**Area of Learning: MATHEMATICS — Workplace Mathematics Grade 11**

**BIG IDEAS**

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| **Proportional reasoning** is used to make sense of **multiplicative** relationships. |  | Mathematics informs financial **decision making**. |  | **3D objects** are often represented and described in 2D space. |  | Flexibility with number builds meaning, **understanding**,  and confidence. |  | Representing and analyzing dataallows 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:*   * **financial literacy:** personal investments, loans, and budgeting * **rate of change** * how probability and statistics are used in different **contexts** * **interpreting graphs** in society * **3D objects:** angles, views, and scale diagrams |

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**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 |  |