

2023-2024 Draft PEI Mathematics Curriculum - Grade 3

The following outcomes are accurate. The curriculum guide for this course is still relevant and includes important information for teachers. Teachers are reminded to reference this document for the outcomes when using the curriculum guide.

Outcomes	Curriculum Document Page
3.N1 (FL) Say the number sequence forward and backward from 0 to 1000 by: 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.	Curriculum Guide p. 20
3.N2 (FL) Represent and describe numbers to 1000, concretely, pictorially and symbolically.	Curriculum Guide p. 24
3.N3 Compare and order numbers to 1000.	Curriculum Guide p. 28
3.N5 Illustrate, concretely & pictorially, the meaning of place value for numerals to 1000.	Curriculum Guide p. 36
3.N6 Describe and apply mental mathematics strategies for adding two 2-digit numerals.	Curriculum Guide p. 40
3.N7 Describe and apply mental mathematics strategies for subtracting two 2-digit numerals.	Curriculum Guide p. 40
3.N8 Apply estimation strategies to predict sums and differences of two 2-digit numerals in a problem solving context.	Curriculum Guide p. 44
3.N9 (FL) Demonstrate an understanding of addition and subtraction of numbers with answers to 1000 (limited to 1, 2 and 3-digit numerals).	Curriculum Guide p. 48
3.N10 (FL) Apply mental mathematics strategies and number properties, such as: using doubles; making 10; using the commutative property; using the property of zero; thinking addition for subtraction to determine answers for basic addition facts and related subtraction facts (to 18).	Curriculum Guide p. 52
3.N11 (FL) Demonstrate an understanding of multiplication to products of 36 with single digit factors.	Curriculum Guide p. 56
3.N12 (FL) Demonstrate an understanding of division (related multiplication to products of 36 with single digit factors).	Curriculum Guide p. 60
3.N13 Demonstrate an understanding of fractions by: explaining that a fraction represents a part of a whole; describing situations in which fractions are used; comparing fractions of the same whole with like denominators.	Curriculum Guide p. 64
3.PR2 (FL) Demonstrate an understanding of decreasing patterns.	Curriculum Guide p. 70
3.PR3 Solve one-step addition & subtraction equations involving symbols representing an unknown number.	Curriculum Guide p. 74
3.SS1 Relate the passage of time to common activities using non-standard and standard units (minutes, hours, days, weeks, months, years).	Curriculum Guide p. 80
3.SS2 Relate the number of seconds to a minutes, the number of minutes to an hour and the number of days to a month in a problem-solving context.	Curriculum Guide p. 80
3.SS3 Demonstrate an understanding of measuring length (cm, m) by: 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.	Curriculum Guide p. 84
3.SS4 Demonstrate an understanding of measuring mass (g, kg).	Curriculum Guide p. 88
3.SS5 (FL) Demonstrate an understanding of perimeter of regular and irregular shapes.	Curriculum Guide p. 92
3.SS7 Sort regular and irregular polygons according to the number of sides.	Curriculum Guide p. 100
3.SP1 Collect firsthand data and organize it using tally marks, line plots, charts, and lists to answer questions.	Curriculum Guide p. 106