



## Mathematics Curriculum

### Grade 1-8

|                                                                  |           |
|------------------------------------------------------------------|-----------|
| <b>Mathematics Curriculum</b>                                    | <b>1</b>  |
| <b>Grade 1 Mathematics Curriculum</b>                            | <b>8</b>  |
| <b>Strand A: Social-Emotional Learning (SEL) Skills in Math</b>  | <b>8</b>  |
| Overall Expectation:                                             | 8         |
| Specific Expectations:                                           | 8         |
| <b>Strand B: Number Sense and Operations</b>                     | <b>9</b>  |
| <b>Overall Expectation:</b>                                      | <b>9</b>  |
| Specific Expectations:                                           | 9         |
| <b>Strand C: Algebra</b>                                         | <b>10</b> |
| Overall Expectation:                                             | 10        |
| Specific Expectations:                                           | 10        |
| <b>Strand D: Measurement</b>                                     | <b>11</b> |
| <b>Overall Expectation:</b>                                      | <b>11</b> |
| Specific Expectations:                                           | 11        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>12</b> |
| Overall Expectation:                                             | 12        |
| Specific Expectations:                                           | 12        |
| <b>Strand F: Data and Probability</b>                            | <b>13</b> |
| Overall Expectation:                                             | 13        |
| Specific Expectations:                                           | 13        |
| <b>Strand G: Financial Literacy</b>                              | <b>14</b> |
| Overall Expectation:                                             | 14        |
| Specific Expectations:                                           | 14        |
| <b>Grade 2 Mathematics Curriculum</b>                            | <b>15</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>15</b> |
| <b>Overall Expectation:</b>                                      | <b>15</b> |

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



|                                                                  |           |
|------------------------------------------------------------------|-----------|
| Specific Expectations:                                           | 15        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>16</b> |
| <b>Overall Expectation:</b>                                      | <b>16</b> |
| Specific Expectations:                                           | 16        |
| <b>Strand C: Algebra</b>                                         | <b>17</b> |
| Overall Expectation:                                             | 17        |
| Specific Expectations:                                           | 17        |
| <b>Strand D: Measurement</b>                                     | <b>18</b> |
| Overall Expectation:                                             | 18        |
| Specific Expectations:                                           | 18        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>19</b> |
| Overall Expectation:                                             | 19        |
| Specific Expectations:                                           | 19        |
| <b>Strand F: Data and Probability</b>                            | <b>20</b> |
| Overall Expectation:                                             | 20        |
| Specific Expectations:                                           | 20        |
| <b>Strand G: Financial Literacy</b>                              | <b>21</b> |
| Overall Expectation:                                             | 21        |
| Specific Expectations:                                           | 21        |
| <b>Grade 3 Mathematics Curriculum</b>                            | <b>22</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>22</b> |
| Overall Expectation:                                             | 22        |
| Specific Expectations:                                           | 22        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>23</b> |
| Overall Expectation:                                             | 23        |
| Specific Expectations:                                           | 23        |
| <b>Strand C: Algebra</b>                                         | <b>24</b> |
| Overall Expectation:                                             | 24        |
| Specific Expectations:                                           | 24        |
| <b>Strand D: Measurement</b>                                     | <b>25</b> |
| Overall Expectation:                                             | 25        |

(Reworded from the Ontario Curriculum, 2020)

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



|                                                                  |           |
|------------------------------------------------------------------|-----------|
| Specific Expectations:                                           | 25        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>26</b> |
| Overall Expectation:                                             | 26        |
| Specific Expectations:                                           | 26        |
| <b>Strand F: Data and Probability</b>                            | <b>27</b> |
| Overall Expectation:                                             | 27        |
| Specific Expectations:                                           | 27        |
| <b>Strand G: Financial Literacy</b>                              | <b>28</b> |
| Overall Expectation:                                             | 28        |
| Specific Expectations:                                           | 28        |
| <b>Grade 4 Mathematics Curriculum</b>                            | <b>29</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>29</b> |
| Overall Expectation:                                             | 29        |
| Specific Expectations:                                           | 29        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>30</b> |
| Overall Expectation:                                             | 30        |
| Specific Expectations:                                           | 30        |
| <b>Strand C: Algebra</b>                                         | <b>31</b> |
| Overall Expectation:                                             | 31        |
| Specific Expectations:                                           | 31        |
| <b>Strand D: Measurement</b>                                     | <b>32</b> |
| Overall Expectation:                                             | 32        |
| Specific Expectations:                                           | 32        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>33</b> |
| Overall Expectation:                                             | 33        |
| Specific Expectations:                                           | 33        |
| <b>Strand F: Data and Probability</b>                            | <b>34</b> |
| Overall Expectation:                                             | 34        |
| Specific Expectations:                                           | 34        |
| <b>Strand G: Financial Literacy</b>                              | <b>35</b> |
| Overall Expectation:                                             | 35        |

