

My Math Path 5 – BC Curriculum Correlation

Big Idea/Content	Module/Chapter/Lesson	Pages
Big Idea: Numbers describe quantities that can be represented by equivalent fractions.		
	5A: Chapter 3 5A: Chapter 4, Lesson 4.2, Learn, Guided Learning 5A: Chapter 4, Lesson 4.4 5A: Chapter 5, Lessons 5.1–5.2	pp. 88–117 pp. 135–136 pp. 144–146 pp. 154–163
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • equivalent fractions 		
	5A: Chapter 3, Lessons 3.1–3.2	pp. 92–103
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • whole-number, fraction, and decimal benchmarks 		
– Two equivalent fractions are two ways to represent the same amount (having the same whole).	5A: Chapter 3, Lessons 3.1–3.2	pp. 92–103
– comparing and ordering of fractions and decimals	5A: Chapter 3, Lesson 3.3 5A: Chapter 4, Lesson 4.2, Learn, Guided Learning 5A: Chapter 4, Lesson 4.4	pp. 104–113 pp. 135–136 pp. 144–146
– addition and subtraction of decimals to thousandths	5A: Chapter 5, Lessons 5.1–5.2	pp. 154–163
– estimating decimal sums and differences	5A: Chapter 5, Lessons 5.1–5.2	pp. 154–163
– estimating fractions with benchmarks (e.g., zero, half, whole)	5A: Chapter 3, Lesson 3.3	pp. 106–112
– equal partitioning	5A: Chapter 3, Lessons 3.1–3.3	pp. 92–113
Big Idea: Computational fluency and flexibility with numbers extend to operations with larger (multi-digit) numbers.		
	5A: Chapters 1–2 5A: Chapter 4, Lessons 4.1–4.3 5A: Chapter 5 5B: Chapters 6–7 5C: Chapter 12, Lessons 12.1–12.3	pp. 1–87 pp. 124–143 pp. 149–191 pp. 1–65 pp. 59–82
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • number concepts to 1 000 000 		
– counting: <ul style="list-style-type: none"> • multiples • flexible counting strategies • whole number benchmarks 	5A: Chapter 1, Lesson 1.1	pp. 5–14

<ul style="list-style-type: none"> – Numbers to 1 000 000 can be arranged and recognized: <ul style="list-style-type: none"> • comparing and ordering numbers • estimating large quantities 	5A: Chapter 1, Lesson 1.1, Hands-On Activity 5A: Chapter 1, Lesson 1.3	p. 13 pp. 20–27
<ul style="list-style-type: none"> – place value: <ul style="list-style-type: none"> • 100 000s, 10 000s, 1000s, 100s, 10s, and 1s • understanding the relationship between digit places and their value, to 1 000 000 	5A: Chapter 1, Lesson 1.2	pp. 15–19
<ul style="list-style-type: none"> • First Peoples use unique counting systems (e.g., Tsimshian use of three counting systems, for animals, people and things; Tlingit counting for the naming of numbers e.g., 10 = two hands, 20 = one person) 	5A: Chapter 1, Lesson 1.1, Hands-On Activity 5A: Chapter 1, Teacher’s Resource, Indigenous Connections	p. 12 pp. 12–13
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • decimals to thousandths 		
	5A: Chapter 4, Lessons 4.1–4.3	pp. 124–143
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • addition and subtraction facts to 20 (extending computational fluency) 		
<ul style="list-style-type: none"> • Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts. 	5A: Chapter 2, Lesson 2.1	pp. 38–47
<ul style="list-style-type: none"> • applying strategies and knowledge of addition and subtraction facts in real-life contexts and problem-based situations, as well as when making math-to-math connections (e.g., for $800 + 700$, you can annex the zeros and use the knowledge of $8 + 7$ to find the total) 	5A: Chapter 2, Lesson 2.1	pp. 38–47
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • addition and subtraction of whole numbers to 1 000 000 		
<ul style="list-style-type: none"> – using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping 	5A: Chapter 2, Lesson 2.1	pp. 38–47
<ul style="list-style-type: none"> – estimating sums and differences to 10 000 	5A: Chapter 2, Lesson 2.5, Learn, Guided Learning	pp. 72–73

