

My Math Path 7—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Decimals, fractions, and percents are used to represent and describe parts and wholes of numbers.		
	7A: Chapter 4 7B: Chapter 5, Lessons 5.1–5.2	pp. 110–133 pp. 6–17
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> relationships between decimals, fractions, ratios, and percents 		
– conversions, equivalency, and terminating versus repeating decimals, place value, and benchmarks	7A: Chapter 4, Lesson 4.1 7A: Chapter 4, Lesson 4.2 7B: Chapter 5, Lesson 5.1	pp. 115–117 pp. 122–126 pp. 6–12
– comparing and ordering decimals and fractions using the number line	7A: Chapter 4, Lesson 4.2	pp. 127–130
– $\frac{1}{2} = 0.5 = 50\% = 50:100$	7B: Chapter 5, Lessons 5.1–5.2	pp. 6–17
– shoreline cleanup	7B: Chapter 5, Lesson 5.2, Math Journal	p. 17
Big Idea: Computational fluency and flexibility with numbers extend to operations with integers and decimals.		
	7A: Chapter 1 7A: Chapter 3 7B: Chapter 5, Lesson 5.3 7C: Chapter 10, Lessons 10.1–10.4	pp. 1–39 pp. 60–109 pp. 18–22 pp. 45–70
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> multiplication and division facts to 100 (extending computational fluency) 		
– when multiplying 214 by 5, we can multiply by 10, then divide by 2 to get 1070	7A: Chapter 1, Lesson 1.1	pp. 11–16
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> operations with decimals (addition, subtraction, multiplication, division, and order of operations) 		
– includes the use of brackets, but excludes exponents	7A: Chapter 1, Lessons 1.2–1.4	pp. 17–37
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> operations with integers (addition, subtraction, multiplication, division, and order of operations) 		
– addition, subtraction, multiplication, division, and order of operations	7A: Chapter 3, Lessons 3.1–3.4	pp. 63–107
– concretely, pictorially, symbolically	7A: Chapter 3, Lessons 3.1–3.4	pp. 63–107
– order of operations includes the use of brackets, excludes exponents	7A: Chapter 3, Lesson 3.4	pp. 103–107
– using two-sided counters	7A: Chapter 3, Lesson 3.1 7A: Chapter 3, Lesson 3.2, Hands-On Activity, Learn 7A: Chapter 3, Lesson 3.3	pp. 63–73 pp. 82–86 pp. 93–100

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BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
– $9 - (-4) = 13$ because -4 is 13 away from $+9$	7A: Chapter 3, Lesson 3.2	pp. 88–90
– extending whole-number strategies to decimals	7A: Chapter 1, Lessons 1.2–1.3	pp. 17–31
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> financial literacy—financial percentage 		
– financial percentage calculation	7B: Chapter 5, Lesson 5.3	pp. 18–22
– sales tax, tips, discount, sale price	7B: Chapter 5, Lesson 5.3	pp. 18–22
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> two-step equations with whole-number coefficients, constants, and solutions 		
– solving and verifying $3x + 4 = 16$	7C: Chapter 10, Lessons 10.1–10.4 Note: Lessons on writing, evaluating, and simplifying algebraic expressions and an early introduction to writing equations to describe relationships are provided.	pp. 45–70
– modelling the preservation of equality (e.g., using balance, pictorial representation, algebra tiles)	7C: Chapter 10, Lesson 10.3, Learn, Guided Learning	pp. 61–64
– spirit canoe trip pre-planning and calculations	7C: Chapter 10, Teacher’s Resource, Indigenous Connections	p. 68A
Big Idea: Linear relations can be represented in many connected ways to identify regularities and make generalizations.		
	7B: Chapter 8 7C: Chapter 10, Lesson 10.5	pp. 99–133 pp. 71–77
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> Cartesian coordinates and graphing 		
– origin, four quadrants, integral coordinates, connections to linear relations, transformations	7B: Chapter 8, Lessons 8.1–8.2	pp. 105–131
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> discrete linear relations, using expressions, tables, and graphs 		
– four quadrants, limited to integral coordinates	7C: Chapter 10, Lesson 10.5	pp. 71–77
– $3n + 2$; values increase by 3 starting from y-intercept of 2	7C: Chapter 10, Lesson 10.5	pp. 71–77
– deriving relation from the graph or table of values	7C: Chapter 10, Lesson 10.5	pp. 71–77
Big Idea: The constant ratio between the circumference and diameter of circles can be used to describe, measure, and compare spatial relationships.		
	7B: Chapter 6–8 7C: Chapter 9	pp. 25–133 pp. 1–40

