9, Wrap Up 8B: Chapter 10, Lesson 10.3 8B: Chapter 11, Opener 8C: Chapter 12, Wrap Up 8C: Chapter 13, Lesson 13.2 8C: Chapter 15, Opener 8C: Chapter 16, Wrap Up	pp. 15–19 pp. 65–80 pp. 87–97, 119–130 pp. 150–157 p. 42 pp. 69–70 p. 122 pp. 134–139 pp. 141–145 p. 19 pp. 34–43 pp. 86–89 p. 157
A1.4 build relationships and communicate effectively	8A: Chapter 1, Opener 8A: Chapter 2, Wrap Up 8A: Chapter 3, Lesson 3.4 8A: Chapter 4, Lesson 4.1 8A: Chapter 5, Wrap Up 8B: Chapter 7, Lesson 7.2 8B: Chapter 8, Lesson 8.1 8C: Chapter 12, Opener 8C: Chapter 13, Opener 8C: Chapter 14, Opener 8C: Chapter 15, Opener 8C: Chapter 16, Opener	pp. 1–5 p. 49 pp. 65–80 pp. 87–97 p. 181 pp. 53–67 pp. 71–79 pp. 1–2 pp. 20–26 pp. 45–51 pp. 86–89 pp. 127–133
A1.5 develop self-awareness and sense of identity	8A: Chapter 1, Wrap Up 8A: Chapter 2, Opener 8A: Chapter 3, Opener, Lesson 3.4 8A: Chapter 4, Lessons 4.3–4.4 8A: Chapter 5, Lessons 5.3, 5.6, Wrap Up 8B: Chapter 6, Lesson 6.1, Wrap Up 8B: Chapter 7, Wrap Up 8B: Chapter 8, Opener, Wrap Up 8B: Chapter 9, Lesson 9.2, Wrap Up 8B: Chapter 10, Wrap Up 8B: Chapter 11, Lesson 11.1, Wrap Up 8C: Chapter 12, Opener, Lesson 12.2, Wrap Up 8C: Chapter 13, Wrap Up 8C: Chapter 14, Wrap Up 8C: Chapter 15, Opener, Lesson 15.1, Wrap Up 8C: Chapter 16, Opener, Lesson 16.2, Wrap Up	p. 20 pp. 21–22 pp. 50–53, 65–80 pp. 103–130 pp. 150–157, 173–181 pp. 8–14, 42 p. 68 pp. 69–70, 94 pp. 108–111, 122 p. 140 pp. 146–155, 164–165 pp. 1–2, 15–19 p. 44 pp. 84–85 pp. 86–110, 125–126 pp. 127–133, 144–152, 157

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
A1.6 think critically and creatively	8A: Chapter 1, Lesson 1.1	pp. 6–14
	8A: Chapter 2, Opener, Wrap Up	pp. 21–22, 49
	8A: Chapter 3, Opener	pp. 50–53
	8A: Chapter 4, Opener	pp. 82–86
	8A: Chapter 5, Opener, Lesson 5.3, Wrap Up	pp. 132–137, 150–157, 181
	8B: Chapter 6, Opener, Lesson 6.1	pp. 1–14
	8B: Chapter 7, Opener, Lesson 7.2, Wrap Up	pp. 43–45, 53–68
	8B: Chapter 8, Wrap Up	p. 94
	8B: Chapter 9, Opener, Lesson 9.2, Wrap Up	pp. 95–100, 108–111, 122
	8B: Chapter 10, Opener, Lesson 10.3	pp. 123–126, 134–139
	8B: Chapter 11, Lesson 11.1	pp. 146–155
	8C: Chapter 12, Opener, Lesson 12.2	pp. 1–2, 15–18
	8C: Chapter 13, Opener, Lesson 13.2	pp. 20–26, 34–43
	8C: Chapter 14, Opener	pp. 45–51
	8C: Chapter 15, Wrap Up	pp. 125–126
	8C: Chapter 16, Opener	pp. 127–133
Strand: B. Number		
Overall Expectations		
By the end of Grade 8, students will:		
B1. Number Sense • demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	8A: Chapter 1, Lessons 1.1–1.2	pp. 6–19
	8A: Chapter 2, Lessons 2.1, 2.3	pp. 23–27, 34–42
	8B: Chapter 7, Lessons 7.1–7.2	pp. 46–67
Specific Expectations		
<i>Rational and Irrational Numbers</i>		
By the end of Grade 8, students will:		
B1.1 represent and compare very large and very small numbers, including through the use of scientific notation, and describe various ways they are used in everyday life	8A: Chapter 2, Lessons 2.1, 2.3	pp. 23–27, 34–42
B1.2 describe, compare, and order numbers in the real number system (rational and irrational numbers), separately and in combination, in various contexts	8A: Chapter 1, Lesson 1.2	pp. 15–19
B1.3 estimate and calculate square roots, in various contexts	8A: Chapter 1, Lesson 1.1	pp. 6–14
<i>Fractions, Decimals, and Percents</i>		
By the end of Grade 8, students will:		
B1.4 use fractions, decimal numbers, and percents, including percents of more than 100% or less than 1%, interchangeably and flexibly to solve a variety of problems	8B: Chapter 7, Lessons 7.1–7.2	pp. 46–67

