

Mathematics K-9

Curricular Competency Goals and Objectives - Tool to Support CB IEP Writing

The objectives within a content area can be taken from the student's grade level or another grade level. The curriculum spirals as we revisit previously learned skills and extend skills when appropriate. The skills from earlier grades apply to the upper grades. The objectives are listed when they first appear in a grade level, but they still apply to all other grade levels. Please individualize and specify the objective examples provided.

Curricular Competency Area: Reasoning and Analyzing (estimate, mental math strategies, techonology)		
Content	Goals (learning standards) and objectives	
Number, Patterning, Computational Fluency, Data/Probability, Geometry/Measurement	Goal: I can estimate reasonably (K-9)	
	1	by comparing to something familiar (e.g. more/less, taller/shorter) (K-5)
	2	by using reference strategies (e.g., length, distance, weight) (specify)
	3	by using approximation strategies (e.g., time, number) (specify)
Number, Patterning, Computational Fluency, Data/Probability, Geometry/Measurement	4	by using rounding strategies (e.g., cost, best value, add/subtract/multiply/divide) (specify)
	Goal: I can use mental math strategies and abilities to make sense of quantities (K-5)	
	1	by matching or sorting according to various attributes (e.g., size, shape, colour, number)
	2	by counting using one-to-one correspondence up to ____ (specify)
	3	by extending a repeating pattern of ____ elements (specify) (K+)
	4	by comparing and ordering numbers to ____ (specify)
	5	by counting to ____ (specify)
	6	by counting forwards/backwards on a number line (specify)
	7	by identifying numbers to ____ (specify)
	8	by skip counting by ____ to ____ (specify)
	9	by creating sets within ____ (specify)
	10	by learning addition math facts to ____ (specify)
	11	by learning addition with ____ addends (specify)
	12	by learning subtraction math facts to ____ (specify)
	13	by learning subtraction of ____ numbers from a bigger number (specify)
	14	by representing fractions as part of a set (specify)(3+)
	15	by naming fractions (specify) (3+)
	16	by comparing fractions (e.g., equivalent, ordering) (specify)(4+)
	17	by using mixed/improper fractions (specify) (6+)
	18	by using operations with fractions (specify) (7+)
	19	by corresponding multiplication to ____ (repeated addition, skip counting) (specify) (3+)
	20	by multiplying by ____ (specify) (3+)
	21	by corresponding division to ____ (e.g., equal groups, skip counting, rows and columns) (3+)
	22	by comparing the relationships between decimals, fractions and percentages (specify) (7+)
	23	by understanding place value to ____ (specify) (4+)
	24	by rounding decimals to ____ (e.g., tenths, hundredths, etc.) (specify) (5+)
	25	by telling time in ____ using a ____ clock (specify) (4+)

	26	by measuring time duration of familiar routines in ____ (specify) (5+)
	27	by learning the attributes and number value of coins (specify)
	28	by counting coins and bills (specify)
	29	by representing a value using coins and/or bills (specify)
	30	by making change with amounts to ____ (specify)
	31	by making monetary calculations including decimal notation to ____ (specify) (5+)
	Goal: I can demonstrate and apply mental math strategies (6-9)	
	1	by understanding place value to ____ (e.g., gr. 6 -thousands+)
	2	by adding decimals to ____ (e.g., tenths, hundredths, etc.) (6+)
	3	by subtracting decimals to ____ (e.g., tenths, hundredths, etc.) (6+)
	4	by making calculations using percents (7+)
	5	by measuring perimeter using ____ (e.g., units) (6+)
	6	by measuring mass using ____ (e.g., units) (6+)
	7	by measuring area using ____ (e.g., units) (7+)
	Goal: I can use technology to explore mathematics (K-9)	
	1	by using calculators (specify)
	2	by using virtual manipulatives (specify)
	3	by using concept based apps (specify)
	4	by using mathematical digital programs (specify)

Curricular Competency Area: Understanding and Solving

Content	Goals (learning standards) and objectives	
Number, Patterning, Computational Fluency, Data/Probability, Geometry/Measurement	Goal: I can use multiple strategies to engage in problem solving (K-9)	
	1	by drawing a picture or diagram of the mathematical problem
	2	by acting out the problem using hands on materials
	3	by making a table of known facts
	4	by writing a number equation and solving it

Curricular Competency Area: Communicating and Representing

Content	Goals (learning standards) and objectives	
Number, Patterning, Computational Fluency, Data/Probability, Geometry/Measurement	Goal: I can communicate mathematical thinking in many ways (K-9)	
	1	by using concrete objects to describe my mathematical representations and calculations (specify) (e.g. ten frames, base 10 blocks, rekenrek counting rack, unifix cubes, counters, fraction circles/strips)
	2	by using models to describe my mathematical representations and calculations (specify) (e.g. array, number line, ratio table)
	3	by using symbolic representations to explain my mathematical calculations (specify) (e.g. equation, numbers)
	4	by using oral language to explain my mathematical calculations (specify)
	5	by using written language to explain my calculations (specify) (e.g. math journal)
Number, Patterning, Computational Fluency,	Goal: I can use mathematical vocabulary and language to contribute to mathematical discussions (K-9)	
	1	by comparing various quantities and attributes using words (e.g., more/less, equal, taller/shorter, wider/thinner, heavier/lighter) (specify)

Data/Probability, Geometry/Measurement	2	by learning the names and attributes of shapes (specify)
	3	by learning the names of coins and bills (specify)
	4	by learning the units of length (specify)
	5	by learning the units of distance (specify)
	6	by learning the units of mass (specify)
	7	by learning the units of volume (specify)
	8	by learning the units of time (specify)
Curricular Competency Area: Connecting and Reflecting		
Content	Goals (learning standards) and objectives	
Number, Patterning, Computational Fluency, Data/Probability, Geometry/Measurement	Goal: I can connect mathematical concepts to each other and to other areas and personal interests (K-9)	
	1	by developing a sense of how mathematics helps us understand ourselves (e.g., math in our daily activities, borrowing items, height comparison, height growth over time, personal data surveys) (specify)
	2	by developing a sense of how mathematics is used in our areas of interest (specify) (e.g., data related to favorite things, hobbies)
	4	by developing a sense of how mathematics helps us understand our world (e.g., data related to the environment, media, news) (specify)
	Goal: I can use mathematical arguments to support personal choices (6-9)	
	1	by developing simple financial decisions (specify) (4+)
	2	by developing simple financial plans (specify) (5+)
	3	by developing a simple budget (specify) (6+)
	4	by determining best buys (specify) (8+)