CONDENSED GRADE 4 (Overall 12, Specific 48)

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2005: Overall 14, Specific 74

SOCIAL-EMOTIONAL LEARNING (A) - Overall 1

NUMBER (B) Overall 2, Specific 17	ALGEBRA (C) Overall 4, Specific 9	DATA (D) Overall 2, Specific 8	SPATIAL SENSE (E) Overall 2, Specific 9	FINANCIAL LIT (F) Overall 1, Specific 5
Whole Numbers **B1.1, B1.2,** read, represent, compose, decompose, compare, order numbers to 10 000 **B1.3** Round number to the nearest ten, hundred, thousand **Fractions and Decimals** **B1.4** fractions 1/2 to 1/10, denominator and numerator **B1.5** draw, represent, compare, order fair-share scenarios involving 2, 3, 4, 5, 6, 8, and 10 sharers **B1.6** Count to 10 by halves, thirds, fourths, fifths, sixths, eighths, tenths **B1.7** read, represent, compare, order tenths **B1.8** round decimal tenths to nearest whole number **B1.9** equivalent fractions and decimal tenths **Properties and Relationships** **B2.1** properties of operations, relationships addition, subtraction, multiplication, division, more than one operation **Math Facts** **B2.2** multiplication facts for 1x1 to 10x10, and related division facts **Mental Math** **B2.3** multiply by 10, 100, 1000; divide by 10, add and subtract decimal tenths **Addition and Subtraction** **B2.4** addition and subtraction of whole numbers up to 10 000 and of decimal tenths **Multiplication and Division** **B2.5** multiplication of 2 or 3-digit numbers by 1-digit numbers and by 10, 100, and 1000 **B2.6** division of 2 or 3-digit by 1-digit numbers **B2.7** repeated addition and multiplication of unit fractions by whole numbers **B2.8** whole number rates	**Patterns** **C1.1, C1.2** repeating and growing patterns using various representations, including tables of values and graphs **C1.3** pattern rules, extend patterns, predictions, and missing elements in repeating and growing patterns **C1.4** pattern relationships among whole numbers and decimal tenths **Variables** **C2.1** identify and use symbols as variables in expressions and equations **Equalities and Inequalities** **C2.2** equations with whole numbers up to 50 **C2.3** inequalities that involve addition and subtraction of numbers up to 20, and verify and graph the solutions **Coding Skills** **C3.1, C3.2** code that involves sequential, concurrent, repeating, and nested events [**4. Modelling -** *This overall expectation has no specific expectations*]	**Data Collection and Organization** **D1.1** qualitative and quantitative data **D1.2** data from different primary and secondary sources, comparing 2 or more sets of data, frequency tables, and stem-and-leaf plots **Data Visualization** **D1.3** select from a variety of graphs,, including multiple bar graphs, best suited to represent various sets of data **D1.4** create an infographic about a data set, including in frequency tables, stem-and-leaf plots, and multiple-bar graphs **Data Analysis** **D1.5** mean, median, and mode(s) with whole numbers **D1.6** analyse data presented in various ways, including in stem-and-leaf plots and multiple-bar graphs **Probability** **D2.1** describe the likelihood of events happening, represent this likelihood on a probability line, and make predictions and informed decisions **D2.2** make and test predictions about the likelihood that the mean, median, and mode(s) of a data set will be the same for data collected from different populations	**Geometric Reasoning** **E1.1** geometric properties of rectangles **Location and Movement** **E1.2** plot and read coordinates in the first quadrant of a Cartesian plane, using and describe the translations that move a point from one coordinate to another **E1.3** describe and perform translations and reflections on a grid, and predict the results of these transformations **The Metric System** **E2.1** grams and kilograms as units of mass, and litres and millilitres as units of capacity, use benchmarks to estimate mass and capacity **E2.2** metric prefixes and relative size of different metric units **Time** **E2.3** elapsed time and relationships between different units of time **Angles** **E2.4** right, straight, acute, and obtuse angles **Area** **E2.5** measure the areas of rectangles using arrays and by multiplying its side lengths **E2.6** apply the formula for the area of a rectangle to find the unknown measurement when given two of the three	**Money Concepts** **F1.1** methods of payment **F1.2** the cost of transactions involving multiple items priced in whole-dollar amounts, not including sales tax, and the amount of change needed **Financial Management** **F1.3** spending, saving, earning, investing, and donating **F1.4** spending and saving **Consumer and Civic Awareness** **F1.5** determining whether something is reasonably priced

OVERALL CURRICULUM EXPECTATIONS

SEL (A)	NUMBER (B)	ALGEBRA (C)	DATA (D)	SPATIAL SENSE (E)	FINANCIAL LIT (F)
A1. apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum	**B1.** demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life **B2.** use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	**C1.** identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts **C2.** demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts **C3.** solve problems and create computational representations of mathematical situations using coding concepts and skills **C4.** apply the process of mathematical modelling* to represent, analyse, make predictions, and provide insight into real-life situations	**D1.** manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life **D2.** describe the likelihood that events will happen, and use that information to make predictions	**E1.** describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them **E2.** compare, estimate, and determine measurements in various contexts	**F1. Grades 1 and 2:** demonstrate an understanding of the value of Canadian currency **F1 Grade 3:** demonstrate an understanding of the value and use of Canadian currency **F1. Grades 4 to 8:** demonstrate the knowledge and skills needed to make informed financial decisions