

Our Language, Our Story: Curriculum Connections

Division: Junior

Subject: Mathematics

Strand: Number Sense & Numeration

Overall Expectations

Grade 4	Grade 5	Grade 6
<p>By the end of Grade 4, students will:</p> <ul style="list-style-type: none"> • read, represent, compare, and order whole numbers to 10 000, decimal numbers to tenths, and simple fractions, and represent money amounts to \$100 • demonstrate an understanding of magnitude by counting forward and backwards by 0.1 and by fractional amounts • solve problems involving the addition, subtraction, multiplication, and division of single- and multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to tenths and money amounts, using a variety of strategies • demonstrate an understanding of proportional reasoning by investigating whole-number unit rates 	<p>By the end of Grade 5, students will:</p> <ul style="list-style-type: none"> • read, represent, compare, and order whole numbers to 100 000, decimal numbers to hundredths, proper and improper fractions, and mixed numbers • demonstrate an understanding of magnitude by counting forward and backwards by 0.01 • solve problems involving the multiplication and division of multi-digit whole numbers, and involving the addition and subtraction of decimal numbers to hundredths, using a variety of strategies • demonstrate an understanding of proportional reasoning by investigating whole-number rates 	<p>By the end of Grade 6, students will:</p> <ul style="list-style-type: none"> • read, represent, compare, and order whole numbers to 1 000 000, decimal numbers to thousandths, proper and improper fractions, and mixed numbers • solve problems involving the multiplication and division of whole numbers, and the addition and subtraction of decimal numbers to thousandths, using a variety of strategies • demonstrate an understanding of relationships involving percent, ratio, and unit rate

Virtues and Themes: Possible Connections

<p>Theological Virtue: Hope By hope, we desire the happiness of the Kingdom and eternal life. Hopeful people ... work for peace and justice on earth despite ... many obstacles. They trust God's plan will be fulfilled, even if not in their lifetime.</p>	<p>Students can use their number sense and numeration skills to understand the importance of practicing Christian hope. We can invite students to apply these skills to classroom or school social action projects - for example, with fundraising, planning, counting monies and analyzing statistics. These initiatives can help students see the inequities in our world, while learning to practice hope through justice activities. They may come to a greater appreciation for what they have and believe in God's promises for their own lives.</p>
<p>Cardinal Virtue: Fortitude <i>Fortitude</i> (courage) involves practicing what is good and just when it is difficult or even dangerous. A person of fortitude practices patience when meeting obstacles while working to do what is right</p>	<p>Within the mathematics classroom, some students find the development of mathematics skills difficult. This presents an important opportunity to teach students about fortitude. We can ask other students to volunteer to help them. The volunteer learns to practice what is good and just, and the struggling student learns the value of practicing patience as they focus their energy in learning difficult new skills.</p>
<p>Catholic Character Theme: Community The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. Community is visible whenever the friendship, love and kindness of Jesus are present...</p>	<p>Students can learn about community by applying their number sense and numeration skills to social action projects during the year. The creation of food hampers at Christmas time or helping organize canned food drives requires the application of math skills. Solving word problems that focus on social action will also acquaint the students with the challenges people face in their area and at the same time apply their skills in a meaningful context that witnesses their faith and builds up the community.</p>
<p>Catholic Character Theme: Solidarity Solidarity is about standing together with a person or group of persons who are suffering. As disciples of Jesus, we are called to solidarity with all persons both near and far away.</p>	<p>Number sense and numeration skills can help us develop and practice solidarity strategies. We can use these skills to identify different groups of people who suffer in our world, and look at ways people reach out to help them. We can look at statistics on numbers of poor persons, of refugees, victims of hunger. We can use percent, ratio and unit rate to estimate how much food and water these persons need. We can use multiplication, division, addition and subtraction to see how our efforts can help meet their needs.</p>

Support Resources:

Journey Activities

Grade 4	Grade 5	Grade 6

CGE 7e - Catholic Graduate Expectation – A Responsible Citizen: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.	CGE 4b - Catholic Graduate Expectation - A Self-Directed, Responsible, Lifelong Learner: Demonstrates flexibility and adaptability. CGE 5d - A Collaborative Contributor: Finds meaning, dignity, fulfillment and vocation in work which contributes to the common good	CGE 7e - Catholic Graduate Expectation - A Responsible Citizen: Witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society.
Students will: -Estimate and calculate the value of donations collected through a community, parish or school activity for a worthwhile cause. -Consider effective ways to continue methods to sustain those less fortunate in our community.	Students will: -List examples of ways we use numbers in the classroom, the school and in the community. -Discuss the significance and the value we place on numbers (e.g., academic and/or athletic achievement). -Consider personal 'best' achievements that may not be recognized by a related high number value.	Students will: -Use media sources to examine the various salaries of different members of society. -Lead the discussion to emphasize that many large salaries are much more than is required to sustain a comfortable lifestyle. -We all have a responsibility to help those in need as our own resources permit. Consider how the media may use numbers to capture and focus our attention and/or to influence society.

Curriculum Frameworks http://www.eoccc.org/onlinefw/onlineframeworks.html	
Grade 3-4 Framework 1. Theme: Community and the Common Good Framework 3: Theme: Mystery, Wonder and Awe Framework 5: Theme: Love and Justice	Grade 4 Framework 1. Theme: Love & Justice Framework 4. Theme: Stewardship for Creation Framework 6. Theme: Dignity of Work & Service
Grade 4-5 Framework 1. Theme: Mystery, Wonder & Awe Framework 2. Theme: Community & the Common Good Framework 4. Theme: Dignity of the Human Person Framework 6. Theme: Stewardship for Creation	Grade 5 Framework 1. Theme: Peace Framework 2. Theme: Dignity of Work & Service Framework 4. Theme: Rights & Responsibilities Framework 6 Theme: Community and the Common Good
Grade 5-6 Framework 1. Theme: Dignity of the Human Person Framework 2. Theme: Human Rights & Responsibilities Framework 3. Theme: Community & the Common Good Framework 4: Stewardship for Creation Framework 5. Theme: Mystery, Wonder & Awe Framework 6. Theme: Dignity of Work & Service	Grade 6 Framework 1. Theme: Mystery, Wonder & Awe Framework 2. Theme: Dignity of Work & Service Framework 3. Theme: Community & the Common Good
Grade 6-7 Framework 1. Theme: Love & Justice Framework 2. Theme: Stewardship for Creation Framework 3. Theme: Peace	Grade 6-7 Framework 4. Theme: Dignity of the Human Person Framework 5. Theme: Mystery, Wonder & Awe

Curriculum Support for Catholic Schools http://www.eoccc.org/csfc	
Catholic Theme: <i>Community and the Common Good</i> http://www.eoccc.org/csfc/themes/commongood.html Catholic Theme: <i>Hope</i> http://www.eoccc.org/csfc/themes/hope.html Anchor Concept: <i>Community</i> http://www.eoccc.org/csfc/concepts/acommunity.html	Catholic Theme: <i>Love and Justice</i> http://www.eoccc.org/csfc/themes/lovejustice.html Anchor Concept: <i>Solidarity</i> http://www.eoccc.org/csfc/concepts/asolidarity.html