**Area of Learning: MATHEMATICS — Workplace Mathematics Grade 10**

**BIG IDEAS**

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| **Proportional reasoning** is used to make sense of **multiplicative** relationships. |  | 3D objects can be examined mathematically by **measuring** directly and indirectly length, surface area, and volume. |  | **Flexibility** with number builds meaning, understanding, and confidence. |  | **Representing and analyzing data** allows us to notice and wonder about relationships. |

**Learning Standards**

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| **Curricular Competencies** | **Content** |
| *Students are expected to do the following:*Reasoning and modelling* Develop **thinking strategies** to solve puzzles and play games
* Explore, **analyze**, and apply mathematical ideas using **reason**, **technology**, and **other tools**
* **Estimate reasonably** and demonstrate **fluent, flexible, and strategic thinking** about number
* **Model** with mathematics in **situational contexts**
* **Think creatively** and with **curiosity and wonder** when exploring problems

Understanding and solving* Develop, demonstrate, and apply conceptual understanding of mathematical ideas through play, story, **inquiry**, and problem solving
* **Visualize** to explore and illustrate mathematical concepts and relationships
* Apply **flexible and strategic approaches** to **solve problems**
* Solve problems with **persistence and a positive disposition**
* Engage in problem-solving experiences **connected** with place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
 | *Students are expected to know the following:** create, interpret, and critique **graphs**
* **primary trigonometric ratios**
* metric and imperial measurement and **conversions**
* **surface area and volume**
* **central tendency**
* **experimental probability**
* **financial literacy:** gross and net pay
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**Area of Learning: MATHEMATICS — Workplace Mathematics Grade 10**

**Learning Standards (continued)**

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| **Curricular Competencies** | **Content** |
| Communicating and representing* **Explain and justify** mathematical ideas and **decisions** in **many ways**
* **Represent** mathematical ideas in concrete, pictorial, and symbolic forms
* Use mathematical vocabulary and language to contribute to **discussions** in the classroom
* Take risks when offering ideas in classroom **discourse**

Connecting and reflecting* **Reflect** on mathematical thinking
* **Connect mathematical concepts** with each other, other areas, and personal interests
* Use **mistakes** as **opportunities to advance learning**
* **Incorporate** First Peoples worldviews, perspectives, **knowledge**, and **practices** to makeconnections with mathematical concepts
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