(Reworded from the Ontario Curriculum, 2020)

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



|                                                                  |           |
|------------------------------------------------------------------|-----------|
| Specific Expectations:                                           | 35        |
| <b>Grade 5 Mathematics Curriculum</b>                            | <b>36</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>36</b> |
| Overall Expectation:                                             | 36        |
| Specific Expectations:                                           | 36        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>37</b> |
| Overall Expectation:                                             | 37        |
| Specific Expectations:                                           | 37        |
| <b>Strand C: Algebra</b>                                         | <b>38</b> |
| Overall Expectation:                                             | 38        |
| Specific Expectations:                                           | 38        |
| <b>Strand D: Measurement</b>                                     | <b>39</b> |
| Overall Expectation:                                             | 39        |
| Specific Expectations:                                           | 39        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>40</b> |
| Overall Expectation:                                             | 40        |
| Specific Expectations:                                           | 40        |
| <b>Strand F: Data and Probability</b>                            | <b>41</b> |
| Overall Expectation:                                             | 41        |
| Specific Expectations:                                           | 41        |
| <b>Strand G: Financial Literacy</b>                              | <b>42</b> |
| Overall Expectation:                                             | 42        |
| Specific Expectations:                                           | 42        |
| <b>Grade 6 Mathematics Curriculum</b>                            | <b>43</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>43</b> |
| Overall Expectation:                                             | 43        |
| Specific Expectations:                                           | 43        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>44</b> |
| Overall Expectation:                                             | 44        |
| Specific Expectations:                                           | 44        |
| <b>Strand C: Algebra</b>                                         | <b>45</b> |

(Reworded from the Ontario Curriculum, 2020)



|                                                                  |           |
|------------------------------------------------------------------|-----------|
| Overall Expectation:                                             | 45        |
| Specific Expectations:                                           | 45        |
| <b>Strand D: Measurement</b>                                     | <b>46</b> |
| <b>Overall Expectation:</b>                                      | <b>46</b> |
| Specific Expectations:                                           | 46        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>47</b> |
| Overall Expectation:                                             | 47        |
| Specific Expectations:                                           | 47        |
| <b>Strand F: Data and Probability</b>                            | <b>48</b> |
| Overall Expectation:                                             | 48        |
| Specific Expectations:                                           | 48        |
| <b>Strand G: Financial Literacy</b>                              | <b>49</b> |
| Overall Expectation:                                             | 49        |
| Specific Expectations:                                           | 49        |
| <b>Grade 7 Mathematics Curriculum</b>                            | <b>50</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>50</b> |
| Overall Expectation:                                             | 50        |
| Specific Expectations:                                           | 50        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>51</b> |
| Overall Expectation:                                             | 51        |
| Specific Expectations:                                           | 51        |
| <b>Strand C: Algebra</b>                                         | <b>52</b> |
| Overall Expectation:                                             | 52        |
| Specific Expectations:                                           | 52        |
| <b>Strand D: Measurement</b>                                     | <b>53</b> |
| Overall Expectation:                                             | 53        |
| Specific Expectations:                                           | 53        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>54</b> |
| Overall Expectation:                                             | 54        |
| Specific Expectations:                                           | 54        |
| <b>Strand F: Data and Probability</b>                            | <b>55</b> |

(Reworded from the Ontario Curriculum, 2020)

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



|                                                                  |           |
|------------------------------------------------------------------|-----------|
| Overall Expectation:                                             | 55        |
| Specific Expectations:                                           | 55        |
| <b>Strand G: Financial Literacy</b>                              | <b>56</b> |
| Overall Expectation:                                             | 56        |
| Specific Expectations:                                           | 56        |
| <b>Grade 8 Mathematics Curriculum</b>                            | <b>57</b> |
| <b>Strand A: Social-Emotional Learning Skills in Mathematics</b> | <b>57</b> |
| Overall Expectation:                                             | 57        |
| Specific Expectations:                                           | 57        |
| <b>Strand B: Number Sense and Operations</b>                     | <b>58</b> |
| Overall Expectation:                                             | 58        |
| Specific Expectations:                                           | 58        |
| <b>Strand C: Algebra</b>                                         | <b>59</b> |
| Overall Expectation:                                             | 59        |
| Specific Expectations:                                           | 59        |
| <b>Strand D: Measurement</b>                                     | <b>60</b> |
| Overall Expectation:                                             | 60        |
| Specific Expectations:                                           | 60        |
| <b>Strand E: Geometry and Spatial Sense</b>                      | <b>61</b> |
| Overall Expectation:                                             | 61        |
| Specific Expectations:                                           | 61        |
| <b>Strand F: Data and Probability</b>                            | <b>62</b> |
| Overall Expectation:                                             | 62        |
| Specific Expectations:                                           | 62        |
| <b>Strand G: Financial Literacy</b>                              | <b>63</b> |
| Overall Expectation:                                             | 63        |
| Specific Expectations:                                           | 63        |

(Reworded from the Ontario Curriculum, 2020)

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 1 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning (SEL) Skills in Math**

#### **Overall Expectation:**

Students will develop social-emotional learning skills to support their ability to engage with mathematical concepts effectively and with confidence.

