

Alberta K-6 Mathematics Scope and Sequence Documents



This document is complimented by the **Numbered Curriculum Documents**.

The **Numbered Curriculum Document** provides a sequential numbering system to the order that **Organizing Ideas** and **Learning Outcomes** as they appear, by row number, for each grade level. This numbering system **DOES NOT** prioritize the importance or order of the outcomes. This sequential numbering system is used solely for the organizational purposes of being able to locate and identify a learning outcome within the document.

Please ensure you have reviewed the **Numbered Outcomes Document [Video](#) & [Doc](#)**.

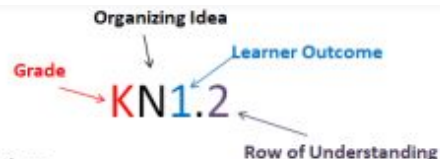
Please click the image to view the video instructions for use of the **Numbered Curriculum** to support your understanding and use of the **Scope and Sequence** document.

Mathematics Kindergarten to Grade 6 Curriculum & Financial Literacy for K-2

	Kindergarten			Grade 1			Grade 2		
Organizing Idea	Number: Quantity is measured with numbers that enable counting, modeling, comparing, and operating.						Number: Quantity is measured with numbers that enable counting, modeling, comparing, and operating.		
Guiding Question	How can quantity contribute meaning to daily life?			How can quantity be communicated?			How can quantity contribute to a sense of number?		
Learning Outcome	KN1.1 Children investigate quantities to 10.			GN1.1 Students interpret and explain quantities to 100.			GN1.1 Students analyze quantity to 1000.		
	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures	Knowledge	Understanding	Skills & Procedures
	Quantity can be represented using objects, pictures, words, numerals.	Quantity can be the number of objects in a set.	Recognize a number of similar objects as a quantity. Represent a quantity in different ways.	A numeral is a symbol or group of numerals used to represent a number. The absence of quantity is represented by 0.	Quantity is expressed in words and numerals based on patterns. Quantity in the world is represented multiple ways.	Represent quantities using words, numerals, objects, or pictures. Identify a quantity of 0 in various situations.	Any number of objects in a set can be represented by a natural number. The values of the places in a four-digit natural number are thousands, tens, and ones. Places that have no value within a given number are zeroes or placeholders. The number line is a	There are infinitely many whole numbers. Every digit in a natural number has a value based on its place. Each natural number is associated with exactly one point on the number line.	Represent quantities using words and natural numbers. Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number. Relate a number, including zero, to its position on the number line.

