

## SCO Continuum

Grade 3	Grade 4	Grade 5
<b>Strand: Number</b>		
<b>Specific Outcomes</b>	<b>Specific Outcomes</b>	<b>Specific Outcomes</b>
<p>3N11 Demonstrate an understanding of multiplication to <math>5 \times 5</math> by:</p> <ul style="list-style-type: none"> <li>representing and explaining multiplication using equal grouping and arrays</li> <li>creating and solving problems in context that involve multiplication</li> <li>modelling multiplication using concrete and visual representations, and recording the process symbolically</li> <li>relating multiplication to repeated addition</li> <li>relating multiplication to division.</li> </ul> <p>[C, CN, PS, R]</p> <p>3N12 Demonstrate an understanding of division (limited to division related to multiplication facts up to <math>5 \times 5</math>) by:</p> <ul style="list-style-type: none"> <li>representing and explaining division using equal sharing and equal grouping</li> <li>creating and solving problems in context that involve equal sharing and equal grouping</li> <li>modelling equal sharing and equal grouping using concrete and visual representations, and recording the process symbolically</li> <li>relating division to repeated subtraction</li> <li>relating division to multiplication.</li> </ul> <p>[C, CN, PS, R]</p>	<p>4N4 Explain and apply the properties of 0 and 1 for multiplication and the property of 1 for division. [C, CN, R]</p> <p>4N5 Describe and apply mental mathematics strategies, such as:</p> <ul style="list-style-type: none"> <li>skip counting from a known fact</li> <li>using doubling or halving</li> <li>using doubling or halving and adding or subtracting one more group</li> <li>using patterns in the 9s facts</li> <li>using repeated doubling to determine basic multiplication facts to <math>9 \times 9</math> and related division facts.</li> </ul> <p>[C, CN, ME, R]</p>	<p>5N3 Apply mental mathematics strategies and number properties, such as:</p> <ul style="list-style-type: none"> <li>skip counting from a known fact</li> <li>using doubling or halving</li> <li>using patterns in the 9s facts</li> <li>using repeated doubling or halving to determine, with fluency, answers for basic multiplication facts to 81 and related division facts.</li> </ul> <p>[C, CN, ME, R, V]</p> <p>5N4 Apply mental mathematics strategies for multiplication, such as:</p> <ul style="list-style-type: none"> <li>annexing then adding zero</li> <li>halving and doubling</li> <li>using the distributive property.</li> </ul> <p>[C, ME, R]</p> <p>5N5 Demonstrate, with and without concrete materials, an understanding of multiplication (2 digit by 2-digit) to solve problems. [C, CN, PS, V]</p> <p>5N6 Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems. [C, CN, ME, PS, R, V]</p>
<b>Strand: Patterns and Relations (Patterns)</b>		
<p>3PR1 Demonstrate an understanding of increasing patterns by:</p> <ul style="list-style-type: none"> <li>describing</li> <li>extending</li> <li>comparing</li> <li>creating</li> </ul> <p>numerical (numbers to 1000) and non-numerical patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]</p>	<p>4PR1 Identify and describe patterns found in tables and charts, including a multiplication chart. [C, CN, PS, V]</p>	<p>5PR1 Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]</p>
<b>Strand: Patterns and Relations (Variables and Equations)</b>		
<p>3PR3 Solve one-step addition and subtraction equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]</p>	<p>4PR6 Solve one-step equations involving a symbol to represent an unknown number. [C, CN, PS, R, V]</p>	<p>5PR2 Solve problems involving single variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]</p>