

My Math Path 6—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Mixed numbers and decimal numbers represent quantities that can be decomposed into parts and wholes.		
	6A: Chapter 1 6A: Chapter 5 6B: Chapter 6	pp. 1–18 pp. 149–188 pp. 1–39
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • small to large numbers (thousandths to billions) 		
– place value from thousandths to billions, operations with thousandths to billions	6A: Chapter 1, Lesson 1.1	pp. 4–12
– numbers used in science, medicine, technology, and media	6A: Chapter 1, Lesson 1.1, Hands-On Activity 6A: Chapter 1, Lesson 1.2, Hands-On Activity	p. 8 p. 16
– compare, order, estimate	6A: Chapter 1, Lesson 1.2 6A: Chapter 5, Lesson 5.5	pp. 13–16 pp. 180–186
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • improper fractions and mixed numbers 		
– using benchmarks, number line, and common denominators to compare and order, including whole numbers	6A: Chapter 5, Lessons 5.1–5.5	pp. 156–186
– using pattern blocks, Cuisenaire Rods, fraction strips, fraction circles, grids	6A: Chapter 5, Lessons 5.1–5.3	pp. 156–175
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • introduction to ratios 		
– comparing numbers, comparing quantities, equivalent ratios	6B: Chapter 6, Lessons 6.1–6.5 Note: An early introduction to rates is provided.	pp. 5–36
– part-to-part ratios and part-to-whole ratios	6B: Chapter 6, Lessons 6.1–6.3 6B: Chapter 6, Lesson 6.5	pp. 5–23 pp. 29–32
Big Idea: Computational fluency and flexibility with numbers extend to operations with whole numbers and decimals.		
	6A: Chapters 2–4 6A: Chapter 5, Lesson 5.3, Learn, Guided Learning, Game 6B: Chapter 7 6C: Chapter 14, Lessons 14.1–14.2	pp. 19–148 pp. 170–172 pp. 40–63 pp. 109–124
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • factors and multiples—greatest common factor and least common multiple 		
– prime and composite numbers, divisibility rules, factor trees, prime factor phrase (e.g., $300 = 2^2 \times 3 \times 5^2$)	6A: Chapter 2, Lessons 2.1–2.3	pp. 21–47
– using graphic organizers (e.g., Venn diagrams) to compare numbers for common factors and common multiples	6A: Chapter 2, Lesson 2.1, Learn, Guided Learning 6A: Chapter 2, Lesson 2.2, Learn, Guided Learning	pp. 24–26 pp. 35–36

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Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> order of operations with whole numbers 		
– includes the use of brackets, but excludes exponents	6A: Chapter 2, Lesson 2.4	pp. 48–53
– quotients can be rational numbers	6A: Chapter 5, Lesson 5.3, Learn, Guided Learning, Game	pp. 170–172
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> multiplication and division facts to 100 (developing computational fluency) 		
– mental math strategies (e.g., the double-double strategy to multiply 23×4)	6A: Chapter 3, Lessons 3.1–3.3	pp. 65–82
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> small to large numbers (thousandths to billions) 		
– place value from thousandths to billions, operations with thousandths to billions	6A: Chapter 3, Lessons 3.4–3.6 6A: Chapter 4, Lessons 4.1–4.3	pp. 83–100 pp. 111–140
– compare, order, estimate	6A: Chapter 3, Lessons 3.4–3.6 6A: Chapter 4, Lessons 4.1–4.3	pp. 83–100 pp. 111–140
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> multiplication and division of decimals 		
– 0.125×3 or $7.2 \div 9$	6A: Chapter 4, Lessons 4.1–4.3	pp. 111–140
– using base 10 block array	Note: Students use place-value charts and counters to model the multiplication and division of decimals.	
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> financial literacy—simple budgeting and consumer math 		
– informed decision making on saving and purchasing	6A: Chapter 4, Lesson 4.4	pp. 141–145
– How many weeks of allowance will it take to buy a bicycle?	6A: Chapter 4, Lesson 4.4	pp. 141–145
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> whole number percents and percentage discounts 		
– using base 10 blocks, geoboard, 10×10 grid to represent whole number percents	6B: Chapter 7, Lesson 7.1	pp. 43–50
– finding missing part (whole or percentage)	6B: Chapter 7, Lesson 7.3	pp. 56–62
– $50\% = \frac{1}{2} = 0.5 = 50:100$	6B: Chapter 7, Lessons 7.1–7.2	pp. 43–55
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> one-step equations with whole-number coefficients and solutions 		
– preservation of equality (e.g., using a balance, algebra tiles)	6C: Chapter 14, Lesson 14.1	pp. 109–120
– $3x = 12$, $x + 5 = 11$	6C: Chapter 14, Lessons 14.1–14.2	pp. 109–124