SAMPLE

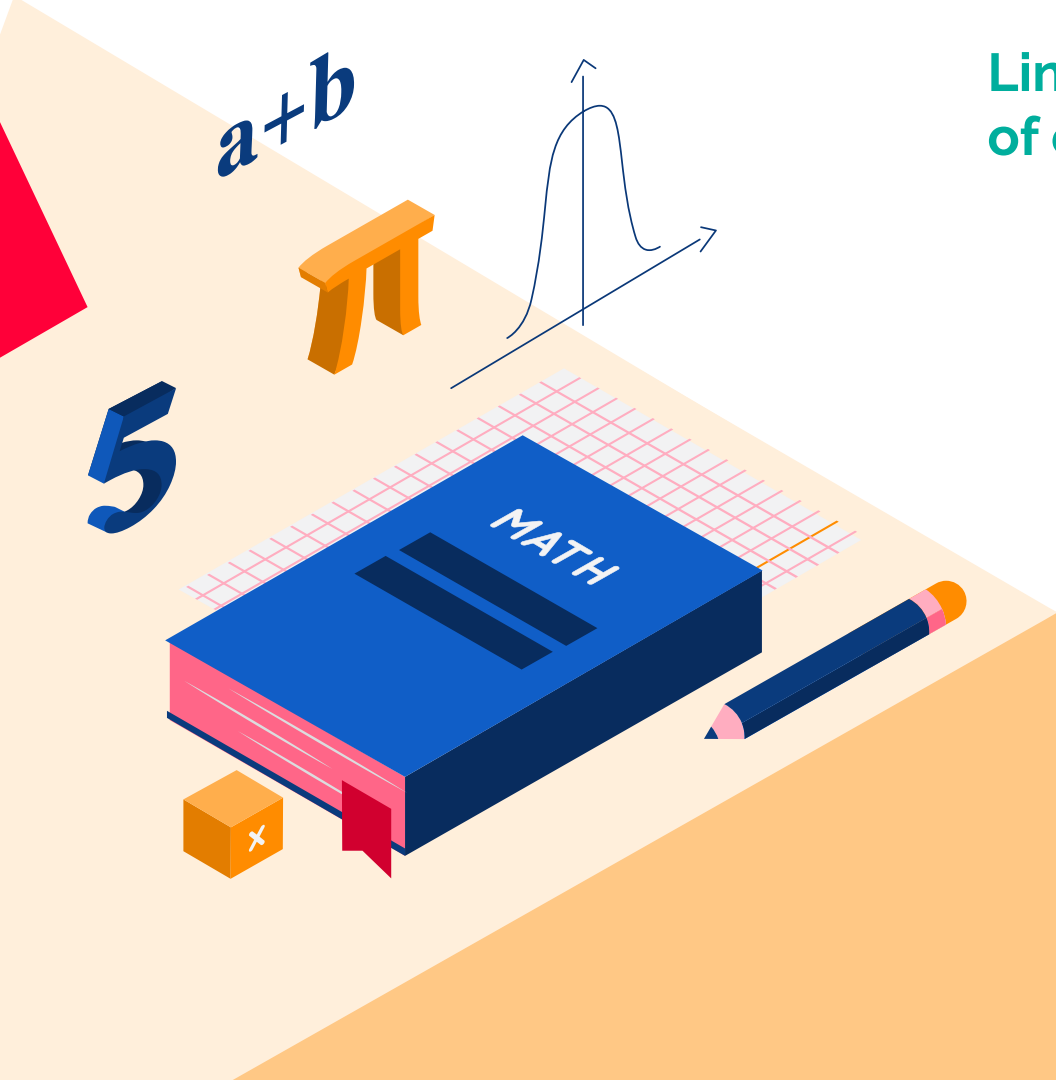
[Numbered Curriculum Document](#) - Please read first to understand the numbering in this document.
Please access the numbered curriculum document [video instructions](#) by clicking the hyperlinked title.



Alberta Mathematics K-6 Scope and Sequence - Number and Operations

**** changes are highlighted in yellow**

Grade	K	1	2	3	4	5	6	
Learning Outcome	KN1 Children investigate quantity to 10.	1N1 Students interpret and explain quantities to 100 .	2N1 Students analyze quantities to 1000 .	3N1 Students interpret place value within 100 000 .	4N1 Students apply place value to decimal numbers.	5N1 Students analyze patterns in place value.	6N1 Students Investigate magnitude with positive and negative numbers.	
Number Concepts	KN1.1 Composition and decomposition of quantities to 10 K1.4 Comparing quantities using more, less, same, enough, not enough	1N1.1 Quantity to 100 using words, numerals, objects, pictures 1N1.3 Grouping and Partitioning numbers 1N1.5 Equality and unequal to 100 =and ≠	2N1.1 Quantity to 1000 using place value understanding (natural numbers) 2N1.3 Odd and Even numbers (remainders) 2N1.5 Inequality comparing natural numbers using less than <, greater than >, not equal	3N1.1 Quantity to 100 000 using place value understanding (base-10 system & natural numbers) less than <, greater than > \$ sign in French and English Count money	4N1.1 Decimal numbers including tenths and hundredths using place value understanding	5N1.1 Numbers within 10 000 000 Decimal numbers to thousandths using place value understanding	6N1.1 Integers additive inverses 6N1.2 Adding integers 6N1.3 Subtracting integers	



Links to Scope and Sequence of each organizational idea strand

Number and Operations

Algebra

Geometry

Measurement

Patterns

Time

Statistics



Alberta **Regional** Consortia



Thanks!

If you have any questions, please connect with your local ARPDC Representative.

- [CRC](#) - Calgary Regional Consortium
 - Calgary and area
- [CARC](#) - Central Alberta Regional Consortium
 - Red Deer and area
- [CPFPP](#) - Consortium provincial francophone
 - Across Alberta
- [ERLC](#) - Edmonton Regional Learning Consortium
 - Edmonton and Area
- [LNES](#) - Learning Network Educational Services
 - North East Alberta
- [NRLC](#) - Northwest Regional Learning Consortium
 - Grande Prairie and area, North
- [SAPDC](#) - Southern Alberta Regional Consortium
 - Lethbridge and area