

Grade 3 Curriculum Comparison and Gap Analysis



N = Number
P = Patterns
M = Measurement
T = Time
G = Geometry
ST = Statistics
A = Algebra
F = Financial Literacy (Physical Education & Wellness)

Specific Outcomes from 2007 Curriculum	Understandings from new curriculum (New Understandings)	Outcomes, Knowledge, Skills and Procedures	
NUMBER	NUMBER (N)		
<p>Specific Outcome 1 Say the number sequence 0 to 1000 forward and backward by:</p> <ul style="list-style-type: none"> 5s, 10s or 100s, using any starting point 3s, using starting points that are multiples of 3 4s, using starting points that are multiples of 4 25s, using starting points that are multiples of 25. 			
<p>Specific Outcome 2 Represent and describe numbers to 1000, concretely, pictorially and symbolically.</p> <p>Specific Outcome 3 Compare and order numbers to 1000.</p> <p>Specific Outcome 4 Estimate quantities less than 1000, using referents.</p> <p>Specific Outcome 5 Illustrate, concretely and pictorially, the meaning of place value for numerals to 1000.</p>	<p>LEARNING OUTCOME 3N1.1 Students interpret place value within 100 000.</p> <p>UNDERSTANDING Place value is the basis for the base-10 system.</p> <p>Place value determines the value of a digit based on its place in a number, relative to the one's place.</p> <p>Place value is used to read and write numbers.</p>	<p>LEARNING OUTCOME 3N1.1 Students interpret place value within 100 000.</p> <p>KNOWLEDGE For numbers in base-10, each place has 10 times the value of the place to its right.</p> <p>The digits 0 to 9 indicate the number of groups in each place in a number.</p> <p>The value of each place in a number is the product of the digit and its place value.</p> <p>Numbers can be composed in various ways using place value.</p> <p>Numbers can be rounded in context where an exact count is not needed.</p> <p>The less than sign, <, and the greater than sign, >, are used to show the relationship between two unequal numbers.</p> <p>A zero in the leftmost place of a natural number does not change the value of the number.</p> <p>The dollar sign, \$, is placed to the left of the dollar value in English and to the right of the dollar value in French.</p> <p>The cent sign, ¢, is placed to the right of the cent value in English and in French.</p>	<p>LEARNING OUTCOME 3N1.1 Students interpret place value within 100 000.</p> <p>SKILLS & PROCEDURES Identify the place value of each digit in a natural number.</p> <p>Relate the values of adjacent places.</p> <p>Determine the value of each digit in a natural number.</p> <p>Express natural numbers using words and numerals.</p> <p>Express various compositions of a natural number using place value.</p> <p>Round natural numbers to various places.</p> <p>Compare and order natural numbers.</p> <p>Express the relationship between two numbers using <, >, or =.</p> <p>Count and represent the value of a collection of nickels, dimes, and quarters as cents.</p> <p>Count and represent the value of a collection of loonies, toonies, and bills as dollars.</p> <p>Recognize French and English symbolic representations of monetary values.</p>

<p>Specific Outcome 6 Describe and apply mental mathematics strategies for adding two 2-digit numerals.</p> <p>Specific Outcome 7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.</p> <p>Specific Outcome 8 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem-solving context.</p> <p>Specific Outcome 9 Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1-, 2- and 3-digit numerals), concretely, pictorially and symbolically, by:</p> <ul style="list-style-type: none"> • using personal strategies for adding and subtracting with and without the support of manipulatives • creating and solving problems in context that involve addition and subtraction of numbers. <p>Specific Outcome 10 Apply mental mathematics strategies and number properties in order to understand and recall basic addition facts and related subtraction facts to 18.</p>	<p>LEARNING OUTCOME 3N2.1 Students apply addition and subtraction within 1000.</p> <p>UNDERSTANDING Addition and subtraction strategies can be chosen based on the nature of the numbers.</p> <p>Standard algorithms for addition and subtraction may be used for any natural numbers.</p>	<p>LEARNING OUTCOME 3N2.1 Students apply addition and subtraction within 1000.