My Math Path 4 – BC Curriculum Correlation

Big Idea/Content	Module/Chapter/Lesson	Pages
Big Idea: Fractions and decimals are types of numbers that can represent quantities.		
	4B: Chapters 9–10	pp. 82–164
Content		
Students are expected to know the following: • ordering and comparing fractions		
– comparing and ordering of fractions with common denominators	4B: Chapter 9, Lesson 9.2	pp. 91–94
– estimating fractions with benchmarks (e.g., zero, half, whole)	4B: Chapter 9, Lesson 9.2, Learn, Guided Learning	pp. 94–95
– using concrete and visual models	4B: Chapter 9, Lessons 9.1–9.3	pp. 87–102
– equal partitioning	4B: Chapter 9, Lessons 9.1–9.2	pp. 87–96
Content		
Students are expected to know the following: • decimals to hundredths		
– Fractions and decimals are numbers that represent an amount or quantity.	4B: Chapter 9, Lessons 9.1–9.3 4B: Chapter 10, Lessons 10.1–10.5	pp. 87–102 pp. 110–162
– Fractions and decimals can represent parts of a region, set, or linear model.	4B: Chapter 9, Lessons 9.1–9.3 4B: Chapter 10, Lessons 10.1–10.5	pp. 87–102 pp. 110–162
– Fractional parts and decimals are equal shares or equal-sized portions of a whole or unit.	4B: Chapter 9, Lessons 9.1–9.2 4B: Chapter 10, Lessons 10.1–10.2	pp. 87–96 pp. 110–135
– understanding the relationship between fractions and decimals	4B: Chapter 10, Lessons 10.1–10.2 4B: Chapter 10, Lesson 10.5	pp. 110–135 pp. 158–162
Big Idea: Development of computational fluency and multiplicative thinking requires analysis of patterns and relations in multiplication and division.		
	4A: Chapter 1 4A: Chapter 2, Lessons 2.1–2.4 4A: Chapter 3, Lessons 3.1–3.5 4A: Chapters 4–5 4A: Chapter 6, Lessons 6.1–6.4 4B: Chapters 7–8 4B: Chapter 11 4C: Chapter 12	pp. 1–44 pp. 50–65 pp. 77–100 pp. 108–186 pp. 191–219 pp. 1–81 pp. 165–202 pp. 1–34
Content		
Students are expected to know the following: • number concepts to 10 000		
• counting: – multiples – flexible counting strategies – whole number benchmarks	4A: Chapter 1, Lesson 1.1	pp. 7–14
• Numbers to 10 000 can be arranged and recognized: – comparing and ordering numbers – estimating large quantities	4A: Chapter 1, Lesson 1.1, Hands-On Activity 4A: Chapter 1, Lesson 1.3	p. 12 pp. 21–31
• place value: – 1000s, 100s, 10s, and 1s – understanding the relationship between digit places and their value, to 10 000	4A: Chapter 1, Lesson 1.2	pp. 15–20

