



This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year. Each quarter lists the outcomes to be addressed in that approximate time period; the outcomes have been described and grouped using the [K – 9 Assessment and Reporting Guide | Mathematics](#). Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that spaced practice throughout the school year allows students multiple opportunities to deepen their learning and demonstrate their understanding. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that these scope and sequences do not replace the [Program of Studies](#).

First Reporting Period			Second Reporting Period			
The mathematical processes will be modelled and developed throughout all strands and outcomes as much as possible.						
Communication	Connections	Mental Math and Estimation	Problem Solving	Reasoning	Technology	Visualization
*See the Program of Studies for processes tagged to specific outcomes.						
- Perform geometric constructions. (SS3) - Solve problems involving decimals, and percentages. (N2, N3) - Demonstrate an understanding of positive fractions and their related repeating and terminating decimals. Compare and order positive fractions, decimals, and whole numbers. (N4, N7)	- Determine and compare theoretical and experimental probability. (SP4, SP5, SP6, N3) - Demonstrate an understanding of addition and subtraction of fractions and mixed numbers, concretely, pictorially, and symbolically. (N5) - Perform and describe transformations of 2-D shapes in all four quadrants of a Cartesian plane. (SS4, SS5) - Demonstrate an understanding of the divisibility rules. (N1)	- Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially, and symbolically. (N6) - Model and solve linear equations concretely, pictorially, and symbolically. (PR3, PR4, PR5, PR6, PR7, N6) - Demonstrate an understanding of circles. (SS1, SP3, N3) <i>*the remainder of this synthesized outcome is completed later in the scope and sequence</i>	- Demonstrate an understanding of patterns, linear relations and the corresponding graphs. (PR1, PR2, PR5) - Develop and apply formulae for determining the area of triangles, parallelograms, and circles. (SS1, SS2) - Demonstrate an understanding of circles. (SS1, SP3, N3) - Demonstrate an understanding of central tendency, range, and outliers. (SP1, SP2)			