– using addition and subtraction in real-life contexts and problem-based situations	5A: Chapter 2, Lesson 2.5, Learn, Guided Learning 5A: Chapter 2, Lesson 2.5, Learn, Guided Learning	pp. 72–73 pp. 80–81
Content		
<i>Students are expected to know the following:</i>		
• multiplication and division facts to 100 (emerging computational fluency)		
– Provide opportunities for concrete and pictorial representations of multiplication.	5A: Chapter 2, Lesson 2.2 5A: Chapter 2, Lesson 2.3	pp. 48–52 pp. 57–59
– Use games to provide opportunities for authentic practice of multiplication computations.	5A: Chapter 2, Lesson 2.2, Game 5A: Chapter 2, Lesson 2.2, Game	p. 52 p. 55
– looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	5A: Chapter 2, Lesson 2.2, Learn, Guided Learning	pp. 48–49
– Connect multiplication to skip-counting.	5A: Chapter 2, Lesson 2.2, Learn, Guided Learning	pp. 48–49
– Connect multiplication to division and repeated addition.	5A: Chapter 2, Lesson 2.2, Learn Guided Learning 5A: Chapter 2, Lesson 2.2, Learn Guided Learning	pp. 48–49 pp. 53–54
– Students will become more fluent with these facts.	5A: Chapter 2, Lesson 2.2	pp. 48–56
– using mental math strategies such as doubling and halving, annexing, and distributive property	5A: Chapter 2, Lesson 2.2	pp. 48–56
– Students should be able to recall many multiplication facts by the end of Grade 5 (e.g., 2s, 3s, 4s, 5s, 10s).	5A: Chapter 2, Lesson 2.2	pp. 48–56
– developing computational fluency with facts to 100	5A: Chapter 2, Lesson 2.2	pp. 48–56
Content		
<i>Students are expected to know the following:</i>		
• multiplication and division to three digits, including division with remainders		
– understanding the relationships between multiplication and division, multiplication and addition, division and subtraction	5A: Chapter 2, Lessons 2.3–2.4	pp. 57–71
– using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition and repeated subtraction)	5A: Chapter 2, Lessons 2.3–2.4	pp. 57–71
– using multiplication and division in real-life contexts and problem-based situations	5A: Chapter 2, Lesson 2.5	pp. 74–83
Content		

<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • addition and subtraction of decimals to thousandths 		
– understanding the relationships between multiplication and division, multiplication and addition, division and subtraction	5A: Chapter 5, Lessons 5.3–5.4	pp. 164–179
– using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition and repeated subtraction)	5A: Chapter 5, Lessons 5.3–5.4	pp. 164–179
– using multiplication and division in real-life contexts and problem-based situations	5A: Chapter 5, Lesson 5.3, Hands-On Activity 5A: Chapter 5, Lesson 5.3, Learn, Guided Learning 5A: Chapter 5, Lesson 5.4 5A: Chapter 5, Lesson 5.5	p. 167 pp. 169–171 pp. 177–179 pp. 180–188
– estimating decimal sums and differences	5A: Chapter 5, Lessons 5.1–5.2	pp. 154–163
– using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines	5A: Chapter 5, Lessons 5.1–5.2	pp. 154–163
– using addition and subtraction in real-life contexts and problem-based situations	5A: Chapter 5, Lesson 5.5	pp. 180–188
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • financial literacy—monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans 		
– making monetary calculations, including making change and decimal notation to \$1000 in real-life contexts and problem-based situations	5B: Chapter 6, Lessons 6.1–6.3	pp. 5–23
– applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change	5B: Chapter 6, Lessons 6.1–6.3	pp. 5–23
– making simple financial plans to meet a financial goal	5B: Chapter 6, Lesson 6.4	pp. 24–31
– developing a budget that takes into account income and expenses	5B: Chapter 6, Lesson 6.4	pp. 24–31
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • duration, using measurement of time 		
– understanding elapsed time and duration	5B: Chapter 7, Lessons 7.1–7.3	pp. 39–52
– applying concepts of time in real-life contexts and problem-based situations	5B: Chapter 7, Lessons 7.1–7.4	pp. 39–62