</p> <p>KNOWLEDGE Recall of addition and subtraction number facts facilitates addition and subtraction strategies.</p> <p>Standard algorithms for addition and subtraction are conventional procedures based on place value.</p> <p>Estimation can be used to support addition and subtraction in everyday situations, including</p> <ul style="list-style-type: none"> • when an exact sum or difference is not needed • to check if an answer is reasonable 	<p>LEARNING OUTCOME 3N2.1 Students apply addition and subtraction within 1000.</p> <p>SKILLS & PROCEDURES Relate strategies for the addition and subtraction of two-digit numbers to strategies for the addition and subtraction of three-digit numbers.</p> <p>Model regrouping by place value for addition and subtraction.</p> <p>Explain the standard algorithms for addition and subtraction of natural numbers.</p> <p>Add and subtract natural numbers using standard algorithms.</p> <p>Estimate sums and differences.</p> <p>Solve problems using addition and subtraction.</p>
<p>Specific Outcome 11 Demonstrate an understanding of multiplication to 5×5 by:</p> <ul style="list-style-type: none"> • representing and explaining multiplication using equal grouping and arrays • creating and solving problems in context that involve multiplication • modelling multiplication using concrete and visual representations, and recording the process symbolically • relating multiplication to repeated addition • relating multiplication to division. <p>Specific Outcome 12 Demonstrate an understanding of division (limited to division related to multiplication facts up to 5×5) by:</p> <ul style="list-style-type: none"> • representing and explaining division using equal sharing and equal grouping • creating and solving problems in context that involve equal sharing and equal grouping • modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically • relating division to repeated subtraction • relating division to multiplication. 	<p>LEARNING OUTCOME 3N3.1 Students analyze and apply strategies for multiplication and division within 100.</p> <p>UNDERSTANDING Quantities can be composed and decomposed through multiplication and division.</p>	<p>LEARNING OUTCOME 3N3.1 Students analyze and apply strategies for multiplication and division within 100.</p> <p>KNOWLEDGE Multiplication and division are inverse mathematical operations.</p> <p>Multiplication is repeated addition.</p> <p>Multiplication can be interpreted in various ways according to context, such as</p> <ul style="list-style-type: none"> • equal groups • an array • an area <p>Division can be interpreted in various ways according to context, such as</p> <ul style="list-style-type: none"> • equal sharing • equal grouping • repeated subtraction <p>The order in which two quantities are multiplied does not affect the product (commutative property).</p> <p>The order in which two numbers are divided affects the quotient.</p> <p>Multiplication or division by 1 results in the same number (identity property).</p>	<p>LEARNING OUTCOME 3N3.1 Students analyze and apply strategies for multiplication and division within 100.</p> <p>SKILLS & PROCEDURES Compose a product using equal groups of objects.</p> <p>Relate multiplication to repeated addition.</p> <p>Relate multiplication to skip counting.</p> <p>Investigate multiplication by 0.</p> <p>Model a quotient by partitioning a quantity into equal groups or groups of a certain size, with or without remainders.</p> <p>Visualize and model products and quotients as arrays.</p> <p>Recognize interpretations of multiplication and division in various contexts.</p>

	<p>LEARNING OUTCOME 3N3.2 Students analyze and apply strategies for multiplication and division within 100.</p> <p>UNDERSTANDING Sharing and grouping situations can be interpreted as multiplication or division.</p> <p>Multiplication and division strategies can be supported by addition and subtraction.</p>	<p>LEARNING OUTCOME 3N3.2 Students analyze and apply strategies for multiplication and division within 100.</p> <p>KNOWLEDGE Numbers can be multiplied or divided in parts (distributive property).