



New Brunswick - Atlantic General Curriculum Outcomes & Essential Skills Math Software

This document outlines the correlations between the New Brunswick - Grade 3 Atlantic General Curriculum Outcomes and the Essential Skills math programs. The specific curriculum outcomes are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. **Essential Skills programs correlate with 86% of the Grade 3 Atlantic General Curriculum Outcomes.**

New Brunswick - Atlantic General Curriculum Outcomes	Essential Skills Software CORRELATING PROGRAMS
Number Concepts/Number and Relationship Operations General Curriculum Outcome A: Students will demonstrate number sense and apply number-theory concepts.	
A1 - compare and order whole numbers to thousands	Mastering Numeration 3
A2 - estimate the size of numbers to the nearest ten or hundred	
A3 - use simple fractions to describe situations	Mastering Numeration 3 Problem Solving 2-3 Problem Solving 3-4
A4 - demonstrate an understanding of base-10 groupings (units, tens, hundreds, thousands)	Mastering Numeration 3 Problem Solving 3-4
A5 - record, model, and interpret numbers up to and including the thousands	Mastering Numeration 3 Problem Solving 2-3 Problem Solving 3-4
A6 - read numbers in several ways	Mastering Numeration 3 Problem Solving 2-3 Problem Solving 3-4
A7 - extend the place-value system to model and record numbers involving tenths	Problem Solving 3-4
Number Concepts/Number and Relationship Operations General Curriculum Outcome B: Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations.	

New Brunswick - Atlantic General Curriculum Outcomes	Essential Skills Software CORRELATING PROGRAMS
B1 - recognize several meanings for multiplication	Mastering Numeration 3 Problem Solving 2-3 Problem Solving 3-4
B2 - recognize several meanings for division	Mastering Numeration 3 Problem Solving 2-3
B3 - recognize the relationship between multiplication and division	Mastering Numeration 3
B4 - solve and create problems involving addition and/or subtraction	Problem Solving 2-3 Problem Solving 3-4
B5 - solve and create problems involving multiplication and division with small numbers	Problem Solving 2-3 Problem Solving 3-4
B6 - add and subtract with and without regrouping (up to and including three-digit numbers)	Mastering Numeration 3 Problem Solving 2-3 Problem Solving 3-4
B7 - recognize principles of multiplication and division	Mastering Numeration 3 Problem Solving 2-3 Problem Solving 3-4
B8 - relate multiplication and division facts	Mastering Numeration 3
B9 - continue to estimate in addition and subtraction situations	
B10 - begin to estimate in multiplication and division situations	
B11 - mentally add and subtract two-digit and one-digit numbers	Mastering Numeration 3
B12 - mentally add and subtract rounded numbers	Problem Solving 3-4
B13 - use technology to solve problems involving larger numbers	
Patterns and Relations General Curriculum Outcome C: Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.	

New Brunswick - Atlantic General Curriculum Outcomes	Essential Skills Software CORRELATING PROGRAMS
C1 - recognize the pattern implicit in the place-value system	Mastering Numeration 3 Problem Solving 3-4
C2 - recognize and create geometric patterns	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4
C3 - use and recognize the patterns in a multiplication table	Patterning, Geometry & Data Management 3 Problem Solving 2-3
C4 - record a repeated addition pattern using multiplicative notation	Mastering Numeration 2
C5 - recognize the meaning of open sentences of the forms: $a \times b = _$, $a \times _ = c$, $_ \times b = c$	Mastering Numeration 3
Shape and Space General Curriculum Outcome D: Students will demonstrate an understanding of and apply concepts and skills associated with measurement.	
D1 - estimate and measure length in metres, decimetres, and centimetres	Measurement 3 Problem Solving 2-3 Problem Solving 3-4
D2 - estimate and measure capacity in millilitres and litres	Measurement 3
D3 - estimate and measure mass in grams and kilograms	Measurement 3
D4 - estimate and measure area in non-standard units and square centimetres	Measurement 3 Problem Solving 2-3 Problem Solving 3-4
D5 - solve problems involving kilometres	Measurement 3 Problem Solving 2-3 Problem Solving 3-4
D6 - use appropriate units for capacity and mass	Measurement 3 Problem Solving 2-3
D7 - read digital and analog clocks to the nearest five minutes	Measurement 3 Problem Solving 2-3 Problem Solving 3-4

New Brunswick - Atlantic General Curriculum Outcomes	Essential Skills Software CORRELATING PROGRAMS
D8 - continue to solve a wide variety of measurement problems	Measurement 3 Problem Solving 2-3 Problem Solving 3-4
Shape and Space General Curriculum Outcome E: Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.	
E1 - continue their development of spatial sense with emphasis on perceptual constancy	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4
E2 - recognize and represent angles that are less than/more than right angles	Problem Solving 3-4
E3 - recognize, name, describe, and represent congruent angles and congruent polygons	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4
E4 - recognize, name, describe, and represent kite, and some concave, convex, and regular polygons	
E5 - recognize, name, describe, and represent different prisms and pyramids	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4
E6 - cut and assemble net patterns for pentagonal and hexagonal prisms and pyramids	
E7 - build skeletons of various prisms and pyramids to focus on edges and vertices	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4
E8 - predict the results of combining triangles and/or quadrilaterals	Patterning, Geometry & Data Management 3 Problem Solving 3-4
E9 - find the lines of reflective symmetry of polygons	Patterning, Geometry & Data Management 3
E10 - recognize, name, describe, and represent half and quarter turns of 2-D figures	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4

New Brunswick - Atlantic General Curriculum Outcomes	Essential Skills Software CORRELATING PROGRAMS
E11 - recognize and identify various polygons, prisms, and pyramids in real-world contexts	
E12 - make the connection for rectangles between the arrays of squares forming them and the describing of their dimensions	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4
Data Management and Probability General Curriculum Outcome F: Students will solve problems involving the collection, display, and analysis of data.	
F1 - select appropriate strategies for collecting, recording, organizing, and describing relevant data	Patterning, Geometry & Data Management 3
F2 - interpret and create pictographs in which each symbol represents more than one item	Patterning, Geometry & Data Management 3
F3 - create bar graphs using simple scales	Patterning, Geometry & Data Management 3
F4 - implement plans with respect to the collection of data	Patterning, Geometry & Data Management 3
Data Management and Probability General Curriculum Outcome G: Students will represent and solve problems involving uncertainty.	
G1 - predict and record results in experiments using spinners, coins, dice, coloured cubes, and other simple equipment	Patterning, Geometry & Data Management 3 Problem Solving 2-3 Problem Solving 3-4