My Math Path 1—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Numbers to 20 represent quantities that can be decomposed into 10s and 1s.		
	1A: Chapters 1 and 2 1B: Chapter 7 1C: Chapter 12	pp. 1–44 pp. 52–86 pp. 68–80
Content		
Students are expected to know the following: • number concepts to 20		
– counting on and counting back	1A: Chapter 1, Lesson 1 1A: Chapter 1, Lesson 3	pp. 4–14 pp. 23–30
– subitizing	1A: Chapter 1, Lesson 1, Game	p. 10
– numbers to 10 can be arranged and recognized	1A: Chapter 1, Lessons 1–2	pp. 4–22
– numbers to 20 can be arranged and recognized	1B: Chapter 7, Lesson 1 1B: Chapter 7, Lesson 3	pp. 55–61 pp. 66–73
– identify base 10	1B: Chapter 7, Lesson 1, Game 1B: Chapter 7: Lesson 2	p. 59 pp. 62–65
– skip counting by 2 and 5	1B: Chapter 7, Lesson 4, Learn, Guided Learning, Let's Explore	pp. 78–80
Students are expected to know the following: • ways to make 10		
– numbers to 10 can be arranged and recognized	1A: Chapter 1, Lessons 1–2	pp. 4–22
– decomposing 10 into parts	1A: Chapter 2, Lesson 1	pp. 35–42
– benchmarks of 10 and 20	1B: Chapter 7, Lesson 1, Learn, Guided Learning	pp. 60–61
Students are expected to know the following: • financial literacy—values of coins, and monetary exchanges		
– money is a medium of exchange	1C: Chapter 12, Lesson 1, Hands-On Activity, Learn, Guided Learning	pp. 75–76
– identifying values of coins (nickels, dimes, quarters, loonies, and toonies)	1C: Chapter 12, Lesson 1, Learn, Guided Learning	pp. 70–71
Big Idea: Addition and subtraction with numbers to 10 can be modelled concretely, pictorially, and symbolically to develop computational fluency.		
	1A: Chapters 3 and 4 1B: Chapter 8 1C: Chapter 12	pp. 45–99 pp. 87–112 pp. 68–80

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BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Content		
Students are expected to know the following: • addition and subtraction to 20 (understanding of operation and process)		
– decomposing 20 into parts	1B: Chapter 7, Lesson 2	pp. 62–65
– mental math strategies: counting on, making 10, doubles	1A: Chapter 3, Lesson 1 1A: Chapter 4, Lesson 1, Learn, Guided Learning 1B: Chapter 8, Lessons 1–2	pp. 48–54 pp. 76, 78 pp. 90–103
– addition and subtraction are related	1A: Chapter 4, Lesson 4	pp. 91–96
Students are expected to know the following: • change in quantity to 20, concretely and verbally		
– verbally describing a change in quantity (e.g., I can build 7 and make it 10 by adding 3)	1A: Chapter 3, Lesson 1 1A: Chapter 3, Lesson 3, Math Journal 1A: Chapter 4, Lesson 1 1A: Chapter 4, Lesson 4, Math Journal 1B: Chapter 7, Lesson 3, Learn, Guided Learning 1B: Chapter 8, Lessons 1–2	pp. 48–58 p. 67 pp. 73–82 p. 96 pp. 68–69 pp. 90–103
Students are expected to know the following: • meaning of equality and inequality		
– demonstrating and explaining the meaning of equality and inequality	1A: Chapter 3, Lesson 1	pp. 48–50
– recording equations symbolically, using = and ≠	1A: Chapter 3, Lessons 1–3 1A: Chapter 4, Lessons 1–3 1B: Chapter 8, Lessons 1–3 1C: Chapter 12, Lesson 1, Learn, Guided Learning	pp. 48–66 pp. 73–90 pp. 90–109 p. 76
Students are expected to know the following: • financial literacy—values of coins, and monetary exchanges		
– counting multiples of the same denomination (nickels, dimes, loonies, and toonies)	1C: Chapter 12, Lesson 1, Learn, Guided Learning	pp. 73–74
– role-playing financial transactions (e.g., use coins and whole numbers), integrating the concept of wants and needs	1C: Chapter 12, Lesson 1, Hands-On Activity	p. 75
– trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools)	1C: Chapter 12, Lesson 1, Hands-On Activity Teacher's Resource, Indigenous Connection: Let's Make a Trade	p. 75
Big Idea: Repeating elements in patterns can be identified.		
	1B: Chapter 6 1B: Chapter 7, Lesson 4	pp. 36–51 pp. 74–83

