# Mathletics <br> New Brunswick Program of Studies 

## Understanding Practice and Fluency (UPF)



Grades 7-8

Mathletics
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## Grade 7

## 1 Number

### 1.1 Develop number sense

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Determine and apply the divisibility rules for $2,3,4,5,6,8,9$ or 10 , and explain why a number cannot be divided by 0 . | Divisibility rules | Introducing divisibility rules for dividing by 2 |
|  |  | Introducing divisibility rules for dividing by 3 |
|  |  | Introducing divisibility rules for dividing by 4 |
|  |  | Introducing divisibility rules for dividing by 5 |
|  |  | Introducing divisibility rules for dividing by 6 |
|  |  | Introducing divisibility rules for dividing by 8 |
|  |  | Introducing divisibility rules for dividing by 9 |
|  |  | Introducing divisibility rules for dividing by 10 |
|  |  | Divisibility rules: dividing by 2 , $3,4,5,6,10$ |
| 2. Demonstrate an understanding of the addition, subtraction, multiplication and division of decimals (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected) to solve problems. | Operations with decimals | Solving decimal word problems, 4 operations |
|  |  | Adding decimals |
|  |  | Subtracting decimals |
|  |  | Multiplying decimals |
|  |  | Multiplying decimals using place value |
|  |  | Dividing decimals |
|  |  | Applying order of operations, decimals |
| 3. Solve problems involving percents from $1 \%$ to $100 \%$. | Percents, fractions \& decimals | Solving word problems involving percentages |
|  |  | Converting percents into fractions \& decimals |
| 4. Demonstrate an understanding of the relationship between positive repeating decimals and positive fractions, and positive terminating decimals and positive fractions. | Decimals \& fractions | Investigating terminating \& repeating decimals |
|  |  | Converting terminating decimals to fractions |
|  |  | Converting repeating decimals to fractions |


|  |  | Converting fractions to terminating decimals |
| :---: | :---: | :---: |
|  |  | Converting fractions to repeating decimals |
| 5. Demonstrate an understanding of adding and subtracting positive fractions and mixed numbers, with like and unlike denominators, concretely, pictorially and symbolically (limited to positive sums and differences). | Add fractions \& mixed numbers | Adding fractions, like denominator |
|  |  | Adding a whole number \& a fraction |
|  |  | Adding improper fractions, like denominator |
|  |  | Adding mixed numbers, like denominator |
|  |  | Adding fractions, unlike denominator |
|  |  | Adding improper fractions, unlike denominator |
|  |  | Adding mixed numbers, unlike denominator |
|  | Subtract fractions \& mixed numbers | Subtracting fractions, like denominator |
|  |  | Subtracting a fraction from a whole number |
|  |  | Subtracting improper fractions, like denominator |
|  |  | Subtracting with mixed numbers, like denominator |
|  |  | Subtracting fractions, unlike denominator |
|  |  | Subtracting improper fractions, unlike denominator |
|  |  | Subtracting with mixed numbers, unlike denominator |
|  | Add \& subtract fractions, word problems | Adding \& subtracting fractions, word problems |
| 6. Demonstrate an understanding of addition and subtraction of integers, concretely, pictorially and symbolically. | Understand integers | Investigating integers |
|  |  | Comparing \& ordering integers |
|  |  | Understanding opposites in context |
|  | Add \& subtract integers | Adding \& subtracting negative integers |
|  |  | Adding \& subtracting integers, word problems |
|  |  | Adding integers with twocoloured counters |
|  |  | Adding \& subtracting integers on a number line |
|  |  | Adding integers |
|  |  | Subtracting integers |


|  |  | Adding \& subtracting integers, <br> order of operations |
| :--- | :--- | :--- |
| 7. Compare and order positive <br> fractions, positive decimals (to <br> thousandths) and whole numbers <br> by using: benchmarks, place value, <br> equivalent fractions and/or <br> decimals. | Compare \& order <br> fractions \& decimals | Ordering fractions \& decimals <br> on a number line |
|  |  | Identifying a number between <br> 2 given numbers |
|  | Comparing \& ordering proper <br> fractions |  |
|  |  <br> repeating decimals |  |

## 2 Patterns \& Relations

### 2.1 Use patterns to describe the world and solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Demonstrate an understanding <br> of oral and written patterns and <br> their equivalent linear relations. | Patterns \& linear <br> relations | Representing written patterns <br> as linear relations |
| 2. Create a table of values from a <br> linear relation, graph the table of <br> values, and analyze the graph to <br> draw conclusions and solve <br> problems. | Discrete linear relations | Graphing discrete linear <br> relations using a table |
|  | Matching graphs \& linear <br> relations |  |
|  | Creating tables of values for <br> linear relations |  |