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Big Idea/Content	Module/Chapter/Lesson	Pages
Content		
Students are expected to know the following: • addition and subtraction facts to 20 (developing computational fluency)		
– Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts.	4A: Chapter 2, Lesson 2.1 4A: Chapter 3, Lesson 3.1	pp. 50–54 pp. 77–80
– flexible use of mental math strategies	4A: Chapter 2, Lesson 2.1 4A: Chapter 3, Lesson 3.1	pp. 50–54 pp. 77–80
Content		
Students are expected to know the following: • addition and subtraction to 10 000		
– using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping	4A: Chapter 2, Lessons 2.2–2.4 4A: Chapter 3, Lessons 3.2–3.5	pp. 55–65 pp. 81–100
– estimating sums and differences to 10 000	4A: Chapter 1, Lessons 1.4–1.5 4A: Chapter 2, Lessons 2.2–2.4 4A: Chapter 3, Lessons 3.2–3.5 4A: Chapter 4, Lesson 4.2	pp. 32–42 pp. 55–65 pp. 81–100 pp. 124–135
– using addition and subtraction in real-life contexts and problem-based situations	4A: Chapter 4, Lessons 4.1–4.2	pp. 115–135
Content		
Students are expected to know the following: • multiplication and division facts to 100 (introductory computational strategies)		
– Provide opportunities for concrete and pictorial representations of multiplication.	4A: Chapter 5, Lessons 5.1–5.5	pp. 143–178
– building computational fluency	4A: Chapter 5, Lessons 5.1–5.6	pp. 143–183
– Use games to provide opportunities for authentic practice of multiplication computations.	4A: Chapter 5, Lesson 5.2, Game 4A: Chapter 5, Lesson 5.4, Game 4A: Chapter 5, Lesson 5.5, Game	p. 156 p. 168 p. 177
– looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	4A: Chapter 5, Lesson 5.5, Hands-On Activity	p. 176
– Connect multiplication to skip-counting.	4A: Chapter 5, Lesson 5.2, Learn, Guided Learning 4A: Chapter 5, Lesson 5.3, Learn, Guided Learning 4A: Chapter 5, Lesson 5.4, Learn, Guided Learning 4A: Chapter 5, Lesson 5.5, Learn, Guided Learning	pp. 152–153 pp. 158–159 pp. 163–164 pp. 170–171
– Connecting multiplication to division and repeated addition.	4A: Chapter 5, Lesson 5.2, Learn, Guided Learning 4A: Chapter 5, Lesson 5.3, Learn, Guided Learning 4A: Chapter 5, Lesson 5.4, Learn, Guided Learning 4A: Chapter 5, Lesson 5.5, Learn, Guided Learning 4A: Chapter 5, Lesson 5.6	pp. 152–153 pp. 158–159 pp. 163–164 pp. 170–171 pp. 179–183

Big Idea/Content	Module/Chapter/Lesson	Pages
– Students will become more fluent with these facts.	4A: Chapter 5, Lessons 5.1–5.6	pp. 143–183
– using mental math strategies, such as doubling or halving	4A: Chapter 5, Lesson 5.2, Learn, Guided Learning 4A: Chapter 5, Lesson 5.3, Learn, Guided Learning 4A: Chapter 5, Lesson 5.4, Learn, Guided Learning 4A: Chapter 5, Lesson 5.5	pp. 154–155 pp. 160–161 pp. 165–167 pp. 172–175
– Students should be able to recall the following multiplication facts by the end of Grade 4 (2s, 5s, 10s).	4A: Chapter 5, Lessons 5.1–5.6	pp. 143–183
Content		
Students are expected to know the following: • multiplication and division of two- or three-digit numbers by one-digit numbers		
– understanding the relationships between multiplication and division, multiplication and addition, division and subtraction	4A: Chapter 6, Lesson 6.2 4B: Chapter 7, Lesson 7.1 **Note:** An early introduction to division with remainders is provided.	pp. 198–202 pp. 3–10
– using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition and repeated subtraction)	4A: Chapter 6, Lessons 6.1–6.4 4B: Chapter 7, Lessons 7.3–7.5	pp. 191–219 pp. 14–38
– using multiplication and division in real-life contexts and problem-based situations	4B: Chapter 7, Lesson 7.2 4B: Chapter 8, Lessons 8.2–8.3	pp. 11–13 pp. 54–76
Content		
Students are expected to know the following: • addition and subtraction of decimals to hundredths		
– estimating decimal sums and differences	4B: Chapter 11, Lesson 11.1 4B: Chapter 11, Lesson 11.2 4B: Chapter 11, Lesson 11.3	pp. 172–177 pp. 180–191 pp. 194–200
– using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines	4B: Chapter 11, Lesson 11.1 4B: Chapter 11, Lesson 11.2	pp. 169–175 pp. 179–188
– using addition and subtraction in real-life contexts and problem-based situations	4B: Chapter 11, Lesson 11.3	pp. 194–200
Content		
Students are expected to know the following: • financial literacy — monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions		
– making monetary calculations, including decimal notation in real-life contexts and problem-based situations	4C: Chapter 12, Lessons 12.1–12.3	pp. 5–30
– applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change	4C: Chapter 12, Lessons 12.1–12.3	pp. 5–30
– making simple financial decisions involving earning, spending, saving, and giving	4C: Chapter 12, Lesson 12.1, Hands-On Activity 4C: Chapter 12, Lesson 12.3, Math Journal	p. 15 p. 30