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Overall Expectations		
By the end of Grade 8, students will:		
B2. Operations • use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	8A: Chapter 1, Lesson 1.1 8A: Chapter 2, Lesson 2.2 8A: Chapter 3, Opener, Lessons 3.1–3.4 8A: Chapter 4, Lessons 4.1–4.4 8B: Chapter 7, Lesson 7.2 8B: Chapter 8, Lessons 8.1–8.2	pp. 6–14 pp. 28–33 pp. 50–80 pp. 87–130 pp. 53–67 pp. 71–93
Specific Expectations		
<i>Properties and Relationships</i>		
By the end of Grade 8, students will:		
B2.1 use the properties and order of operations, and the relationships between operations, to solve problems involving rational numbers, ratios, rates, and percents, including those requiring multiple steps or multiple operations	8A: Chapter 4, Lesson 4.4 8B: Chapter 7, Lesson 7.2 8B: Chapter 8, Lesson 8.2	pp. 119–130 pp. 53–67 pp. 80–93
<i>Math Facts</i>		
By the end of Grade 8, students will:		
B2.2 understand and recall commonly used square numbers and their square roots	8A: Chapter 1, Lesson 1.1	pp. 6–14
<i>Mental Math</i>		
By the end of Grade 8, students will:		
B2.3 use mental math strategies to multiply and divide whole numbers and decimal numbers up to thousandths by powers of ten, and explain the strategies used	8A: Chapter 2, Lesson 2.2	pp. 28–33
<i>Addition and Subtraction</i>		
By the end of Grade 8, students will:		
B2.4 add and subtract integers, using appropriate strategies, in various contexts	8A: Chapter 4, Lesson 4.2	pp. 98–102
B2.5 add and subtract fractions, using appropriate strategies, in various contexts	8A: Chapter 3, Lesson 3.4 8A: Chapter 4, Lesson 4.3	pp. 54–80 pp. 103–118
<i>Multiplication and Division</i>		
By the end of Grade 8, students will:		
B2.6 multiply and divide fractions by fractions, as well as by whole numbers and mixed numbers, in various contexts	8A: Chapter 3, Opener, Lessons 3.1–3.4	pp. 50–80
B2.7 multiply and divide integers, using appropriate strategies, in various contexts	8A: Chapter 4, Lessons 4.1–4.2	pp. 87–102
B2.8 compare proportional situations and determine unknown values in proportional situations, and apply proportional reasoning to solve problems in various contexts	8B: Chapter 8, Lesson 8.1	pp. 71–79
Strand: C. Algebra		
Overall Expectations		
By the end of Grade 8, 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	8B: Chapter 6, Lessons 6.1–6.3	pp. 8–41