</p> <p>Multiplication strategies include</p> <ul style="list-style-type: none"> repeated addition multiplying in parts compensation <p>Division strategies include</p> <ul style="list-style-type: none"> repeated subtraction partitioning the dividend <p>Products can be expressed symbolically using the multiplication sign, \times, factors, and the equal sign.</p> <p>Quotients can be expressed symbolically using the division sign, \div, dividend, divisor, and the equal sign.</p> <p>A missing quantity in a product or quotient can be represented in different ways, including</p> $a \times b = \square$ $a \times \square = c$ $\square \times b = c$ $e \div f = \square$ $e \div \square = g$ $\square \div f = g$ <p>A remainder is the quantity left over after division.</p>	<p>LEARNING OUTCOME 3N3.2 Students analyze and apply strategies for multiplication and division within 100.</p> <p>SKILLS & PROCEDURES Investigate multiplication and division strategies.</p> <p>Multiply and divide within 100.</p> <p>Verify a product or quotient using inverse operations.</p> <p>Determine a missing quantity in a product or quotient in a variety of ways.</p> <p>Express multiplication and division symbolically.</p> <p>Explain the meaning of the remainder in various situations.</p> <p>Solve problems using multiplication and division in sharing or grouping situations.</p>
	<p>LEARNING OUTCOME 3N3.3 Students analyze and apply strategies for multiplication and division within 100.</p> <p>UNDERSTANDING Multiplication number facts have related division facts.</p>	<p>LEARNING OUTCOME 3N3.3 Students analyze and apply strategies for multiplication and division within 100.</p> <p>KNOWLEDGE A multiplication table shows both multiplication and division facts.</p> <p>Fact families are groups of related multiplication and division number facts.</p>	<p>LEARNING OUTCOME 3N3.3 Students analyze and apply strategies for multiplication and division within 100.</p> <p>SKILLS & PROCEDURES Examine patterns in multiplication and division, including patterns in multiplication tables and skip counting.</p> <p>Recognize families of related multiplication and division number facts.</p> <p>Recall multiplication number facts, with factors to 10, and related division facts.</p>

<p>Specific Outcome 13 Demonstrate an understanding of fractions by:</p> <ul style="list-style-type: none"> explaining that a fraction represents a part of a whole describing situations in which fractions are used comparing fractions of the same whole that have like denominators. 	<p>LEARNING OUTCOME 3N4.1 Students interpret fractions in relation to one whole.</p> <p>UNDERSTANDING Fractions are numbers between natural numbers.</p> <p>Fractions can represent part-to-whole relationships.</p> <p>A unit fraction describes the size of the equal parts of a fraction.</p> <p>The size of the parts and the total number of equal parts in the whole are inversely related.</p>	<p>LEARNING OUTCOME 3N4.1 Students interpret fractions in relation to one whole.</p> <p>KNOWLEDGE The same fraction can represent</p> <ul style="list-style-type: none"> equal parts of one whole length, shape, or object equal groups of one whole quantity equal parts of each equal group in one whole quantity <p>The name of a fraction describes its composition as a number of unit fractions.</p> <p>Fraction notation, (a/b), relates the numerator, a, as a number of equal parts, to the denominator, b, the total number of equal parts in the whole.</p> <p>Equal numerators or equal denominators can facilitate the comparison of fractions.</p> <p>A fraction with a numerator that is equal to its denominator is one whole.</p> <p>Each fraction is associated with a point on the number line.</p>	<p>LEARNING OUTCOME 3N4.1 Students interpret fractions in relation to one whole.</p> <p>SKILLS & PROCEDURES Model fractions of a whole quantity, length, shape, or object, in various ways, limited to denominators of 12 or less.</p> <p>Visualize fractions as compositions of a unit fraction.</p> <p>Identify the numerator and denominator of a fraction in various representations.</p> <p>Name a given fraction.</p> <p>Express fractions, including one whole, symbolically, limited to denominators of 12 or less.</p> <p>Relate various representations of the same fraction, limited to denominators of 12 or less.</p> <p>Compare the same fraction of different-sized wholes.</p> <p>Compare different fractions of the same whole that have the same numerator and different denominators.</p> <p>Express the relationship between two fractions of the same whole, using $<$, $>$, or $=$.</p> <p>Relate a fraction less than one to its position on the number line, limited to denominators of 12 or less.</p> <p>Compare fractions to benchmarks of 0, $1/2$, and 1.</p>