#### **Specific Expectations:**

- Use strategies such as self-talk and perseverance to manage stress and overcome challenges in solving math problems.
  - Demonstrate a willingness to learn from mistakes and try multiple approaches when faced with difficult tasks.
  - Show appreciation for the ideas and strategies of others and work collaboratively in problem-solving contexts.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will demonstrate an understanding of numbers and their relationships, and develop skills in counting, comparing, adding, and subtracting.

### **Specific Expectations:**

- Count forward and backward by 1s, 2s, 5s, and 10s, starting from various numbers up to 50.
  - Read and write whole numbers to 50 using numerals and words.
  - Compare and order numbers using terms like “greater than,” “less than,” and “equal to.”
  - Use models and drawings to understand and represent place value (tens and ones).
  - Add and subtract numbers within 20 using multiple strategies (e.g., doubles, number lines, decomposing numbers).
  - Solve real-life problems involving addition and subtraction with one- or two-digit numbers.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore and describe patterns and relationships, and apply simple algebraic reasoning in problem-solving.

### **Specific Expectations:**

- Identify and extend repeating patterns involving shapes, colors, or numbers.
  - Create and describe patterns using everyday materials or drawings.
  - Recognize equal quantities in number sentences (e.g.,  $4 + 1 = 3 + 2$ ).
  - Represent unknown values using symbols (e.g.,  $\square + 2 = 5$ ).
  - Use balance models to explore the idea of equality and simple equations.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will develop an understanding of measurable attributes, such as length, time, and mass, and use tools to estimate and measure.

### **Specific Expectations:**

- Estimate, measure, and compare length, height, and mass using standard and non-standard units.
  - Read time to the hour and half-hour on analog and digital clocks.
  - Use a calendar to identify and sequence days, weeks, and months.
  - Identify tools appropriate for specific measurements (e.g., ruler, scale, clock).
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will explore and describe shapes and their attributes, and understand the concepts of location and movement.

### **Specific Expectations:**

- Identify and name basic 2D shapes (circle, triangle, square, rectangle) and 3D figures (cube, sphere, cone, cylinder).
  - Compare shapes based on size, sides, corners, and faces.
  - Use terms like “above,” “below,” “between,” and “next to” to describe position and direction.
  - Explore symmetry by folding or drawing lines of symmetry in shapes.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will collect, organize, and interpret data, and begin to explore concepts of probability.

### **Specific Expectations:**

- Collect simple data using tally marks or checklists.
  - Organize data in bar graphs or pictographs with appropriate labels.
  - Interpret data by answering questions about "most," "least," and "same as."
  - Use basic probability terms (likely, unlikely, certain, impossible) to describe everyday events.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will demonstrate awareness of the role of money in daily life and develop skills to manage simple financial decisions.

### **Specific Expectations:**

- Identify Canadian coins and their values (penny to toonie).
- Represent amounts of money up to 50 cents using various combinations of coins.
- Distinguish between needs and wants in daily life.
- Recognize ways people earn, save, and spend money.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 2 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will build social-emotional learning skills to enhance their understanding of mathematics and to support perseverance, collaboration, and confidence in mathematical tasks.

#### **Specific Expectations:**

- Apply self-awareness and coping strategies when encountering difficulties in math.
  - Demonstrate perseverance in solving unfamiliar or multi-step problems.
  - Communicate with peers respectfully and listen to diverse mathematical ideas and strategies.
  - Use reflection to evaluate their own mathematical thinking and growth.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will deepen their understanding of numbers, relationships, and operations, and use various strategies to solve numerical problems.

### **Specific Expectations:**

- Count by 1s, 2s, 5s, 10s, and 25s to 200, and skip count forward and backward starting at various numbers.
- Read, write, compare, and order numbers up to 200.
- Represent numbers using base-ten models and place value concepts (hundreds, tens, ones).
- Compose and decompose numbers in multiple ways (e.g.,  $146 = 100 + 40 + 6$ ).
- Add and subtract 2-digit numbers with and without regrouping using models and algorithms.
- Solve one- and two-step real-world problems involving addition and subtraction.
- Begin to develop fluency with multiplication facts related to 2s, 5s, and 10s through repeated addition and arrays.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore patterns, equality, and algebraic reasoning using symbols, expressions, and visual representations.