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Content		
Students are expected to know the following: • repeating patterns with multiple elements and attributes		
– repeating patterns with multiple elements/attributes	1B: Chapter 6, Lessons 1–2	pp. 39–45
– translating patterns from one representation to another (e.g., an orange-blue pattern could be translated to a circle-square pattern)	1B: Chapter 6, Lesson 3	pp. 46–49
– letter coding of pattern	1B: Chapter 6, Lesson 3	pp. 46–49
– predicting an element in repeating patterns using a variety of strategies	1B: Chapter 6, Lessons 1–2	pp. 39–45
– patterns using visuals (ten-frames, hundred charts)	1B: Chapter 7, Lesson 4	pp. 74–83
– investigating numerical patterns (e.g., skip counting by 2 and 5 on a hundred chart)	1B: Chapter 7, Lesson 4	pp. 74–83
Big Idea: Objects and shapes have attributes that can be described, measured, and compared.		
	1B: Chapter 5 1C: Chapters 9–11	pp. 1–35 pp. 2–67
Content		
Students are expected to know the following: • direct measurement with non-standard units (non-uniform and uniform)		
– understanding the importance of using a baseline for direct comparison in linear measurement	1C: Chapter 10, Lesson 1	pp. 36–38
– use multiple copies of a unit	1C: Chapter 10, Lessons 1–3	pp. 36–54
– iterating a single unit for measuring (e.g., to measure the length of a string with only one cube, a student iterates the cube over and over, keeping track of how many cubes long the string is)	1C: Chapter 10, Lesson 2, Hands-On Activity: Activity 2, Let's Explore	pp. 43, 45
– measure with non-standard units (e.g., tiling an area, rope knots at intervals, using body parts to measure)	1C: Chapter 10, Lessons 2–3 1C: Chapter 11, Lesson 1 Teacher's Resource, Indigenous Connection: Measuring with a Rope Tool	pp. 39–54 pp. 58–65
– non-uniform units are not consistent in size (e.g., children's hands, pencils); uniform units are consistent in size (e.g., interlocking cubes, standard paper clips)	1C: Chapter 10, Lesson 2, Hands-On Activity: Activity 1	pp. 42–43
Students are expected to know the following: • comparison of 2-D shapes and 3-D objects		
– sorting 2-D shapes and 3-D objects using one attribute, and explaining the sorting rule	1B: Chapter 5, Lessons 1–2	pp. 5–19
– replicating composite 2-D shapes and 3-D objects (e.g., putting two triangles together to make a square)	1B: Chapter 5, Lesson 3	pp. 20–27
– comparing 2-D shapes and 3-D objects in the environment	1B: Chapter 5, Lesson 4	pp. 28–32
– describing relative positions, using positional language (e.g. up and down, in and out)	1C: Chapter 9, Lessons 1– 2	pp. 4–25

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BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Concrete graphs help us to compare and interpret data and show one-to-one correspondence.		
	1C: Chapter 13	pp. 81–102
Content		
Students are expected to know the following: • concrete graphs, using one-to-one correspondence		
– creating, describing, and comparing concrete graphs with one-to-one correspondence	1C: Chapter 13, Lesson 2	pp. 94–98
Students are expected to know the following: • likelihood of familiar life events, using comparative language		
– using the language of probability (e.g., *never*, *sometimes*, *always*, *more likely*, *less likely*)	1C: Chapter 13, Lesson 1	pp. 86–93
– cycles (Elder or knowledge keeper to speak about ceremonies and life events)	Teacher's Resource, Indigenous Connection: Naming the Seasons	