---	---	--	--

PATTERNS & RELATIONS	PATTERNS (P)		
<p>Specific Outcome 1 Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> describing extending comparing creating numerical (numbers to 1000) and non-numerical patterns <p>using manipulatives, diagrams, sounds and actions.</p> <p>Specific Outcome 2 Demonstrate an understanding of decreasing patterns by:</p> <ul style="list-style-type: none"> describing extending comparing creating numerical (numbers to 1000) and non-numerical patterns <p>using manipulatives, diagrams, sounds and actions.</p>	<p>LEARNING OUTCOME 3P1.1 Students analyze patterns in numerical sequences.</p> <p>UNDERSTANDING A sequence is a list of terms arranged in a certain order.</p> <p>Sequences may be finite or infinite.</p>	<p>LEARNING OUTCOME 3P1.1 Students analyze patterns in numerical sequences.</p> <p>KNOWLEDGE Ordinal numbers can indicate position in a sequence.</p> <p>Finite sequences, such as a countdown, have a definite end.</p> <p>Infinite sequences, such as the natural numbers, never end.</p>	<p>LEARNING OUTCOME 3P1.1 Students analyze patterns in numerical sequences.</p> <p>SKILLS & PROCEDURES Recognize familiar numerical sequences, including the sequence of even or odd numbers.</p> <p>Describe position in a sequence using ordinal numbers.</p> <p>Differentiate between finite and infinite sequences.</p>
	<p>LEARNING OUTCOME 3P1.2 Students analyze patterns in numerical sequences.</p> <p>UNDERSTANDING A sequence can progress according to a pattern.</p>	<p>LEARNING OUTCOME 3P1.2 Students analyze patterns in numerical sequences.</p> <p>KNOWLEDGE Numerical sequences can be constructed using addition, subtraction, multiplication, or division.</p>	<p>LEARNING OUTCOME 3P1.2 Students analyze patterns in numerical sequences.</p> <p>SKILLS & PROCEDURES Recognize skip-counting sequences in various representations, including rows or columns of a multiplication table.</p> <p>Determine any missing term in a skip-counting sequence using multiplication.</p> <p>Describe the change from term to term in a numerical sequence using mathematical operations.</p>
PATTERNS & RELATIONS	ALGEBRA (A)		
<p>Specific Outcome 4 Solve one-step addition and subtraction equations involving a symbol to represent an unknown number.</p>	<p>LEARNING OUTCOME 3A1.1 Students illustrate equality with equations.</p> <p>UNDERSTANDING Two expressions are equal if they represent the same number.</p>	<p>LEARNING OUTCOME 3A1.1 Students illustrate equality with equations.</p> <p>KNOWLEDGE An equation uses the equal sign to indicate equality between two expressions.</p> <p>The left and right sides of an equation are interchangeable.</p>	<p>LEARNING OUTCOME 3A1.1 Students illustrate equality with equations.</p> <p>SKILLS & PROCEDURES Write equations that represent equality between a number and an expression or between two different expressions of the same number.</p>
	<p>LEARNING OUTCOME 3A1.2 Students illustrate equality with equations.</p> <p>UNDERSTANDING Equations can include unknown values.</p>	<p>LEARNING OUTCOME 3A1.2 Students illustrate equality with equations.</p> <p>KNOWLEDGE Equations can be modelled using a balance.</p> <p>A symbol may represent an unknown value in an equation.</p>	<p>LEARNING OUTCOME 3A1.2 Students illustrate equality with equations.</p> <p>SKILLS & PROCEDURES Model equations that include an unknown value, including with a balance.</p> <p>Determine an unknown value on the left or right side of an equation, limited to equations with one operation.</p> <p>Solve problems using equations, limited to equations with one operation.</p>

SHAPE & SPACE	TIME (T)		