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> circumference and area of circles 		
– constructing circles given radius, diameter, area, or circumference	7B: Chapter 6, Lesson 6.1, Learn, Guided Learning 7B: Chapter 6, Lesson 6.1, Hands-On Activity	pp. 33–34 p. 41
– finding relationships between radius, diameter, circumference, and area to develop $C = \pi \times d$ formula	7B: Chapter 6, Lesson 6.1 7B: Chapter 6, Lesson 6.1, Hands-On Activity, Learn, Guided Learning 7B: Chapter 6, Lesson 6.1, Learn, Guided Learning 7B: Chapter 6, Lesson 6.2, Hands-On Activity 7B: Chapter 6, Lesson 6.2, Hands-On Activity 7B: Chapter 6, Lesson 6.3, Learn, Guided Learning	pp. 31–33 pp. 35–37 pp. 39–40 pp. 45–46 pp. 51–52 pp. 54–58
– applying $A = \pi \times r \times r$ formula to find the area given radius or diameter	7B: Chapter 6, Lesson 6.2 7B: Chapter 6, Lesson 6.3, Learn, Guided Learning	pp. 47–50 pp. 59–61
– drum making, dream catcher making, stories of Spider Woman (Dene, Cree, Hopi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.)	Teacher’s Resource, Indigenous Connection: Basketry Hats 7B: Chapter 6, Teacher’s Resource, Indigenous Connections 7B: Chapter 6, Teacher’s Resource, Indigenous Connections 7B: Chapter 6, Teacher’s Resource, Indigenous Connections 7B: Chapter 6, Teacher’s Resource, Indigenous Connections 7B: Chapter 7, Teacher’s Resource, Indigenous Connections	p. 25B p. 32A p. 35 p. 51–52 p. 94
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> volume of rectangular prisms and cylinders 		
– volume = area of base \times height	7B: Chapter 7, Lessons 7.1–7.3 Note: An early introduction to identifying and determining the volume of right prisms is provided.	pp. 78–96
– bentwood boxes, wiigwaasabak and mide-wiigwaas (birchbark scrolls)	7B: Chapter 7, Lesson 7.2, Learn Teacher’s Resource, Indigenous Connection: Bentwood Boxes Teacher’s Resource, Indigenous Connection: Drum Making 7B: Chapter 7, Teacher’s Resource, Indigenous Connections	p. 82 p. 92A

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Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • Cartesian coordinates and graphing 		
– origin, four quadrants, integral coordinates, connections to linear relations, transformations	7B: Chapter 8, Lessons 8.1–8.2	pp. 105–131
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • combinations of transformations 		
– four quadrants, integral coordinates	7C: Chapter 9, Lesson 9.2	pp. 23–36
– translation(s), rotation(s), and/or reflection(s) on a single 2D shape; combination of successive transformations of 2D shapes; tessellation	7C: Chapter 9, Lessons 9.1–9.2	pp. 7–36
– First Peoples art, jewelry making, birchbark biting	Teacher’s Resource, Indigenous Connection: Drawing Dragonflies 7C: Chapter 9, Teacher’s Resource, Indigenous Connections	p. 8
Big Idea: Data from circle graphs can be used to illustrate proportion and to compare and interpret.		
	7C: Chapters 11–12	pp. 80–135
Content		
<i>Students are expected to know the following:</i>		
<ul style="list-style-type: none"> • circle graphs 		
– constructing, labelling, and interpreting circle graphs	7C: Chapter 11, Lesson 11.1 7C: Chapter 11, Lesson 11.2	pp. 86–89 pp. 94–99
– translating percentages displayed in a circle graph into quantities and vice versa	7C: Chapter 11, Lesson 11.1, Learn, Guided Learning	pp. 88–89
Content		
<i>Students are expected to know the following:</i>		
– experimental probability with two independent events		
– experimental probability, multiple trials (e.g., toss two coins, roll two dice, spin a spinner twice, or a combination thereof)	7C: Chapter 12, Lessons 12.1–12.3 Note: An early introduction to using a variety of diagrams to represent the sample space for two independent events and to determining the theoretical probability of two independent events are provided.	pp. 108–133
– dice games (http://web.uvic.ca/~tpelton/fn-math/fn-dicegames.html)	7C: Chapter 12, Lesson 12.1, Let’s Explore 7C: Chapter 12, Teacher’s Resource, Indigenous Connections	p. 113 p. 113

Note: The following content from BC *My Math Path 7* is not referenced in the BC Grade 7 curriculum. Coverage of this content provides valuable skills needed prior to applying operations to integers.

Chapter 2: Positive and Negative Numbers