# Mathletics <br> Alberta Program of Studies 

## Skill Quests



Grades 7-8
May, 2022

Mathletics
Alberta Program of Studies
Skill Quests
May 2022
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## Grade 7

## 1 Number

### 1.1 Develop number sense

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Determine and explain why a number is divisible by $2,3,4,5,6,8$, 9 or 10 , and 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 to solve problems (for more than 1-digit divisors or 2-digit multipliers, the use of technology is expected). | Operations with decimals | Solving decimal word problems, 4 operations |
|  |  | Adding decimals |
|  |  | Subtracting decimals |
|  |  | Multiplying decimals |
|  |  | Multiplying decimals using place value |
|  |  | Dividing decimals |
|  |  | 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 terminating decimals and positive fractions and between positive repeating 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 |

## 2 Patterns \& Relations (Patterns)

### 2.1 Use patterns to describe the world and to 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 |

## 3 Patterns \& Relations (Variables \& Equations)

### 3.1 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, concretely, pictorially and symbolically, problems that can be represented by one-step linear equations of the form $x+a=b$, where $a$ and $b$ are integers. | Linear equations, integers | Solving linear equations with integers |
|  |  | Modelling \& solving 1-step equations, algebra tile |
| 7. Model and solve, concretely, pictorially and symbolically, problems that can be represented by linear equations of the form: $\mathrm{ax}+$ $b=c, a x=b, x / a=b, a=\neq 0$ where $\mathrm{a}, \mathrm{b}$ and c are whole numbers. | Linear equations, whole numbers | Solving 2-step equations |
|  |  | Modelling \& solving 2-step equations, algebra tile |
|  |  | Modelling real-life scenarios using equations |
|  |  | Solving 1-step equations |
|  |  | Solving 1-step equations using algebra tiles |
|  |  | Checking solutions of twostep equations |

## 4 Shape \& Space (Measurement)

### 4.1 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, <br> 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> parallelograms, circles. |  |  |
|  |  | Introducing circumference |
|  |  | Sum of the central angles of a <br> circle |

## 5 Shape \& Space (3-D Objects \& 2-D Shapes)

5.1 Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them

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

## 6 Shape \& Space (Transformations)

### 6.1 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 <br> plane, 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, <br> rotations or reflections) of a 2-D <br> shape in all four quadrants of a <br> Cartesian plane (limited to integral <br> number vertices). | Transformations on the <br> Cartesian plane | Successive translations on the <br> coordinate plane |
|  |  | Rotations on the coordinate <br> plane |

## 7 Statistics \& Probability (Data Analysis)

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

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

## 8 Statistics \& Probability (Chance \& Uncertainty)

### 8.1 Use experimental or theoretical probabilities to represent and solve problems involving uncertainty

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 4. Express probabilities as ratios, <br> fractions and percents. | Probability: <br> decimals/fractions/percents | Probability: decimals, <br> fractions \& percents |
| 5. Identify the sample space <br> (where the combined sample <br> space has 36 or fewer elements) <br> for a probability experiment <br> involving two independent events. | Sample space | Identifying the sample space |
| 6. Conduct a probability <br> experiment to compare the <br> theoretical probability (determined <br> using a tree diagram, table or other <br> graphic organizer) and <br> experimental probability of two <br> independent events. | Theoretical \& 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 $0 \%$, including greater than $100 \%$. | 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 (Patterns)

2.1 Use patterns to describe the world and to solve problems

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

## 3 Patterns \& Relations (Variables \& Equations)

### 3.1 Represent algebraic expressions in multiple ways

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 2. Model and solve problems concretely, pictorially and symbolically, using linear equations of the form: $a x=b, x / a=b, a \neq 0, a x$ $+b=c, x / a+b=c, a \neq 0, a(x+b)=$ $c$ 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 |

## 4 Shape \& Space (Measurement)

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

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

## 5 Shape \& Space (3-D Objects \& 2-D Shapes)

5.1 Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them

| 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 |

## 6 Shape \& Space (Transformations)

6.1 Describe and analyze position and motion of objects and shapes

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 6. Demonstrate an understanding <br> of the congruence of polygons. | Congruence of <br> polygons | Identifying congruent figures, <br> transformations |
|  | Exploring translations, <br> coordinates |  |
|  | Describing reflections, <br> coordinates |  |
|  | Exploring rotations, <br> coordinates |  |

## 7 Statistics \& Probability (Data Analysis)

7.1 Collect, display and analyze data to solve problems

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Critique ways in which data is <br> presented in circle graphs, line <br> graphs, bar graphs and <br> pictographs. | Critique data displays | Critiquing data displays |

## 8 Statistics \& Probability (Chance \& Uncertainty)

8.1 Use experimental or theoretical probabilities to represent and solve problems involving uncertainty

| 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

For more information about Mathletics, contact our friendly team.

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