### **Specific Expectations:**

- Identify, extend, and create repeating and growing patterns.
  - Represent relationships using number sentences (e.g.,  $3 + 4 = 7$ ).
  - Use symbols to represent unknowns in equations (e.g.,  $\square + 6 = 10$ ).
  - Apply equality and inequality symbols ( $<$ ,  $>$ ,  $=$ ) in numerical expressions.
  - Solve problems involving simple equations using concrete and visual models.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will develop an understanding of measurable attributes, including time, length, mass, capacity, and temperature, and use appropriate tools and units.

### **Specific Expectations:**

- Estimate, measure, and compare length, height, and distance using centimetres and metres.
  - Measure and compare mass (grams, kilograms) and capacity (millilitres, litres) using standard units.
  - Read and represent time to the nearest quarter-hour on digital and analog clocks.
  - Identify relationships among units (e.g., 100 cm = 1 m).
  - Use calendars to identify and describe days, weeks, and months.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will explore the properties and relationships of 2D shapes and 3D figures, and describe position and movement in space.

### **Specific Expectations:**

- Identify and describe 2D shapes (e.g., parallelogram, trapezoid) and 3D figures (e.g., prism, pyramid).
  - Sort and classify shapes based on attributes such as number of sides or faces.
  - Identify lines of symmetry in 2D shapes using folding or mirrors.
  - Describe and interpret the position of objects using directional language (e.g., between, left of).
  - Explore transformations such as slides (translations), flips (reflections), and turns (rotations).
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will collect, organize, and analyze data to make predictions and informed decisions, and explore basic probability.

### **Specific Expectations:**

- Pose questions, collect data, and represent it using tally charts, bar graphs, and pictographs.
  - Interpret data to answer questions and draw conclusions.
  - Compare different data sets to analyze trends and differences.
  - Describe probability using terms such as “likely,” “unlikely,” “certain,” and “impossible.”
  - Conduct simple probability experiments (e.g., spinner or dice) and record outcomes.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will develop a foundational understanding of money concepts and financial decision-making.

### **Specific Expectations:**

- Identify Canadian coins and bills up to \$20 and represent money amounts using various combinations.
- Count and make change for money amounts up to \$1.
- Compare prices and make simple financial decisions (e.g., saving vs. spending).
- Explore the concept of budgeting in familiar contexts (e.g., buying items at a class store).

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 3 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will continue to develop social-emotional learning competencies that support mathematical thinking, communication, and collaboration.

#### **Specific Expectations:**

- Demonstrate perseverance and self-regulation when solving increasingly complex mathematical problems.
  - Reflect on their learning, identify strengths and areas for growth, and adjust strategies as needed.
  - Show openness to different perspectives when engaging in mathematical discussions with peers.
  - Use positive self-talk to manage frustration and approach math tasks with confidence.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will strengthen their understanding of numbers up to 1,000 and apply various strategies for operations involving whole numbers.

### **Specific Expectations:**

- Count forward and backward by 1s, 2s, 5s, 10s, and 100s within 1,000.
- Represent, compare, and order numbers up to 1,000 using standard and expanded form.
- Decompose numbers in different ways using place value (hundreds, tens, ones).
- Add and subtract 2- and 3-digit numbers with and without regrouping using multiple strategies.
- Solve real-world problems involving addition and subtraction.
- Begin to recall multiplication facts to  $10 \times 10$  and related division facts using arrays, skip counting, and grouping.
- Apply number relationships (e.g., doubles, making tens) to support mental math strategies.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore relationships among quantities and use algebraic reasoning to represent and solve problems.

### **Specific Expectations:**

- Identify, extend, and create increasing and decreasing patterns using numbers and shapes.
  - Represent relationships using equations with unknowns (e.g.,  $\square + 27 = 63$ ).
  - Use the equal sign appropriately to express equality and balance.
  - Solve simple equations involving one operation with a missing number.
  - Use patterns to make predictions and solve problems.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will measure length, mass, capacity, area, time, and temperature using appropriate tools and units.

### **Specific Expectations:**

- Measure and estimate length in centimetres and metres.
  - Measure and compare mass (grams, kilograms) and capacity (millilitres, litres).
  - Tell time to the nearest 5 minutes using digital and analog clocks.
  - Use elapsed time to solve problems (e.g., start/end time).
  - Estimate and measure area using square units.
  - Read temperature using thermometers and relate to real-life contexts.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will analyze properties of geometric figures and describe location, movement, and transformations.