### 2.2 Represent algebraic expressions in multiple ways

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 3. Demonstrate an understanding of preservation of equality by: modelling preservation of equality, concretely, pictorially and symbolically, applying preservation of equality to solve equations. | Preservation of equality | Understanding the preservation of equality |
|  |  | Equivalent forms of equations |
|  |  | Solving 1-step equations using a balance |
| 4. Explain the difference between an expression and an equation. | Expressions \& equations | Distinguishing between expressions \& equations |
|  |  | Identifying parts of expressions \& equations |
| 5. Evaluate an expression given the value of the variable(s). | Evaluate an expression | Evaluating expressions using substitution |
| 6. Model and solve problems that can be represented by one-step linear equations of the form $x+a=$ b, concretely, pictorially and symbolically, where $a$ and $b$ are integers. | Linear equations, integers | Solving linear equations with integers |
|  |  | Modelling \& solving 1-step equations, algebra tiles |
| 7. Model and solve problems that can be represented by linear equations of the form: $a x+b=c$; $a x$ $=b ; x / a=b, a=\neq 0$ concretely, pictorially and symbolically, where $a, b$ and $c$ are whole numbers. | Linear equations, whole numbers | Solving 2-step equations |
|  |  | Modelling \& solving 2-step equations, algebra tiles |
|  |  | Modelling real-life scenarios using equations |
|  |  | Solving 1-step equations |
|  |  | Solving 1-step equations using algebra tiles |


|  |  | Checking solutions of two- <br> step equations |
| :--- | :--- | :--- |

## 3 Shape \& Space

### 3.1 Use direct and indirect measurement to solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Demonstrate an understanding <br> of circles by: describing the <br> relationships among radius, <br> diameter and circumference of <br> circles, relating circumference to pi, <br> determining the sum of the central <br> angles, constructing circles with a <br> given radius or diameter, solving <br> problems involving the radii, <br> diameters and circumferences of <br> circles. | Finding the circumference of <br> circles |  |
| 2. Develop and apply a formula for <br> determining the area of: triangles, <br> circle |  |  |
|  |  |  |
| parallelograms, circles. |  |  |

### 3.2 Describe 3-D objects and 2-D shapes, and analyze the relationships

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 3. Perform geometric constructions, <br> including: perpendicular line <br> segments, parallel line segments, <br> perpendicular bisectors, angle <br> bisectors. | Identify lines \& angles |  <br> perpendicular lines |

### 3.3 Describe and analyze position and motion of objects and shapes

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 4. Identify and plot points in the <br> four quadrants of a Cartesian plane <br> using integral ordered pairs. | The Cartesian plane | Introducing Cartesian <br> coordinates |
|  | Drawing shapes on the <br> coordinate plane |  |
| 5. Perform and describe <br> transformations (translations, | Transformations on the <br> Cartesian plane | Successive translations on the <br> coordinate plane |


| rotations or reflections) of a 2-D <br> shape in all four quadrants of a <br> Cartesian plane (limited to integral <br> number vertices). | lotting rotations on the <br> coordinate plane |
| :--- | :--- | :--- |
|  | Plotting reflections on the <br> coordinate plane |
|  | Plotting combinations of <br> transformations |

## 4 Statistics and Probability

### 4.1 Collect, display and analyze data to solve problems

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate an understanding of central tendency and range by: determining the measures of central tendency (mean, median, mode) and range, determining the most appropriate measures of central tendency to report findings. | Measures of central tendency \& range | Mean |
|  |  | Median |
|  |  | Mode |
|  |  | Range |
|  |  | Choosing statistical measures for data |
| 2. Determine the effect on the mean, median and mode when an outlier is included in a data set. | Investigate outliers | Investigating the effect of outliers |
| 3. Construct, label and interpret circle graphs to solve problems. | Circle graphs | Interpreting \& constructing circle graphs |

### 4.2 Use experimental or theoretical probabilities to solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 4. Express probabilities as ratios, <br> fractions and percents. | Probability: decimal, <br> fraction, percent | Probability: decimals, fractions <br> \& percents |
| 5. Identify the sample space (where <br> the combined sample space has 36 <br> or fewer elements) for a probability <br> experiment involving two <br> independent events. | Sample space | Identifying the sample space |
| 6. Conduct a probability experiment <br> to compare the theoretical <br> probability (determined using a tree <br> diagram, table or another graphic <br> organizer) and experimental <br> probability of two independent <br> events. |  <br> experimental <br> probability | Understanding independent <br> events |
|  |  | Determining theoretical <br> probability, tree diagrams |

