## Mathletics

## Saskatchewan Program of Studies

## Skill Quests



Grades 7-8
Mathletics
May, 2022

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Saskatchewan Program of Studies Skill Quests
May 2022
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## Grade 7

## 1 Number

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate an understanding of division through the development and application of divisibility strategies for $2,3,4,5,6,8,9$, and 10 , and through an analysis of division involving zero. | 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. Expand and demonstrate understanding of the addition, subtraction, multiplication, and division of decimals to greater numbers of decimal places, and the order of operations. | Operations with decimals | Solving decimal word problems, 4 operations |
|  |  | Adding decimals |
|  |  | Subtracting decimals |
|  |  | Multiplying decimals |
|  |  | Multiplying decimals, place value |
|  |  | Dividing decimals |
|  |  | Order of operations, decimals |
| 3. Demonstrate an understanding of the relationships between positive decimals, positive fractions (including mixed numbers, proper fractions and improper fractions), and whole numbers. | Decimals \& fractions | Investigating terminating \& repeating decimals |
|  |  | Ordering fractions \& decimals on a number line |
|  |  | Converting terminating decimals to fractions |
|  |  | Converting repeating decimals to fractions |
|  |  | Converting fractions to terminating decimals |
|  |  | Converting fractions to repeating decimals |
|  |  | Identifying a number between 2 given numbers |


|  |  | Comparing \& ordering proper fractions |
| :---: | :---: | :---: |
|  |  | Ordering terminating \& repeating decimals |
| 4. Expand and demonstrate an understanding of percent to include fractional percents between $1 \%$ and $100 \%$. | Percents, fractions \& decimals | Solving word problems involving percentages |
|  |  | Converting percents into fractions \& decimals |
| 5. Develop and 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 with mixed numbers, like denominator |
|  |  | Adding fractions, unlike denominator |
|  |  | Adding improper fractions, unlike denominator |
|  |  | Adding with 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, <br> number line |
| :--- | :--- | :--- |
|  | Adding integers |
|  | Subtracting integers <br> Adding \& subtracting integers, <br> order of operations |

## 2 Patterns and Relations

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate an understanding of the relationships between oral and written patterns, graphs and linear relations. | Discrete linear relations | Graphing discrete linear relations using a table |
|  |  | Matching graphs \& linear relations |
|  |  | Creating tables of values for linear relations |
| 2. Demonstrate an understanding of equations and expressions by: distinguishing between equations and expressions, evaluating expressions, verifying solutions to equations. | Equations \& expressions | Evaluating expressions using substitution |
|  |  | Checking solutions of twostep equations |
|  |  | Distinguishing between expressions \& equations |
|  |  | Identifying parts of expressions \& equations |
| 3. Demonstrate an understanding of one- and two-step linear equations of the form $a x / b+c=d$ (where $a, b, c$, and $d$ are whole numbers, $\mathrm{c} \leq \mathrm{d}$ and $\mathrm{b} \neq 0$ ) by modeling the solution of the equations concretely, pictorially, physically, and symbolically and explaining the solution in terms of the preservation of equality. | Linear equations, whole numbers | Understanding the preservation of equality |
|  |  | Solving 2-step equations |
|  |  | Modeling \& solving 2-step equations, algebra tiles |
|  |  | Modeling real-life scenarios using equations |
|  |  | Solving 1-step equations |
|  |  | Solving 1-step equations using a balance |
|  |  | Solving 1-step equations using algebra tiles |
| 4. Demonstrate an understanding of linear equations of the form $x+a$ $=b$ (where $a$ and $b$ are integers) by modeling problems as a linear equation and solving the problems concretely, pictorially, and symbolically. | Linear equations, integers | Solving linear equations with integers |
|  |  | Modeling \& solving 1-step equations, algebra tiles |

## 3 Shape and Space

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate an understanding of circles including circumference and central angles. | Circles | Finding the circumference of circles |
|  |  | Introducing the parts of a circle |
|  |  | Introducing circumference |
|  |  | Sum of the central angles of a circle |
| 2. Develop and apply formulas for determining the area of: triangles, parallelograms, circles. | Determine the area | Determining the area of a triangle |
|  |  | Determining the area of a parallelogram |
|  |  | Determining the area of a circle |
| 3. Demonstrate an understanding of 2-D relationships involving lines and angles. | Lines \& angles | Identifying parallel \& perpendicular lines |
| 4. Demonstrate an understanding of the Cartesian plane and ordered pairs with integral coordinates. | The Cartesian plane | Introducing Cartesian coordinates |
|  |  | Drawing shapes on the coordinate plane |
| 5. Expand and demonstrate an understanding of transformations (translations, rotations, and reflections) of 2-D shapes in all four quadrants of the Cartesian plane. | Transformations on the Cartesian plane | Successive translations on the coordinate plane |
|  |  | Rotations on the coordinate plane |
|  |  | Reflections on the coordinate plane |
|  |  | Combinations of transformations |