<p>Specific Outcome 1 Relate the passage of time to common activities, using nonstandard and standard units (minutes, hours, days, weeks, months, years).</p> <p>Specific Outcome 2 Relate the number of seconds to a minute, the number of minutes to an hour and the number of days to a month in a problem-solving context.</p>	<p>LEARNING OUTCOME 3T1.1 Students tell time using clocks.</p> <p>UNDERSTANDING Clocks are standard measuring tools used to communicate time.</p>	<p>LEARNING OUTCOME 3T1.1 Students tell time using clocks.</p> <p>KNOWLEDGE Clocks relate seconds to minutes and hours according to a base-60 system.</p> <p>The basic unit of time is the second.</p> <p>One second is 1/60 of a minute.</p> <p>One minute is 1/60 of an hour.</p> <p>Analog and digital clocks represent time of day.</p> <p>Time of day can be expressed as a duration relative to 12:00 in two 12-hour cycles.</p> <p>Time of day can be expressed as a duration relative to 0:00 in one 24-hour cycle in some contexts, including French-language contexts.</p>	<p>LEARNING OUTCOME 3T1.1 Students tell time using clocks.</p> <p>SKILLS & PROCEDURES Investigate relationships between seconds, minutes, and hours using an analog clock.</p> <p>Relate minutes past the hour to minutes until the next hour.</p> <p>Describe time of day as a.m. or p.m. relative to 12-hour cycles of day and night.</p> <p>Tell time using analog and digital clocks.</p> <p>Express time of day in relation to one 24-hour cycle.</p>
SHAPE & SPACE	MEASUREMENT (M)		
<p>Specific Outcome 3 Demonstrate an understanding of measuring length (cm, m) by:</p> <ul style="list-style-type: none"> selecting and justifying referents for the units cm and m modeling and describing the relationship between the units cm and m estimating length, using referents measuring and recording length, width and height. <p>Specific Outcome 5 Demonstrate an understanding of perimeter of regular and irregular shapes by:</p> <ul style="list-style-type: none"> estimating perimeter, using referents for cm or m measuring and recording perimeter (cm, m) constructing different shapes for a given perimeter (cm, m) to demonstrate that many shapes are possible for a perimeter. 	<p>LEARNING OUTCOME 3M1.1 Students determine length using standard units.</p> <p>UNDERSTANDING Length is measured in standard units according to the metric system and the imperial system.</p> <p>Length can be expressed in various units according to context and desired precision.</p>	<p>LEARNING OUTCOME 3M1.1 Students determine length using standard units.</p> <p>KNOWLEDGE The basic unit of length in the metric system is the metre.</p> <p>Metric units are named using prefixes that indicate the relationship to the basic unit, including</p> <ul style="list-style-type: none"> Milli: one thousand millimetres in one metre Centi: one hundred centimetres in one metre Deci: ten decimetres in one metre <p>Metric units are abbreviated for convenience, including</p> <ul style="list-style-type: none"> m: metre dm: decimetre cm: centimetre mm: millimetre <p>Standard measuring tools show iterations of a standard unit from an origin.</p> <p>Units of length in the imperial system include inch, foot, and yard, related in these ways:</p> <ul style="list-style-type: none"> 12 inches in one foot 36 inches in one yard 3 feet in one yard <p>Approximate conversions between metric and imperial are useful in real-world situations, including</p>	<p>LEARNING OUTCOME 3M1.1 Students determine length using standard units.</p> <p>SKILLS & PROCEDURES Relate millimetres, centimetres, and metres.</p> <p>Relate inches to feet and yards.</p> <p>Justify the choice of millimetres, centimetres, or metres to measure various lengths.</p> <p>Measure lengths of straight lines and curves, with millimetres, centimetres, or metres.</p> <p>Recognize length expressed in metric or imperial units.</p> <p>Approximate a measurement in inches, feet, or yards using centimetres or metres.</p>

		<ul style="list-style-type: none"> • 2 centimetres are approximately 1 inch • 1 metre is approximately 3 feet • 30 centimetres are approximately 1 foot • 1 metre is approximately 1 yard 	
	<p>LEARNING OUTCOME 3M1.2 Students determine length using standard units.</p> <p>UNDERSTANDING Length remains the same when decomposed or rearranged.</p>	<p>LEARNING OUTCOME 3M1.2 Students determine length using standard units.</p> <p>KNOWLEDGE The perimeter of a polygon is the sum of the lengths of its sides.</p>	<p>LEARNING OUTCOME 3M1.2 Students determine length using standard units.</p> <p>SKILLS & PROCEDURES Determine the perimeter of polygons. Determine the length of an unknown side given the perimeter of a polygon.</p>