### **Specific Expectations:**

- Identify and classify polygons (e.g., triangles, quadrilaterals, pentagons) and describe their attributes.
  - Construct 3D figures using nets and describe faces, edges, and vertices.
  - Identify lines of symmetry in 2D shapes and create symmetrical designs.
  - Describe translations, reflections, and rotations using language and visuals.
  - Use grid coordinates to describe and locate positions on maps and graphs.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will collect, organize, display, and interpret data, and use probability to describe and predict events.

### **Specific Expectations:**

- Gather data through surveys and experiments.
  - Create bar graphs and pictographs with appropriate titles, scales, and labels.
  - Interpret data to answer questions and draw conclusions.
  - Compare different sets of data using mean, mode, and range (introduced conceptually).
  - Describe and predict outcomes using probability language (e.g., more likely, less likely, equally likely).
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will develop money sense and apply it to make informed financial decisions.

### **Specific Expectations:**

- Identify Canadian coins and bills up to \$100 and represent given amounts using different combinations.
- Add and subtract money values to \$10 and make change.
- Compare prices of items and calculate total costs.
- Understand the importance of saving, budgeting, and prioritizing needs and wants.
- Explore how financial decisions impact individuals and families.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 4 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will strengthen their social-emotional learning skills to support a positive mindset, resilience, and effective collaboration when engaging in mathematical thinking.

#### **Specific Expectations:**

- Use self-monitoring strategies and persistence when tackling multi-step problems.
  - Collaborate respectfully with peers and consider different problem-solving strategies.
  - Reflect on successes and setbacks in math tasks and adjust strategies accordingly.
  - Express confidence and curiosity in learning new math concepts.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will understand and apply relationships between numbers and use operations with whole numbers and simple fractions to solve problems.

### **Specific Expectations:**

- Count by multiples and skip count using numbers up to 10,000.
- Read, write, compare, and order whole numbers up to 10,000.
- Use place value to compose and decompose numbers (e.g.,  $4,208 = 4,000 + 200 + 8$ ).
- Add and subtract 4-digit numbers accurately using standard algorithms and mental strategies.
- Multiply 2-digit numbers by 1-digit numbers using visual models and strategies.
- Divide up to 2-digit numbers by 1-digit numbers using sharing and grouping strategies.
- Represent and compare fractions (halves, thirds, fourths, fifths, tenths) using area models and number lines.
- Relate fractions to decimals using money and base-10 blocks.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore patterns and relationships, represent unknown values, and solve equations involving one or two operations.

### **Specific Expectations:**

- Identify, extend, and create numerical and geometric patterns.
  - Describe pattern rules using words and tables.
  - Represent number relationships using expressions with variables (e.g.,  $n + 3$ ).
  - Solve equations with one unknown using mental math and reasoning.
  - Use inequality symbols ( $<$ ,  $>$ ) to compare values in number sentences.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will estimate, measure, and convert between units to solve real-life measurement problems.

### **Specific Expectations:**

- Measure and record length, mass, and capacity using metric units.
  - Estimate and measure perimeter and area of rectangles and irregular shapes.
  - Tell time to the nearest minute and calculate elapsed time.
  - Understand relationships among units (e.g.,  $100\text{ cm} = 1\text{ m}$ ,  $1,000\text{ g} = 1\text{ kg}$ ).
  - Read thermometers and relate temperature to weather and daily life.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will classify and analyze 2D shapes and 3D figures, explore angles, and describe transformations.

### **Specific Expectations:**

- Identify and sort polygons based on sides and angles (e.g., triangles, quadrilaterals).
  - Measure and compare angles using a protractor.
  - Identify right, acute, and obtuse angles.
  - Construct and describe 3D figures using nets and attributes (faces, edges, vertices).
  - Use transformations (translations, reflections, rotations) and describe resulting changes.
  - Plot points and describe movement on coordinate grids.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will gather, organize, and analyze data to draw conclusions and make predictions using basic probability models.

### **Specific Expectations:**

- Collect and display data using bar graphs, line plots, and stem-and-leaf plots.
  - Interpret data and describe trends or patterns.
  - Identify the mode, median, and range of a data set.
  - Conduct probability experiments and predict outcomes based on theoretical likelihood.
  - Use vocabulary such as “certain,” “unlikely,” “equally likely” to describe chances of events.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will apply financial decision-making skills to manage money responsibly and understand real-world financial contexts.

### **Specific Expectations:**

- Add and subtract money amounts up to \$100 and make change.
- Solve problems involving spending, saving, and budgeting.
- Compare prices and calculate total cost of items including tax.
- Understand financial goals and the importance of prioritizing needs over wants.
- Explore simple interest and charitable giving through classroom discussions or activities.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 5 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will further strengthen their ability to manage emotions, set goals, and collaborate effectively as they engage with increasingly complex mathematical ideas.