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations		
<i>Patterns</i>		
By the end of Grade 8, 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 and shrinking patterns on the basis of their constant rates and initial values	8B: Chapter 6, Lesson 6.1	pp. 8–14
C1.2 create and translate repeating, growing, and shrinking patterns involving rational numbers using various representations, including algebraic expressions and equations for linear growing and shrinking patterns	8B: Chapter 6, Lesson 6.2	pp. 15–26
C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in growing and shrinking patterns involving rational numbers, and use algebraic representations of the pattern rules to solve for unknown values in linear growing and shrinking patterns	8B: Chapter 6, Lesson 6.3	pp. 27–41
C1.4 create and describe patterns to illustrate relationships among rational numbers	8B: Chapter 6, Lessons 6.1–6.3	pp. 8–41
Overall Expectations		
By the end of Grade 8, students will:		
C2. Equations and Inequalities • demonstrate an understanding of variables, expressions, equations, and inequalities, and apply this understanding in various contexts	8A: Chapter 5, Lessons 5.1–5.6	pp. 138–180
Specific Expectations		
<i>Variables and Expressions</i>		
By the end of Grade 8, students will:		
C2.1 add and subtract monomials with a degree of 1, and add binomials with a degree of 1 that involve integers, using tools	8A: Chapter 5, Lesson 5.1	pp. 138–142
C2.2 evaluate algebraic expressions that involve rational numbers	8A: Chapter 5, Lessons 5.2–5.3	pp. 143–157
<i>Equalities and Inequalities</i>		
By the end of Grade 8, students will:		
C2.3 solve equations that involve multiple terms, integers, and decimal numbers in various contexts, and verify solutions	8A: Chapter 5, Lessons 5.4–5.5	pp. 158–172
C2.4 solve inequalities that involve integers, and verify and graph the solutions	8A: Chapter 5, Lesson 5.6	pp. 173–180
Overall Expectations		
By the end of Grade 8, students will:		
C3. Coding • demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	Coding Toolkit	CD8_01, CD8_02

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations		
<i>Coding Skills</i>		
By the end of Grade 8, students will:		
C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves the analysis of data in order to inform and communicate decisions	Coding Toolkit	CD8_01
C3.2 read and alter existing code involving the analysis of data in order to inform and communicate decisions, and describe how changes to the code affect the outcomes and the efficiency of the code	Coding Toolkit	CD8_02
Overall Expectations		
By the end of Grade 8, students will:		
C4. Mathematical Modelling • apply the process of mathematical modelling to represent, analyze, make predictions, and provide insight into real-life situations	8B: Chapter 7, Lesson 7.2 8B: Chapter 10, Lesson 10.3 8C: Chapter 13, Lesson 13.2	pp. 53–67 pp. 134–139 pp. 34–43
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>	8B: Chapter 7, Lesson 7.2 8B: Chapter 10, Lesson 10.3 8C: Chapter 13, Lesson 13.2	pp. 53–67 pp. 134–139 pp. 34–43
Strand: D. Data		
Overall Expectations		
By the end of Grade 8, students will:		
D1. Data Literacy • manage, analyze, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	8C: Chapter 15, Lessons 15.1–15.3	pp. 90–124
Specific Expectations		
<i>Data Collection and Organization</i>		
By the end of Grade 8, students will:		
D1.1 identify situations involving one-variable data and situations involving two-variable data, and explain when each type of data is needed	8C: Chapter 15, Lesson 15.1	pp. 90–110
D1.2 collect continuous data to answer questions of interest involving two variables, and organize the data sets as appropriate in a table of values	8C: Chapter 15, Lesson 15.2	pp. 111–113
<i>Data Visualization</i>		
By the end of Grade 8, students will:		
D1.3 select from among a variety of graphs, including scatter plots, 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	8C: Chapter 15, Lessons 15.1, 15.3	pp. 90–110, 114–124
D1.4 create an infographic about a data set, representing the data in appropriate ways, including in tables and scatter plots, and incorporating any other relevant information that helps to tell a story about the data	8C: Chapter 15, Lesson 15.3	pp. 114–124