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Linear relations can be identified and represented using expressions with variables and line graphs, and can be used to form generalizations.		
	6C: Chapter 14, Lesson 14.3 6C: Chapter 15, Lesson 15.1	pp. 125–137 pp. 147–155
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships 		
– limited to discrete points in the first quadrant	6C: Chapter 14, Lesson 14.3	pp. 132–135
– visual patterning (e.g., colour tiles)	6C: Chapter 14, Lesson 14.3, Learn, Hands-On Activity, Guided Learning	pp. 128–131
– Take 3 add 2 each time, $2n + 1$, and 1 more than twice a number <i>all</i> describe the pattern 3, 5, 7, ...	6C: Chapter 14, Lesson 14.3	pp. 125–137
– graphing data of First Peoples language loss, effects of language intervention	Teacher’s Resource, Indigenous Connection: First Peoples Languages	
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> line graphs 		
– table of values, data set; creating and interpreting a line graph from a given set of data	6C: Chapter 15, Lesson 15.1	pp. 147–155
Big Idea: Properties of objects and shapes can be described, measured, and compared using volume, area, perimeter, and angles.		
	6B: Chapters 8–10 6C: Chapter 11, Lesson 11.1 6C: Chapter 11, Lesson 11.2, Learn, Guided Learning 6C: Chapters 12–13	pp. 64–188 pp. 7–12 pp. 13–15 pp. 26–103
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> angle measurement and classification 		
– straight, acute, right, obtuse, reflex	6B: Chapter 8, Lessons 8.1–8.5	pp. 67–111
– constructing and identifying; include examples from local environment	6B: Chapter 8, Lessons 8.1–8.5	pp. 67–111
– estimating using 45° , 90° , and 180° as reference angles	6B: Chapter 8, Lesson 8.2, Hands-On Activity	p. 80
– angles of polygons	6B: Chapter 9, Lessons 9.2–9.4	pp. 128–149
– Small Number stories: <i>Small Number and the Skateboard Park</i>	6B: Chapter 8, Lesson 8.1, Let’s Explore	p. 71

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Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> triangles 		
– scalene, isosceles, equilateral	6B: Chapter 9, Lesson 9.1, Learn, Guided Learning 6B: Chapter 9, Lesson 9.3	pp. 123–124 pp. 135–140
– right, acute, obtuse	6B: Chapter 9, Lesson 9.1, Learn, Guided Learning 6B: Chapter 9, Lesson 9.3, Hands-On Activity, Learn, Guided Learning, Let's Explore 6B: Chapter 9, Lesson 9.3, Let's Explore, Math Journal	pp. 125–126 pp. 132–134 p. 140
– classified regardless of orientation	6B: Chapter 9, Lesson 9.1 6B: Chapter 9, Lesson 9.3	pp. 123–127 pp. 132–141
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> area of triangles, parallelograms, and trapezoids 		
– grid paper explorations	6B: Chapter 10, Lesson 10.2, Hands-On Activity, Let's Explore	pp. 165–167
– deriving formulas	6B: Chapter 10, Lessons 10.1–10.3 6C: Chapter 11, Lesson 11.2, Learn, Guided Learning	pp. 159–186 pp. 18–20
– making connections between area of parallelogram and area of rectangle	6B: Chapter 10, Lesson 10.3, Learn	p. 172
– birchbark biting	6B: Chapter 10, Lesson 10.3, Let's Explore Teacher's Resource, Indigenous Connection: Birchbark Biting Designs	p. 186
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> perimeter of complex shapes 		
– A complex shape is a group of shapes with no holes (e.g., use colour tiles, pattern blocks, tangrams).	6C: Chapter 11, Lesson 11.1 6C: Chapter 11, Lesson 11.2, Learn, Guided Learning	pp. 7–12 pp. 13–15
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> volume and capacity 		
– using cubes to build 3D objects and determine their volume	6C: Chapter 12, Lessons 12.1–12.4 Note: An early introduction to drawing 3-D objects and determining volume using base area \times height is provided.	pp. 33–60
– referents and relationships between units (e.g., cm^3 , m^3 , mL, L)	6C: Chapter 12, Lesson 12.5	pp. 61–73
– the number of coffee mugs that hold a litre	6C: Chapter 12, Lesson 12.5, Hands-On Activity	pp. 61–62
– berry baskets, seaweed drying	Teacher's Resource, Indigenous Connection: Drying Seaweed Teacher's Resource, Indigenous Connection: Berry Baskets	

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Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> combinations of transformations 		
– plotting points on Cartesian plane using whole-number ordered pairs	6C: Chapter 13, Lesson 13.1	pp. 82–85
– translation(s), rotation(s), and/or reflection(s) on a single 2D shape	6C: Chapter 13, Lesson 13.2	pp. 86–101
– limited to first quadrant	6C: Chapter 13, Lesson 13.2	pp. 86–101
– transforming, drawing, and describing image	6C: Chapter 13, Lesson 13.2	pp. 86–101
– Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze work)	Teacher’s Resource, Indigenous Connection: Frieze Patterns 6C: Chapter 13, Teacher’s Resource, Indigenous Connections	p. 98
Big Idea: Data from the results of an experiment can be used to predict the theoretical probability of an event and to compare and interpret.		
	6C: Chapter 15, Lessons 15.2–15.3	pp. 156–175
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> single-outcome probability, both theoretical and experimental 		
– single-outcome probability events (e.g., spin a spinner, roll a die, toss a coin)	6C: Chapter 15, Lessons 15.2–15.3	pp. 156–175
– listing all possible outcomes to determine theoretical probability	6C: Chapter 15, Lesson 15.2 6C: Chapter 15, Lesson 15.3	pp. 156–159 pp. 165–168
– comparing experimental results with theoretical expectation	6C: Chapter 15, Lesson 15.3	pp. 169–172
– Lahal stick games	6C: Chapter 15, Lesson 15.2, Let’s Explore 6C: Chapter 15, Teacher’s Resource, Indigenous Connections	p. 159 p. 159