Newfoundland & Labrador - Atlantic General Curriculum Outcomes & Essential Skills Math Software

This document outlines the correlations between the Newfoundland & Labrador - 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.**

Newfoundland & Labrador - 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.	

Newfoundland & Labrador - 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.	

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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 x b = _, a x _ = c, _ x 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**

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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**

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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**