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<i>Data Analysis</i>		
By the end of Grade 8, students will:		
D1.5 use mathematical language, including the terms “strong,” “weak,” “none,” “positive,” and “negative,” to describe the relationship between two variables for various data sets with and without outliers	8C: Chapter 15, Lesson 15.1	pp. 90–110
D1.6 analyze different sets of data presented in various ways, including in scatter plots 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	8C: Chapter 15, Lessons 15.1, 15.3	pp. 90–110, 114–124
Overall Expectations		
By the end of Grade 8, students will:		
D2. Probability • describe the likelihood that events will happen, and use that information to make predictions	8C: Chapter 16, Lessons 16.1–16.3	pp. 134–156
Specific Expectations		
<i>Probability</i>		
By the end of Grade 8, students will:		
D2.1 solve various problems that involve probability, using appropriate tools and strategies, including Venn and tree diagrams	8C: Chapter 16, Lessons 16.1–16.2	pp. 134–152
D2.2 determine and compare the theoretical and experimental probabilities of multiple independent events happening and of multiple dependent events happening	8C: Chapter 16, Lesson 16.3	pp. 153–156
Strand: E. Spatial Sense		
Overall Expectations		
By the end of Grade 8, 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	8B: Chapter 8, Lesson 8.2 8C: Chapter 13, Lessons 13.1–13.2 8C: Chapter 14, Lessons 14.1–14.2	pp. 80–93 pp. 27–43 pp. 52–83
Specific Expectations		
<i>Geometric Reasoning</i>		
By the end of Grade 8, students will:		
E1.1 identify geometric properties of tessellating shapes and identify the transformations that occur in the tessellations	8C: Chapter 14, Lesson 14.1	pp. 52–67
E1.2 make objects and models using appropriate scales, given their top, front, and side views or their perspective views	8C: Chapter 13, Lessons 13.1–13.2	pp. 27–43
E1.3 use scale drawings to calculate actual lengths and areas, and reproduce scale drawings at different ratios	8B: Chapter 8, Lesson 8.2	pp. 80–93
<i>Location and Movement</i>		
By the end of Grade 8, students will:		
E1.4 describe and perform translations, reflections, rotations, and dilations on a Cartesian plane, and predict the results of these transformations	8C: Chapter 14, Lessons 14.1–14.2	pp. 52–83

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Overall Expectations		
By the end of Grade 8, students will:		
E2. Measurement • compare, estimate, and determine measurements in various contexts	8A: Chapter 2, Lessons 2.3–2.4 8B: Chapter 9, Lessons 9.1–9.4 8B: Chapter 11, Lessons 11.1–11.2 8C: Chapter 12, Lessons 12.1–12.2	pp. 34–48 pp. 101–121 pp. 146–163 pp. 3–18
Specific Expectations		
<i>The Metric System</i>		
By the end of Grade 8, students will:		
E2.1 represent very large (mega, giga, tera) and very small (micro, nano, pico) metric units using models, base ten relationships, and exponential notation	8A: Chapter 2, Lessons 2.3–2.4	pp. 34–48
<i>Lines and Angles</i>		
By the end of Grade 8, students will:		
E2.2 solve problems involving angle properties, including the properties of intersecting and parallel lines and of polygons	8B: Chapter 11, Lessons 11.1–11.2	pp. 146–163
E2.3 solve problems involving the perimeter, circumference, area, volume, and surface area of composite two-dimensional shapes and three-dimensional objects, using appropriate formulas	8B: Chapter 9, Lessons 9.1–9.4 8B: Chapter 10, Lessons 10.1–10.3	pp. 101–121 pp. 127–139
E2.4 describe the Pythagorean relationship using various geometric models, and apply the theorem to solve problems involving an unknown side length for a given right triangle	8C: Chapter 12, Lessons 12.1–12.2	pp. 3–18
Strand: F. Financial Literacy		
Overall Expectations		
By the end of Grade 8, students will:		
F1. Money and Finances • demonstrate the knowledge and skills needed to make informed financial decisions	Financial Literacy Toolkit 8B: Chapter 7, Lesson 7.2	FL8_01–05 pp. 53–67
Specific Expectations		
<i>Money Concepts</i>		
By the end of Grade 8, students will:		
F1.1 describe some advantages and disadvantages of various methods of payment that can be used when dealing with multiple currencies and exchange rates	Financial Literacy Toolkit	FL8_03
<i>Financial Management</i>		
By the end of Grade 8, students will:		
F1.2 create a financial plan to reach a long-term financial goal, accounting for income, expenses, and tax implications	Financial Literacy Toolkit	FL8_01
F1.3 identify different ways to maintain a balanced budget, and use appropriate tools to track all income and spending, for several different scenarios	Financial Literacy Toolkit	FL8_02
F1.4 determine the growth of simple and compound interest at various rates using digital tools, and explain the impact interest has on long-term financial planning	Financial Literacy Toolkit 8B: Chapter 7, Lesson 7.2	FL8_05 pp. 53–67

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<i>Consumer and Civic Awareness</i> By the end of Grade 8, students will:		
F1.5 compare various ways for consumers to get more value for their money when spending, including taking advantage of sales and customer loyalty and incentive programs, and determine the best choice for different scenarios	Financial Literacy Toolkit	FL8_04
F1.6 compare interest rates, annual fees, and rewards and other incentives offered by various credit card companies and consumer contracts to determine the best value and the best choice for different scenarios	Financial Literacy Toolkit	FL8_05