## Grade 8

## 1 Number

### 1.1 Develop number sense

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate an understanding of perfect squares and square roots, concretely, pictorially and symbolically (limited to whole numbers). | Squares \& square roots | Perfect squares |
|  |  | Finding square roots |
| 2. Determine the approximate square root of numbers that are not perfect squares (limited to whole numbers). | Estimate square roots | Estimating square roots |
| 3. Demonstrate an understanding of percents greater than or equal to $0 \%$. | Percents greater than or equal to 0\% | Percents greater than 100\% |
|  |  | Converting percents to fractions \& mixed numbers |
|  |  | Converting percents to decimals |
|  |  | Solving problems involving consecutive percents |
|  |  | Increasing \& decreasing amounts by percents |
|  |  | Solving problems involving combined percents |
| 4. Demonstrate an understanding of ratio and rate. | Understand ratio \& rate | Unit rate |
|  |  | Introduction to ratios |
| 5. Solve problems that involve rates, ratios and proportional reasoning. | Rates, ratios \& proportional reasoning | Simplifying \& comparing rates |
|  |  | Solving rate problems |
|  |  | Dividing a quantity in a given ratio |
|  |  | Solving ratio problems |
|  |  | Solving proportions problems |
| 6. Demonstrate an understanding of multiplying and dividing positive fractions and mixed numbers, concretely, pictorially and symbolically. | Multiply fractions \& mixed numbers | Multiplying unit fractions by whole numbers |
|  |  | Multiplying proper fractions by whole numbers |
|  |  | Multiplying mixed numbers by whole numbers |
|  |  | Multiplying fractions |
|  |  | Multiplying mixed numbers |
|  | Divide fractions \& mixed numbers | Dividing fractions \& whole numbers |


|  |  | Dividing fractions |
| :--- | :--- | :--- |
|  |  <br> mixed numbers |  |
|  |  <br> fractions |  |
|  | Dividing mixed numbers |  |
|  | Dividing fractions, word <br> problems |  |
| 7. Demonstrate an understanding <br> of multiplication and division of <br> integers, concretely, pictorially and <br> symbolically. | Multiply \& divide <br> integers | Multiplying integers |
|  | Dividing integers |  |
|  | Multiplying \& dividing integers |  |
|  | Multiplying integers using <br> models |  |
|  | Dividing integers using models |  |

## 2 Patterns \& Relations

### 2.1 Use patterns to describe the world and solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Graph and analyze two-variable <br> linear relations. | Linear relations | Graphing discrete linear <br> relationships |
|  | Identifying equation from a <br> discrete linear graph |  |

### 2.2 Represent algebraic expressions in multiple ways

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 2. Model and solve problems using linear equations of the form: $a x=b$; $x / a=b, a \neq 0 ; a x+b=c ; x / a+b=c$, $a \neq 0 ; a(x+b)=c$ concretely, pictorially and symbolically, where $a, b$ and $c$ are integers. | Linear equations, integers | Modelling \& solving 2-step linear equations |
|  |  | Solving linear equation word problems |
|  |  | Solving 2-step linear equations, mixed operations |
|  |  | Solving 1-step linear equations, add \& subtract |
|  |  | Solving 1-step linear equations, multiply \& divide |
|  |  | Solving 1-step linear equations, mixed operations |
|  |  | Solving linear equations, distributive property |
|  |  | Checking solutions using substitution |

## 3 Shape \& Space

### 3.1 Use direct and indirect measurement to solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Develop and apply the <br> Pythagorean Theorem to solve <br> problems. | Pythagorean Theorem | Identifying the sides of a right <br> triangle |
|  | Converse of the Pythagorean <br> Theorem |  |
|  | Finding the length of the <br> missing side, short side |  |
|  | Finding the length of the <br> missing side, hypotenuse |  |
|  | Finding the length of the <br> missing side |  |
|  | Matching right triangles to <br> word problems |  |
| ldentifying Pythagorean triples |  |  |
| 2. Draw and construct nets for 3-D <br> objects. | Nets of 3-D objects | Connecting prisms with their <br> nets |
| Connecting 3-D objects with <br> their nets |  |  |
| 3. Determine the surface area of: <br> right rectangular prisms, right <br> triangular prisms, right cylinders to <br> solve problems. | Surface area | Finding the surface area of <br> rectangular prisms |
|  | Finding the surface area of <br> triangular prisms |  |
| Finding the surface area of <br> cylinders |  |  |
| 4. Develop and apply formulas for <br> determining the volume of right <br> prisms and right cylinders. | Volume |  <br> rectangular prisms |
| Finding the volume of <br> triangular prisms |  |  |
| Finding the volume of <br> cylinders |  |  |
| Solving volume problems, right <br> prisms \& cylinders |  |  |

### 3.2 Describe 3-D objects and 2-D shapes, and analyze the relationships

| Outcome | Quests | Content |
| :---: | :--- | :--- |
| 5. Draw and interpret top, front and <br> side views of 3-D objects composed <br> of right rectangular prisms. | Top, front \& side views <br> of 3-D objects | Drawing top, front \& side <br> views of 3-D objects |

### 3.3 Describe and analyze position and motion of objects and shapes

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 6. Demonstrate an understanding <br> of tessellation by: explaining the <br> properties of shapes that make <br> tessellating possible, creating <br> tessellations, identifying <br> tessellations in the environment. | Tessellation | Investigating tessellations <br> using transformations |
|  |  | Recognizing tessellations |

### 3.4 Collect, display and analyze data to solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Critique ways in which data is <br> presented. | Critique data displays | Critiquing data displays |

### 3.5 Use experimental or theoretical probabilities to solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 2. Solve problems involving the <br> probability of independent events. | Probability of <br> independent events | Finding the probability of 2 <br> independent events |

## Mathletics

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