#### **Specific Expectations:**

- Apply growth mindset strategies when faced with mathematical challenges.
  - Reflect on mathematical successes and setbacks to improve learning strategies.
  - Demonstrate responsibility and respect when working in group problem-solving tasks.
  - Show resilience by revisiting and refining solutions based on feedback.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will extend their understanding of whole numbers, decimals, and fractions, and develop fluency with multiplication and division.

### **Specific Expectations:**

- Read, write, compare, and order numbers up to 100,000.
- Add and subtract large numbers accurately using mental and written methods.
- Multiply 2-digit numbers by 2-digit numbers, and divide 3-digit numbers by 1-digit divisors using models and algorithms.
- Estimate to check the reasonableness of answers in problem-solving.
- Represent and compare fractions with like and unlike denominators using models.
- Add and subtract simple fractions and decimals to hundredths in real-life contexts.
- Represent decimals in various forms and relate them to fractions and money.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore algebraic reasoning through patterns, expressions, equations, and relationships among quantities.

### **Specific Expectations:**

- Identify, describe, and extend numeric and geometric patterns.
  - Use tables and graphs to describe pattern rules.
  - Use letters or symbols to represent variables in equations.
  - Solve one- and two-step equations with unknowns using balance models and logic.
  - Apply the order of operations in expressions involving addition, subtraction, multiplication, and division.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will estimate and measure various attributes, and apply their understanding of measurement to solve meaningful problems.

### **Specific Expectations:**

- Estimate and measure length, mass, and capacity using metric units.
  - Calculate and compare perimeter and area of regular and irregular polygons.
  - Understand and convert between units (e.g., cm to m, mL to L).
  - Solve time-related problems involving schedules and elapsed time.
  - Relate temperature readings to real-world situations.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will analyze geometric properties, construct figures, and describe movement and location in space.

### **Specific Expectations:**

- Identify, classify, and compare triangles and quadrilaterals using side length and angle properties.
  - Construct 2D shapes using protractors and rulers.
  - Measure and draw angles using a protractor.
  - Identify, describe, and perform transformations on shapes in the coordinate plane.
  - Describe location and movement using grid systems and ordered pairs.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will collect, organize, analyze, and interpret data, and describe probability using experimental and theoretical models.

### **Specific Expectations:**

- Design surveys and experiments to collect data.
  - Organize and display data using double bar graphs and stem-and-leaf plots.
  - Analyze data using mean, median, mode, and range.
  - Interpret data and draw conclusions relevant to real-world contexts.
  - Perform probability experiments and compare experimental and theoretical outcomes.
  - Use probability terms to describe and justify predictions.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will develop practical financial skills by exploring earning, saving, spending, and budgeting in everyday life.

### **Specific Expectations:**

- Solve problems involving earning and spending money in real-life contexts.
- Understand concepts of income, savings, and budgeting.
- Make financial decisions based on needs, wants, and available funds.
- Explore different ways of saving and their benefits.
- Recognize the impact of financial choices on short- and long-term goals.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 6 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will enhance their ability to manage emotions, build confidence, and develop responsible decision-making as they engage in increasingly complex mathematical reasoning and collaborative problem-solving.

#### **Specific Expectations:**

- Demonstrate perseverance and self-regulation when solving multi-step or unfamiliar problems.
  - Use reflection and self-assessment to improve mathematical thinking.
  - Engage respectfully with peers, considering multiple strategies and perspectives.
  - Develop strategies to overcome frustration and improve focus during challenging tasks.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will deepen their understanding of large numbers, fractions, decimals, and percentages, and perform operations with increasing efficiency and accuracy.

### **Specific Expectations:**

- Read, write, and compare numbers up to 1,000,000.
- Add and subtract multi-digit whole numbers and decimals with fluency.
- Multiply and divide multi-digit numbers using standard and mental algorithms.
- Represent, compare, and order proper and improper fractions and mixed numbers.
- Add and subtract fractions and mixed numbers with like and unlike denominators.
- Multiply and divide decimals by whole numbers.
- Understand and calculate percentages, including finding the percentage of a number.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore patterns and relationships, and use equations, expressions, and variables to represent and solve problems.

### **Specific Expectations:**

- Identify and extend numeric and geometric patterns, and describe pattern rules.
  - Create tables and graphs to represent growing and shrinking patterns.
  - Use variables to write expressions and equations.
  - Solve equations involving more than one operation using reasoning and models.
  - Apply order of operations to evaluate expressions with multiple operations.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will measure and convert units of length, mass, capacity, and volume, and use formulas to solve real-world measurement problems.