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Big Idea/Content	Module/Chapter/Lesson	Pages
Content		
Students are expected to know the following: • algebraic relationships among quantities		
– representing and explaining one-step equations with an unknown number	4A: Chapter 4, Lesson 4.1 4A: Chapter 4, Lesson 4.2 4B: Chapter 8, Lessons 8.1–8.2	pp. 115–123 pp. 124–127 pp. 45–64
– planning a camping or hiking trip; planning for quantities and materials needed per individual and group over time	4B: Chapter 8, Lesson 8.3, Hands-On Activity	p. 74
Content		
Students are expected to know the following: • one-step equations with an unknown number, using all operations		
– one-step equations for all operations involving an unknown number (e.g., ___ + 4 = 15, 15 – ☐ = 11)	4A: Chapter 4, Lesson 4.1 4B: Chapter 8, Lesson 8.1	pp. 115–123 pp. 45–53
– start unknown (e.g., n + 15 = 20; 20 – 15 = ☐)	4A: Chapter 4, Lesson 4.1, Learn, Guided Learning 4A: Chapter 4, Lesson 4.1, Learn, Guided Learning 4B: Chapter 8, Lesson 8.1, Learn, Guided Learning 4B: Chapter 8, Lesson 8.1, Learn, Guided Learning	p. 116 p. 119 p. 47 p. 50
– change unknown (e.g., 12 + n = 20)	4A: Chapter 4, Lesson 4.1, Learn, Guided Learning 4A: Chapter 4, Lesson 4.1, Learn, Guided Learning 4B: Chapter 8, Lesson 8.1, Learn, Guided Learning 4B: Chapter 8, Lesson 8.1, Learn, Guided Learning	p. 117 p. 120 p. 46 p. 49
– result unknown (e.g., 6 + 13 = ___)	4A: Chapter 4, Lesson 4.1, Learn, Guided Learning 4A: Chapter 4, Lesson 4.1, Learn, Guided Learning 4B: Chapter 8, Lesson 8.1, Learn, Guided Learning 4B: Chapter 8, Lesson 8.1, Learn, Guided Learning	p. 115 p. 118 p. 45 p. 48
Big Idea: Regular changes in patterns can be identified and represented using tools and tables.		
	4A: Chapter 2, Lesson 2.5 4A: Chapter 3, Lesson 3.6 4A: Chapter 6, Lesson 6.5 4B: Chapter 10, Lesson 10.3 4C: Chapter 16, Lesson 16.5	pp. 66–68 pp. 101–104 pp. 220–222 pp. 138–141 pp. 164–171