## 4 Statistics and Probability

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate an understanding of the measures of central tendency and range for sets of data. | Measures of central tendency \& range | Understanding mean |
|  |  | Understanding median |
|  |  | Understanding mode |
|  |  | Understanding range |
|  |  | Choosing statistical measures for data |
|  |  | Investigating the effect of outliers |
| 2. Demonstrate an understanding of circle graphs. | Circle graphs | Interpreting \& constructing circle graphs |
| 3. Demonstrate an understanding of theoretical and experimental probabilities for two independent events where the combined sample space has 36 or fewer elements. | Theoretical \& experimental probability | Understanding independent events |
|  |  | Determining theoretical probability, tree diagrams |
|  |  | Identifying the sample space |
|  |  | Exploring fair games |
|  |  | Probability: decimals, fractions \& percents |

## Grade 8

## 1 Number

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate understanding of the square and principle square root of whole numbers concretely or pictorially and symbolically. | Squares \& square roots | Perfect squares |
|  |  | Finding square roots |
|  |  | Finding square roots, fractions |
|  |  | Estimating square roots |
| 2. Expand and demonstrate understanding of percents greater than or equal to 0\% (including fractional and decimal percents) concretely, pictorially, and symbolically. | 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 |
| 3. Demonstrate understanding of rates, ratios, and proportional reasoning concretely, pictorially, and symbolically. | Rates, ratios \& proportional reasoning | Unit rate |
|  |  | Introduction to ratios |
|  |  | Simplifying \& comparing rates |
|  |  | Solving rate problems |
|  |  | Dividing a quantity in a given ratio |
|  |  | Solving ratio problems |
|  |  | Solving proportions |
| 4. Demonstrate 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 |
|  |  | Dividing whole numbers \& mixed numbers |
|  |  | Dividing mixed numbers \& fractions |
|  |  | Dividing mixed numbers |
|  |  | Dividing fractions, word problems |


| 5. Demonstrate understanding of multiplication and division of integers concretely, pictorially, and symbolically. | Multiply \& divide integers | Multiplying integers |
| :---: | :---: | :---: |
|  |  | Dividing integers |
|  |  | Multiplying \& dividing integers |
|  |  | Multiplying integers using models |
|  |  | Dividing integers using models |

## 2 Patterns and Relations

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate understanding of linear relations concretely, pictorially (including graphs), physically, and symbolically. | Linear relations | Graphing discrete linear relations |
|  |  | Identify an equation from a discrete linear graph |
|  |  | Graphing a linear relation using a table of values |
| 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 $\mathrm{a}, \mathrm{b}$, 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 and Space

| Outcome | Quests | Content |
| :---: | :---: | :---: |
| 1. Demonstrate understanding of the Pythagorean Theorem concretely or pictorially and symbolically and by solving 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. Demonstrate understanding of the surface area of 3-D objects limited to right prisms and cylinders (concretely, pictorially, and symbolically) by: analyzing views, sketching and constructing 3-D objects, nets, and top, side, and front views, generalizing strategies and formulae, analyzing the effect of orientation, solving problems. | Surface area | Finding the surface area of rectangular prisms |
|  |  | Finding the surface area of triangular prisms |
|  |  | Finding the surface area of cylinders |
|  | Construction, views \& nets: 3-D objects | Drawing top, front \& side views of 3-D objects |
|  |  | Connecting prisms with their nets |
|  |  | Connecting 3-D objects with their nets |
| 3. Demonstrate understanding of volume limited to right prisms and cylinders (concretely, pictorially, or symbolically) by: relating area to volume, generalizing strategies and formulae, analyzing the effect of orientation, solving problems. | 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 |
| 4. Demonstrate an understanding of tessellation by: explaining the properties of shapes that make tessellating possible, creating tessellations, identifying tessellations in the environment. | Tessellation | Investigating tessellations using transformations |
|  |  | Recognizing tessellations |

## 4 Statistics and Probability

| Outcome | Quests | Content |
| :--- | :--- | :--- |
| 1. Analyze the modes of displaying <br> data and the reasonableness of <br> conclusions. | Analyze data displays | Analyzing misleading data <br> displays |
| 2. Demonstrate understanding of <br> the probability of independent <br> events concretely, pictorially, orally, <br> and symbolically. | 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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