### **Specific Expectations:**

- Estimate, measure, and convert between metric units (mm, cm, m, km; g, kg; mL, L).
  - Solve problems involving perimeter, area, and volume of regular and composite shapes.
  - Use appropriate formulas to calculate area of triangles and parallelograms.
  - Measure and construct angles accurately using a protractor.
  - Solve problems involving elapsed time in real-world contexts.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will analyze geometric properties, construct and transform shapes, and describe location and movement in space.

### **Specific Expectations:**

- Classify and compare 2D shapes and 3D figures using sides, angles, edges, and faces.
  - Construct polygons and angles using precise tools and techniques.
  - Perform transformations (translations, reflections, rotations) and describe their effects.
  - Use coordinate grids and ordered pairs to locate and describe points.
  - Identify congruent figures and describe the transformations used to create them.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will collect, organize, and interpret data using a variety of tools, and analyze likelihood using probability models.

### **Specific Expectations:**

- Design and conduct surveys and experiments to collect meaningful data.
  - Create and interpret bar graphs, line graphs, and circle graphs.
  - Calculate and compare mean, median, mode, and range.
  - Make inferences and justify conclusions based on data.
  - Represent probabilities as fractions, decimals, and percentages.
  - Conduct probability experiments and compare theoretical and experimental results.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will develop practical money management skills by analyzing budgets, expenses, and financial planning strategies.

### **Specific Expectations:**

- Solve problems involving earning, saving, and spending in everyday scenarios.
- Compare financial products such as savings accounts and investments.
- Interpret a simple budget and suggest ways to adjust for savings goals.
- Analyze costs associated with long-term purchases and financial planning.
- Recognize the impact of financial decisions on personal and family well-being.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 7 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will build on self-awareness and collaboration skills to engage deeply with mathematical challenges, think critically, and demonstrate resilience in problem-solving.

#### **Specific Expectations:**

- Persevere through multi-step and open-ended problems using a growth mindset.
  - Reflect on personal strategies, set goals, and adjust methods when needed.
  - Respectfully collaborate with peers by listening, questioning, and contributing ideas.
  - Recognize emotional responses to math and apply self-regulation techniques to stay focused.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will extend their knowledge of rational numbers, operations, and number properties, and apply them to solve real-world and abstract problems.

### **Specific Expectations:**

- Represent, compare, and order whole numbers, decimals, and integers.
  - Add and subtract integers using models and symbolic notation.
  - Multiply and divide whole numbers and decimals with precision.
  - Solve problems involving operations with fractions, including mixed numbers.
  - Understand and apply ratios, rates, and proportional reasoning in familiar contexts.
  - Convert between fractions, decimals, and percentages, and solve percent problems (e.g., discounts, tax).
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will explore and describe mathematical relationships using algebraic expressions, equations, and patterns.

### **Specific Expectations:**

- Identify and describe linear growing and shrinking patterns using tables and graphs.
  - Write and evaluate algebraic expressions involving whole numbers and variables.
  - Solve one- and two-step equations using inverse operations and balance models.
  - Apply the order of operations to simplify numerical and algebraic expressions.
  - Use algebraic reasoning to model real-world relationships and solve problems.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will measure and calculate perimeter, area, volume, and convert between metric units, applying this knowledge in a variety of problem-solving contexts.

### **Specific Expectations:**

- Convert between metric units of length, mass, and capacity (e.g., mm to m, g to kg).
  - Solve problems involving the area and perimeter of composite shapes.
  - Calculate the surface area and volume of rectangular prisms and cylinders.
  - Use appropriate formulas for measurement involving triangles and parallelograms.
  - Solve multi-step problems involving elapsed time and scheduling.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will analyze geometric figures, measure and construct angles, and describe transformations and symmetry using precise mathematical language.

### **Specific Expectations:**

- Classify triangles and quadrilaterals based on sides and angles.
  - Construct and measure angles using protractors and compasses.
  - Identify and describe congruent and similar figures.
  - Perform transformations (translation, reflection, rotation, dilation) and describe image properties.
  - Plot and identify points in all four quadrants of the Cartesian plane.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will collect, organize, and analyze data, and explore concepts of probability using experimental and theoretical models.

### **Specific Expectations:**

- Design and conduct surveys, collect data, and present results using multiple graph types (e.g., bar, circle, line).
  - Analyze data using central tendency (mean, median, mode) and draw conclusions.
  - Represent events using probability as a fraction, decimal, and percent.
  - Predict outcomes and compare theoretical and experimental probabilities.
  - Apply data management skills to real-life situations and justify findings.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will build financial awareness by exploring earning, spending, saving, and borrowing, and make informed financial decisions.

