

# Mathematics

Key for "Province":

**Bold type – BC Big Ideas**

Regular type – BC content (K-9)

K-9 Curricular Competencies used throughout all topics: reasoning and analyzing, understanding and solving, communicating and representing

Topics	Gr	North American Division	Province:
Numbers and Operations	3	<i>Place Value:</i> 3.NO.1 Use place value understanding of up to five-digit whole numbers to round to the nearest 10, 100, and 1,000 (3.NBT.1)	<b>(3) Fractions are a type of number that can represent quantities:</b> number concepts to 1000.
		<i>Addition/Subtraction:</i> 3.NO.2 Add and subtract up to four digits with and without regrouping (3.NBT.2)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> addition and subtraction facts to 20.
		<i>Fractions:</i> 3.NO.3 Understand, express, and order fractions between zero and one, simple mixed numbers, and whole numbers as fractions (3.NF.1,2)	<b>(3) Fractions are a type of number that can represent quantities:</b> number concepts to 1000, and fraction concepts.
		<i>Fractions, cont:</i> 3.NO.4 Understand and create equivalent fractions with denominators 2,3,4,6,8 using fraction models (3.NF.3)	<b>(3) Fractions are a type of number that can represent quantities:</b> number concepts to 1000, and fraction concepts.
Operations and Algebraic Thinking	3	<i>Multiplication/Division:</i> 3.OAT.1 Understand the meaning and relationship of multiplication and division (3.OA.1,2,6)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> multiplication and division concepts.
		<i>Multiplication/Division, cont:</i> 3.OAT.2 Memorize and fluently multiply and divide using the multiplication facts through 10 (3.OA.3,7); mentally multiply by 10 and 100 (3.NBT.3)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> multiplication and division concepts.
		<i>Multiplication/Division, cont:</i> 3.OAT.3 Represent and determine the unknown whole number in an equation (3.OA.4)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> multiplication and division concepts. <b>(3) Regular increases and decreases in patterns can be identified and used to make generalizations:</b> one-step addition and subtraction equations with an unknown number.
		<i>Multiplication/Division, cont:</i> 3.OAT.4 Apply properties of operations (commutative, associative, distributive) to multiply and divide (3.OA.5)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> multiplication and division concepts.
		<i>Problem Solving:</i> 3.OAT.5 Solve two-step word problems using the four basic operations and estimate to check (3.OA.8)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> addition and subtraction to 1000, and multiplication and division concepts.
		<i>Problem Solving, cont:</i> 3.OAT.6 Begin to understand and apply the standard order of operations (3.OA.8)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> computational fluency, addition and subtraction, and multiplication and division concepts.

		<p><i>Patterns:</i> 3.OAT.7 Identify arithmetic patterns using properties of operations (3.OA.9)</p>	<p><b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> addition and subtraction, and multiplication and division.</p> <p><b>(3) Regular increases and decreases in patterns can be identified and used to make generalizations:</b> one-step addition and subtraction equations with an unknown number.</p>
Measurement	3	<p><i>Measurement:</i> 3.M.1 Solve problems involving measurement and estimation of intervals of time (nearest minute), liquid volume (liter), and masses of objects (gram, kilogram) (3.MD.1,2)</p>	<p><b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> time concepts; and measurement, using standard units.</p>
		<p><i>Measurement, cont:</i> 3.M.2 Read and understand a calendar using day, week, month, and year</p>	<p><b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> time concepts; and measurement, using standard units.</p>
		<p><i>Measurement, cont:</i> 3.M.3 Explain and measure temperature using Celsius and Fahrenheit scales</p>	<p><b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> measurement, using standard units.</p>
		<p><i>Geometric Measurement:</i> 3.M.4 Understand concepts of area and its measurement by counting unit squares (cm<sup>2</sup>, m<sup>2</sup>, in<sup>2</sup>, ft<sup>2</sup>); apply multiplication and addition to area (3.MD.5,6,7)</p>	<p><b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> measurement, using standard units.</p> <p><b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.</b></p>
		<p><i>Geometric Measurement, cont:</i> 3.M.5 Solve real-world and mathematical problems recognizing area and perimeter of plane figures; distinguish between linear and area measurements (3.MD.8)</p>	<p><b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> measurement, using standard units.</p> <p><b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.</b></p>
		<p><i>Money:</i> 3.M.6 Construct various equivalent combinations of money; add and subtract money amounts</p>	<p><b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> addition and subtraction.</p> <p><b>(3) The likelihood of possible outcomes can be examined, compared, and interpreted:</b> financial literacy.</p>
Geometry	3	<p><i>Shapes:</i> 3.GEO.1 Sort and classify shapes to compare and contrast attributes (3.G.1,2)</p>	<p><b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> measure, using standard units, and construction of 3D shapes.</p> <p><b>(3) The likelihood of possible outcomes can be examined, compared, and interpreted:</b> one-to-one correspondence with bar graphs, pictographs, charts, and tables.</p>
		<p><i>Fractions:</i> 3.GEO.2 Partition shapes into equal areas and express as a fraction (3.G.2)</p>	<p><b>(3) Fractions are a type of number that can represent quantities:</b> fraction concepts.</p>
Data Analysis, Statistics, and Probability	3	<p><i>Data:</i> 3.DSP.1 Draw and interpret scaled picture and bar graphs to represent a data set (3.MD.3)</p>	<p><b>(3) The likelihood of possible outcomes can be examined, compared, and interpreted:</b> one-to-one</p>

			correspondence with bar graphs, pictographs, charts, and tables.
		<i>Data, cont:</i> 3.DSP.2 Measure length using rulers marked with halves and fourths of an inch and the nearest whole centimeter; show data by making a line plot (3.MD.4)	<b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> measurement, using standard units. <b>(3) The likelihood of possible outcomes can be examined, compared, and interpreted:</b> one-to-one correspondence with bar graphs, pictographs, charts, and tables.