Big Idea/Content	Module/Chapter/Lesson	Pages
Content		
Students are expected to know the following: • increasing and decreasing patterns, using tables and charts		
– Change in patterns can be represented in charts, graphs, and tables.	4A: Chapter 1, Lesson 1.3, Learn, Guided Learning 4A: Chapter 2, Lesson 2.5 4A: Chapter 3, Lesson 3.6 4A: Chapter 6, Lesson 6.5 4B: Chapter 10, Lesson 10.3 4C: Chapter 16, Lesson 16.5	pp. 29–30 pp. 66–68 pp. 101–104 pp. 220–222 pp. 138–141 pp. 164–171
– using words and numbers to describe increasing and decreasing patterns	4A: Chapter 2, Lesson 2.5 4A: Chapter 3, Lesson 3.6 4A: Chapter 6, Lesson 6.5 4B: Chapter 10, Lesson 10.3 4C: Chapter 16, Lesson 16.5	pp. 66–68 pp. 101–104 pp. 220–222 pp. 138–141 pp. 164–171
Content		
Students are expected to know the following: • algebraic relationships among quantities		
– describing pattern rules, using words and numbers from concrete and pictorial representations	4C: Chapter 16, Lesson 16.5	pp. 164–171
Big Idea: Polygons are closed shapes with similar attributes that can be described, measured, and compared.		
	4C: Chapter 13 4C: Chapter 15	pp. 35–67 pp. 87–130
Content		
Students are expected to know the following: • how to tell time with analog and digital clocks, using 12- and 24-hour clocks		
– understanding how to tell time with analog and digital clocks, using 12- and 24-hour clocks	4C: Chapter 13, Lessons 13.1–13.4	pp. 38–64
– understanding the concept of a.m. and p.m.	4C: Chapter 13, Lesson 13.3	pp. 54–62
– understanding the number of minutes in an hour	4C: Chapter 13, Lesson 13.1, Learn	pp. 38–39
– understanding the concepts of using a circle and of using fractions in telling time (e.g., half past, quarter to)	4C: Chapter 13, Lesson 13.1	pp. 44–46
– telling time in five-minute intervals	4C: Chapter 13, Lesson 13.1, Learn	p. 43
– telling time to the nearest minute	4C: Chapter 13, Lesson 13.2	pp. 48–53
– First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles (e.g., how position of sun, moon, and stars is used to determine times for traditional activities, navigation)	4C: Chapter 13, Teacher's Resource, Indigenous Connections	pp. 58–59
Content		
Students are expected to know the following: • regular and irregular polygons		
– describing and sorting regular and irregular polygons based on multiple attributes	4C: Chapter 15, Lesson 15.1	pp. 95–103
– investigating polygons (polygons are closed shapes with similar attributes)	4C: Chapter 15, Lesson 15.1	pp. 92–94

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Big Idea/Content	Module/Chapter/Lesson	Pages
– Yup'ik border patterns	Teacher's Resource, Indigenous Connection: Polygons in Yup'ik Border Patterns	
Content		
Students are expected to know the following: • perimeter of regular and irregular shapes		
– using geoboards and grids to create, represent, measure, and calculate perimeter	4C: Chapter 15, Lesson 15.2	pp. 110–116
Content		
Students are expected to know the following: • line symmetry		
– using concrete materials such as pattern blocks to create designs that have a mirror image within them	4C: Chapter 15, Lesson 15.3	pp. 117–126
– First Peoples art, borders, birchbark biting, canoe building	Teacher's Resource, Indigenous Connection: Symmetry in Kayaks and Canoes	
Big Idea: Analyzing and interpreting experiments in data probability develops an understanding of chance.		
	4C: Chapter 16, Lessons 16.1–16.4 4C: Chapter 17	pp. 137–163 pp. 176–194
Content		
Students are expected to know the following: • one-to-one correspondence and many-to-one correspondence, using bar graphs and pictographs		
– many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies)	4C: Chapter 16, Lessons 16.1–16.4	pp. 137–163
Content		
Students are expected to know the following: • probability experiments		
– predicting single outcomes (e.g., when you spin using one spinner and it lands on a single colour)	4C: Chapter 17, Lessons 17.1–17.2 **Note:** An early introduction to deciding whether a game is fair is provided.	pp. 178–192
– using spinners, rolling dice, pulling objects out of a bag	4C: Chapter 17, Lessons 17.1–17.2	pp. 178–192
– recording results using tallies	4C: Chapter 17, Lesson 17.2, Learn, Hands-On Activity	pp. 184–186
– Dene/Kaska hand games, Lahal stick games	Teacher's Resource, Indigenous Connection: Hand Game	

Note: The following content from BC *My Math Path 4* is not referenced in the BC Grade 4 curriculum. Coverage of this content can be considered to be an early introduction to this topic and provides valuable skills needed to understand geometric topics later in this grade and also in subsequent grades.

Chapter 14: Angles