### **Specific Expectations:**

- Explore the impact of interest, borrowing, and saving on financial planning.
- Compare methods of payment (e.g., cash, credit, debit) and their implications.
- Analyze financial decisions involving budgeting, taxes, and long-term goals.
- Solve multi-step problems involving money, percentages, and unit pricing.
- Reflect on ethical and responsible financial habits in personal and community contexts.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Grade 8 Mathematics Curriculum**

### **Strand A: Social-Emotional Learning Skills in Mathematics**

#### **Overall Expectation:**

Students will refine their self-awareness, emotional regulation, and collaboration skills to enhance focus, resilience, and confidence when approaching complex mathematical tasks.

#### **Specific Expectations:**

- Apply strategies for staying focused and managing frustration during extended or challenging math problems.
  - Use reflective thinking to monitor progress, set goals, and refine solutions.
  - Respect and incorporate diverse strategies when working collaboratively on mathematical problems.
  - Take initiative and maintain a positive mindset when exploring unfamiliar math concepts.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand B: Number Sense and Operations**

### **Overall Expectation:**

Students will deepen their understanding of rational numbers, powers, roots, and operations, and apply them fluently in real-world and abstract problems.

### **Specific Expectations:**

- Represent, compare, and order rational numbers, including integers, fractions, decimals, and percents.
- Add, subtract, multiply, and divide fractions and mixed numbers with fluency.
- Apply the rules for multiplying and dividing integers and decimal numbers.
- Evaluate numerical expressions involving exponents and square roots.
- Solve multi-step problems involving percentages, ratios, and rates.
- Use proportional reasoning in financial and measurement contexts.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand C: Algebra**

### **Overall Expectation:**

Students will investigate relationships using linear models, manipulate algebraic expressions, and solve equations involving variables.

### **Specific Expectations:**

- Generate and extend linear growing and shrinking patterns using tables and graphs.
  - Write and evaluate algebraic expressions involving whole numbers, decimals, fractions, and integers.
  - Use algebra tiles and inverse operations to solve equations with one or more steps.
  - Apply the distributive property to simplify expressions.
  - Model linear relationships and interpret their meaning in real-life contexts.
  - Use substitution to verify solutions to algebraic equations.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand D: Measurement**

### **Overall Expectation:**

Students will solve problems involving measurement conversions, surface area, volume, and real-life applications using formulas and estimation strategies.

### **Specific Expectations:**

- Convert units of measurement within the metric system (e.g., cm to m, mL to L).
  - Calculate and compare surface area and volume of prisms and cylinders.
  - Estimate and calculate measurements involving composite figures.
  - Solve problems involving time, distance, and rate.
  - Interpret measurements within real-world applications, such as construction, recipes, or travel.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand E: Geometry and Spatial Sense**

### **Overall Expectation:**

Students will explore the properties of geometric figures, perform transformations, and solve problems using coordinate geometry and geometric reasoning.

### **Specific Expectations:**

- Classify quadrilaterals, triangles, and 3D solids using side lengths, angles, and symmetry.
  - Construct angles and polygons using protractors, rulers, and compasses.
  - Perform and describe dilations, rotations, reflections, and translations in the Cartesian plane.
  - Plot and analyze relationships on coordinate grids in all four quadrants.
  - Apply Pythagorean theorem to find side lengths in right-angled triangles.
  - Solve geometry-based word problems with precision.
- 

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand F: Data and Probability**

### **Overall Expectation:**

Students will design and conduct experiments, analyze and interpret data using various statistical tools, and model probability scenarios.

### **Specific Expectations:**

- Collect, organize, and display data using line graphs, scatter plots, and circle graphs.
- Analyze data using measures of central tendency (mean, median, mode) and range.
- Draw conclusions from data and justify interpretations.
- Represent probability as fractions, decimals, and percents.
- Compare theoretical and experimental probabilities using models and simulations.
- Analyze compound events and predict outcomes using organized strategies.

---

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>



## **Strand G: Financial Literacy**

### **Overall Expectation:**

Students will apply financial knowledge to manage personal budgets, analyze income and expenses, and evaluate long-term planning decisions.

### **Specific Expectations:**

- Calculate discounts, taxes, interest, and fees in real-world purchasing and saving scenarios.
- Analyze and compare budgets and financial plans.
- Understand income sources and expenses, and how they affect personal savings.
- Investigate the long-term impact of loans, credit, and interest rates.
- Explore ethical considerations related to money, such as charitable giving and environmental responsibility.

*(Reworded from the Ontario Curriculum, 2020)*

<https://www.dcp.edu.gov.on.ca/en/curriculum#elementary>