– daily and seasonal cycles, moon cycles, tides, journeys, events	5B: Chapter 7, Lesson 7.4, Let’s Explore Online Teaching Centre, Indigenous Connection: Tide Times 5B: Chapter 7, Teacher’s Resource, Indigenous Connections	p. 62 p. 52A
Content		
<i>Students are expected to know the following:</i>		
• one-step equations with variables		
– solving one-step equations with a variable	5C: Chapter 12, Lesson 12.3	pp. 76–82
– expressing a given problem as an equation, using symbols (e.g., $4 + X = 15$)	5C: Chapter 12, Lessons 12.1–12.3 Note: Students receive an early introduction to simplifying algebraic expressions.	pp. 59–82
Big Idea: Identified regularities in number patterns can be expressed in tables.		
	5A: Chapter 1, Lesson 1.3. Learn, Guided Learning 5C: Chapter 12, Lesson 12.4	pp. 25–26 pp. 83–91
Content		
<i>Students are expected to know the following:</i>		
• rules for increasing and decreasing patterns with words, numbers, symbols, and variables		
	5A: Chapter 1, Lesson 1.3, Learn, Guided Learning 5C: Chapter 12, Lesson 12.4	pp. 25–26 pp. 83–91
Big Idea: Closed shapes have area and perimeter that can be described, measured, and compared.		
	5B: Chapter 9 5C: Chapters 10–11	pp. 92–125 pp. 1–54
Content		
<i>Students are expected to know the following:</i>		
• classification of prisms and pyramids		
– investigating 3D objects and 2D shapes, based on multiple attributes	5B: Chapter 9, Lessons 9.1–9.2	pp. 96–113
– describing and sorting quadrilaterals	5B: Chapter 9, Lesson 9.1	pp. 96–106
– describing and constructing rectangular and triangular prisms	5B: Chapter 9, Lessons 9.2–9.3 Note: Students receive an early introduction to the construction of prisms and pyramids with nets.	pp. 107–122
– identifying prisms in the environment	5B: Chapter 9, Lesson 9.2, Hands-On Activity	p. 107
Content		
<i>Students are expected to know the following:</i>		
• area measurement of squares and rectangles		

	5C: Chapter 10, Lessons 10.1–10.3 Note: Students receive an early introduction to the use of formulas for the area and perimeter of squares and rectangles.	pp. 6–31
Content		
<i>Students are expected to know the following:</i>		
• relationships between area and perimeter		
– measuring area of squares and rectangles, using tiles, geoboards, grid paper	5C: Chapter 10, Lesson 10.1 5C: Chapter 10, Lesson 10.2, Hands-On Activity 5C: Chapter 10, Lesson 10.2, Hands-On Activity	pp. 6–16 p. 17 p. 21
– investigating perimeter and area and how they are related to but not dependent on each other	5C: Chapter 10, Lesson 10.1	pp. 8–14
– use traditional dwellings	5C: Chapter 10, Lesson 10.1 5C: Chapter 10, Teacher’s Resource, Indigenous Connections	p. 15 pp. 15–16
Content		
<i>Students are expected to know the following:</i>		
• single transformations		
– single transformations (slide/translation, flip/reflection, turn/rotation)	5C: Chapter 11, Lessons 11.1–11.3 Note: Students receive an early introduction to rotational symmetry.	pp. 36–53
– using concrete materials with a focus on the motion of transformations	5C: Chapter 11, Lesson 11.1 5C: Chapter 11, Lesson 11.2, Hands-On Activity 5C: Chapter 11, Lesson 11.3, Hands-On Activity 5C: Chapter 11, Teacher’s Resource, Indigenous Connections	pp. 36–40 p. 45 p. 49 pp. 45A–46
– weaving, cedar baskets, designs	5C: Chapter 11, Lesson 11.2, Hands-On Activity 5C: Chapter 11, Lesson 11.3, Math Journal Online Teaching Centre, Indigenous Connection: Cedar Basket Transformations 5C: Chapter 11, Teacher’s Resource, Indigenous Connections	p. 45 p. 53 p. 40
Big Idea: Data represented in graphs can be used to show many-to-one correspondence.		
	5C: Chapter 13	pp. 95–122
Content		
<i>Students are expected to know the following:</i>		
• one-to-one correspondence and many-to-one correspondence, using double bar graphs		

– many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies)	5C: Chapter 13, Lesson 13.1	pp. 101–108
Content		
<i>Students are expected to know the following:</i>		
• probability experiments, single events or outcomes		
– predicting outcomes of independent events (e.g., when you spin using a spinner and it lands on a single colour)	5C: Chapter 13, Lesson 13.2, Learn, Guided Learning	pp. 109–100
– predicting single outcomes (e.g., when you spin using a spinner and it lands on a single colour)	5C: Chapter 13, Lesson 13.2, Learn, Guided Learning	pp. 110–111
– using spinners, rolling dice, pulling objects out of a bag	5C: Chapter 13, Lesson 13.2 5C: Chapter 13, Lesson 13.2, Hands-On Activity	pp. 109–113 p. 115
– representing single outcome probabilities using fractions	5C: Chapter 13, Lesson 13.2	pp. 111–117

Note: The following content from BC *My Math Path 5* is not referenced in the BC Grade 5 curriculum. Coverage of this content can be considered to be an early introduction to these topics and provides valuable skills needed to understand geometric properties of shapes and objects covered in subsequent grades.

Chapter 8: Perpendicular and Parallel Lines