	<p>LEARNING OUTCOME 3M1.3 Students determine length using standard units.</p> <p>UNDERSTANDING Length can be estimated when less accuracy is required.</p>	<p>LEARNING OUTCOME 3M1.3 Students determine length using standard units.</p> <p>KNOWLEDGE A benchmark is a known length to which another length can be compared. Length can be estimated using a personal or familiar referent.</p>	<p>LEARNING OUTCOME 3M1.3 Students determine length using standard units.</p> <p>SKILLS & PROCEDURES Identify referents for a centimetre and a metre. Estimate length by comparing to a benchmark. Estimate length by visualizing the iteration of a referent for a centimetre or metre.</p>
	<p>LEARNING OUTCOME 3M2.1 Students interpret angles.</p> <p>UNDERSTANDING An angle is the union of two arms with a common vertex. An angle can be interpreted as the motion of a length rotated about a vertex.</p>	<p>LEARNING OUTCOME 3M2.1 Students interpret angles.</p> <p>KNOWLEDGE Angle defines the space in</p> <ul style="list-style-type: none"> • corners • Bends • turns or • rotations • intersections • slopes <p>The arms of an angle can be line segments or rays. The end point of a line segment or ray is called a vertex.</p>	<p>LEARNING OUTCOME 3M2.1 Students interpret angles.</p> <p>SKILLS & PROCEDURES Recognize various angles in surroundings. Recognize situations in which an angle can be perceived as motion.</p>
	<p>LEARNING OUTCOME 3M2.2 Students interpret angles.</p> <p>UNDERSTANDING Two angles can be compared directly or indirectly.</p>	<p>LEARNING OUTCOME 3M2.2 Students interpret angles.</p> <p>KNOWLEDGE Superimposing is the process of placing one angle over another to compare angles. A referent is a personal or familiar representation of a known angle.</p>	<p>LEARNING OUTCOME 3M2.2 Students interpret angles.</p> <p>SKILLS & PROCEDURES Compare two angles directly by superimposing. Compare two angles indirectly by superimposing a third angle. Estimate which of two angles is greater. Identify referents for 90°. Identify 90° angles in the environment using a referent.</p>

<p>Specific Outcome 4 Demonstrate an understanding of measuring mass (g, kg) by:</p> <ul style="list-style-type: none"> • selecting and justifying referents for the units g and kg • modeling and describing the relationship between the units g and kg • estimating mass, using referents • measuring and recording mass. 			
SHAPE & SPACE GEOMETRY (G)			
<p>Specific Outcome 6 Describe 3-D objects according to the shape of the faces and the number of edges and vertices.</p> <p>Specific Outcome 7 Sort regular and irregular polygons, including:</p> <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons <p>according to the number of sides.</p> <p>Patterns & Relations Specific Outcome 3 Sort objects or numbers, using one or more than one attribute.</p>	<p>LEARNING OUTCOME 3G1.1 Students relate geometric properties to shape.</p> <p>UNDERSTANDING Geometric properties are relationships between geometric attributes.</p> <p>Geometric properties define a class of polygon.</p>	<p>LEARNING OUTCOME 3G1.1 Students relate geometric properties to shape.</p> <p>KNOWLEDGE Geometric properties can describe relationships, including perpendicular, parallel, and equal.</p> <p>Parallel lines or planes are always the same distance apart.</p> <p>Perpendicular lines or planes intersect at a 90° (right) angle.</p> <p>Right angles can be identified using referents such as,</p> <ul style="list-style-type: none"> • the corner of a piece of paper • the angle between the hands on an analog clock at 3:00 • a capital letter L <p>Polygons include</p> <ul style="list-style-type: none"> • triangles • quadrilaterals • pentagons • hexagons • octagons <p>Regular polygons have sides of equal length and interior angles of equal measure.</p>	<p>LEARNING OUTCOME 3G1.1 Students relate geometric properties to shape.</p> <p>SKILLS & PROCEDURES Investigate the relationships between the sides of a polygon, including perpendicular, parallel, and equal, using referents for 90° or by measuring.</p> <p>Investigate the relationships between vertices of a polygon, including equal or right angles, using direct comparison or referents for 90°.</p> <p>Describe geometric properties of regular and irregular polygons.</p> <p>Sort polygons according to geometric properties and describe the sorting rule.</p> <p>Classify polygons as regular or irregular using geometric properties.</p>
