Nova Scotia - Atlantic General Curriculum Outcomes & Essential Skills Math Software

This document outlines the correlations between the Nova Scotia - Grade 1 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 89% of the Grade 1 Atlantic General Curriculum Outcomes.**

Nova Scotia - 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 two sets for size in a variety of ways	**Mastering Numeration 1**
A2 - create equivalent sets and sets which differ by small amounts match	
A3 - count in a variety of ways	**Mastering Numeration 1**
A4 - sort sets based on number	**Mastering Numeration 1**
A5 - match quantities with numerals	**Mastering Numeration 1**
A6 - count beyond 10 in a variety of ways	**Mastering Numeration 1**
A7 - estimate amounts between 10 and 100	
A8 - demonstrate an understanding of simple fractional parts	**Mastering Numeration 2**
A9 - order numbers and use ordinal language	**Mastering Numeration 2**
A10 - explore the meaning of the numbers between 10 and 20	**Mastering Numeration 1**
A11 - model numbers grouped in tens and ones	**Mastering Numeration 1**
A12 - compare 2-digit numbers	**Mastering Numeration 1**
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.	

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B1 - recognize that addition is used to represent the joining of two groups	**Mastering Numeration 1**
B2 - recognize that subtraction is used to represent separating situations	**Mastering Numeration 1**
B3 - recognize the relationship between addition and subtraction	**Mastering Numeration 1**
B4 - recognize that subtraction can be used to solve missing addend problems	**Problem Solving 2-3**
B5 - recognize how to use addition or subtraction to solve comparison problems	**Problem Solving 2-3**
B6 - move freely among representing an addition or subtraction situation with a picture, a model, or a number sentence	**Mastering Numeration 1**
B7 - use mental strategies to find sums to 18 and differences from 18 or less	**Mastering Numeration 1**
B8 - memorize simple addition and/or subtraction facts from among those for which the total is 10 or less	**Mastering Numeration 1**
Patterns and Relations General Curriculum Outcome C: Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.	
C1 - create and recognize physical configurations for numbers	**Mastering Numeration 1**
C2 - reproduce, extend, and create simple patterns based on number	**Patterning, Geometry & Data Management 1**
C3 - sequence events	**Patterning, Geometry & Data Management 1**
C4 - create patterns with 3-D solids and 2-D shapes	**Patterning, Geometry & Data Management 1**
C5 - use number patterns to help solve addition and subtraction sentences	**Mastering Numeration 1**
Shape and Space General Curriculum Outcome D: Students will demonstrate an understanding of and apply concepts and skills associated with measurement.	
D1 - identify procedures (not involving units) to compare and/or order lengths, capacities, and areas	**Measurement 1**

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D2 - identify procedures (not involving units) to compare and/or order masses and durations of time	**Measurement 1**
D3 - identify and use non-standard units to estimate and measure length, capacity, time, mass, and area	**Measurement 1**
D4 - read hours on an analog clock	**Measurement 1**
Shape and Space General Curriculum Outcome E: Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships.	
E1 - develop aspects of spatial sense, including visual memory	**Patterning, Geometry & Data Management 1**
E2 - develop aspects of spatial sense, including figure- ground perception	**Patterning, Geometry & Data Management 1**
E3 - sort, build and pattern with 2-D and 3-D shapes	**Patterning, Geometry & Data Management 1**
E4 - recognize and represent angles	
E5 - recognize, name, describe, and represent a variety of 2-D and 3-D shapes	**Patterning, Geometry & Data Management 1**
E6 - describe attributes of and sort and compare 2-D and 3-D shapes	**Patterning, Geometry & Data Management 1**
E7 - recognize 2-D figures in 3-D shapes	**Patterning, Geometry & Data Management 1**
E8 - build, divide, and change 2-D shapes	
E9 - recognize, name, describe, and represent slides and reflections of 2-D shapes	**Patterning, Geometry & Data Management 2**
E10 - recognize and identify 2-D and 3-D shapes in the environment	
E11 - cover figures and fill shapes with countable non-standard units	**Measurement 1**
Data Management and Probability General Curriculum Outcome F: Students will solve problems involving the collection, display, and analysis of data.	
F1 - collect and organize data	**Patterning, Geometry & Data Management 1**
F2 - interpret and create concrete and picture graphs	**Patterning, Geometry & Data Management 1**

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F3 - interpret and create pictographs and symbolic graphs	**Patterning, Geometry & Data Management 1**
F4 - pose oral questions in relation to conducting surveys and/or interpreting data	**Patterning, Geometry & Data Management 1**
Data Management and Probability General Curriculum Outcome G: Students will represent and solve problems involving uncertainty.	
G1 - predict whether an event can never occur, must always occur, or simply might occur sometimes	**Patterning, Geometry & Data Management 1**