	<p>LEARNING OUTCOME 3G1.2 Students relate geometric properties to shape.</p> <p>UNDERSTANDING Geometric properties do not change when a polygon undergoes a transformation.</p>	<p>LEARNING OUTCOME 3G1.2 Students relate geometric properties to shape.</p> <p>KNOWLEDGE Transformations include</p> <ul style="list-style-type: none"> • translations • rotations • reflections <p>The distance between any two vertices of a shape is maintained in the image created by a transformation.</p>	<p>LEARNING OUTCOME 3G1.2 Students relate geometric properties to shape.</p> <p>SKILLS & PROCEDURES Examine geometric properties of polygons by translating, rotating, or reflecting using hands-on materials or digital applications.</p>

STATS & PROBABILITY	STATISTICS (S)		
<p>Specific Outcome 1 Collect first-hand data and organize it using:</p> <ul style="list-style-type: none"> tally marks line plots charts lists <p>to answer questions.</p>	<p>LEARNING OUTCOME 3ST1.1 Students interpret and explain representations of data.</p> <p>UNDERSTANDING Representation connects data to a statistical question.</p>	<p>LEARNING OUTCOME 3ST1.1 Students interpret and explain representations of data.</p> <p>KNOWLEDGE Statistical questions are questions that can be answered by collecting data.</p>	<p>LEARNING OUTCOME 3ST1.1 Students interpret and explain representations of data.</p> <p>SKILLS & PROCEDURES Formulate statistical questions for investigation. Predict the answer to a statistical question.</p>
<p>Specific Outcome 2 Construct, label and interpret bar graphs to solve problems.</p>	<p>LEARNING OUTCOME 3ST1.2 Students interpret and explain representations of data.</p> <p>UNDERSTANDING Representation expresses data specific to a unique time and place. Representation tells a story about data.</p>	<p>LEARNING OUTCOME 3ST1.2 Students interpret and explain representations of data.</p> <p>KNOWLEDGE First-hand data is collected by the person using the data. Second-hand data is data collected by others from sources such as websites and social media.</p>	<p>LEARNING OUTCOME 3ST1.2 Students interpret and explain representations of data.</p> <p>SKILLS & PROCEDURES Collect data using digital or non- digital tools and resources. Represent first-hand and second- hand data in a dot plot or bar graph with one-to-one correspondence. Describe the story that a representation tells about a collection of data in relation to a statistical question. Examine First Nations, Métis, or Inuit representations of data. Consider possible answers to a statistical question based on the data collected.</p>

Financial Literacy (F)			
	<p>LEARNING OUTCOME 3F1.1 Students describe strategies that support responsible money management.</p> <p>UNDERSTANDING Individuals can develop good habits early in life to make responsible money decisions now and in the future.</p> <p>Saving is essential for personal short-term and long-term goals.</p> <p>Donating money can have a significant impact on the well-being of others.</p>	<p>LEARNING OUTCOME 3F1.1 Students describe strategies that support responsible money management.</p> <p>KNOWLEDGE Good money habits allow individuals to appreciate the value of money and the importance of managing it.</p> <p>Responsible spending can be supported through strategies, such as</p> <ul style="list-style-type: none"> • buying needed items first • buying items that are affordable • taking time when making purchases • not purchasing more than is needed <p>Saving means not spending in order to keep money aside for unexpected expenses and to pay for purchases, activities, and future plans or goals.</p> <p>Responsible saving can be supported through strategies, such as</p> <ul style="list-style-type: none"> • considering needs and wants • setting financial goals • establishing a savings account • putting earned money aside on a regular basis <p>Responsible money management can allow individuals to help others in need through donation.</p>	<p>LEARNING OUTCOME 3F1.1 Students describe strategies that support responsible money management.</p> <p>SKILLS & PROCEDURES Discuss the importance of responsible spending and saving.</p> <p>Identify possible short-term and long-term saving goals.</p>