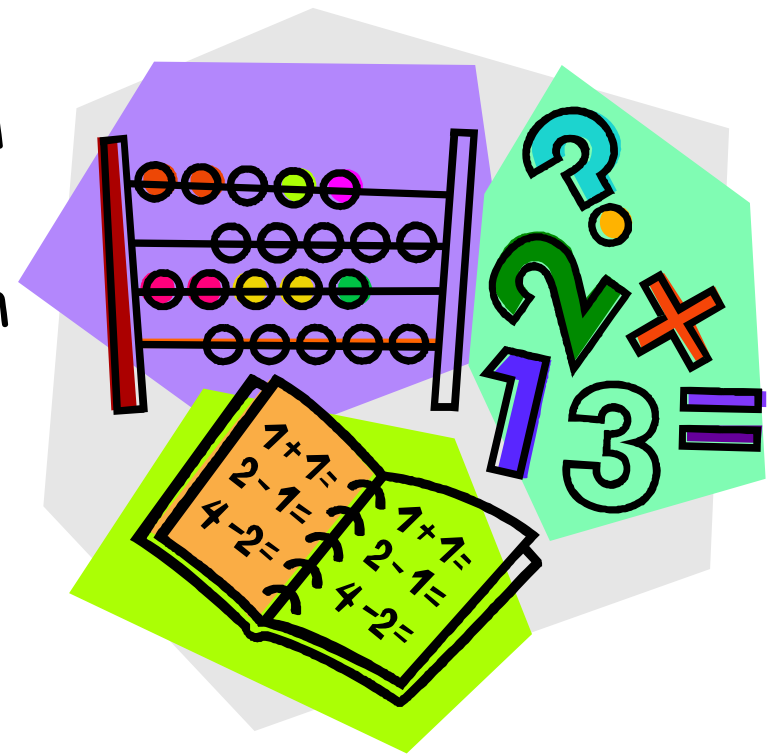
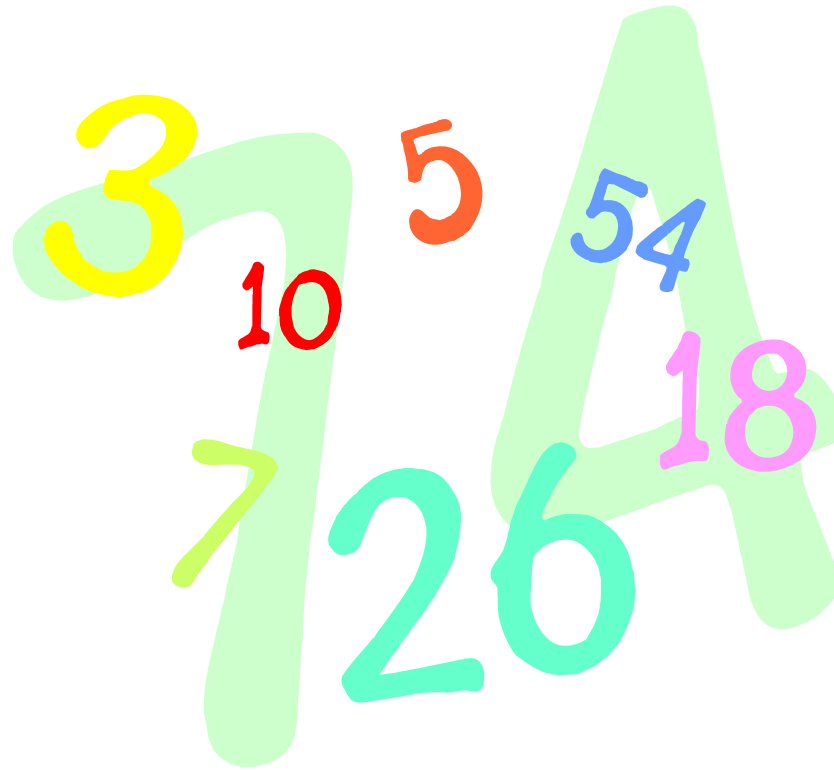


# Grade 2 Mathematics

Correlation  
between  
1996 Curriculum  
and  
2008 Curriculum



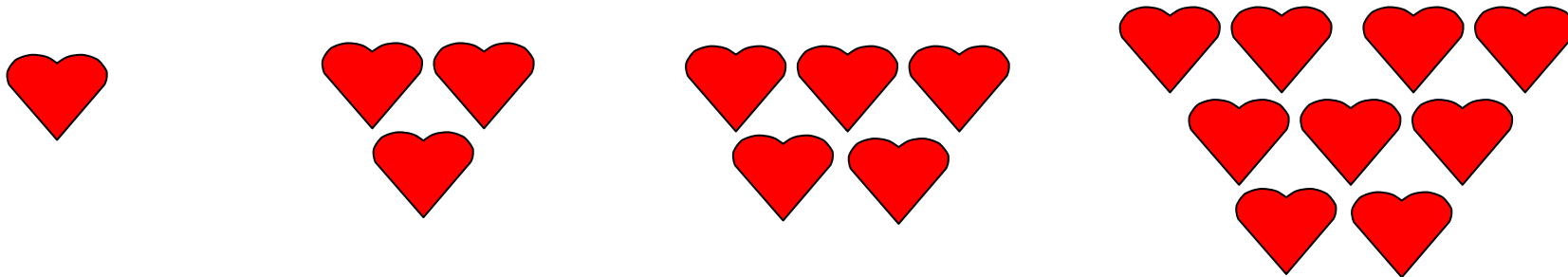


# NUMBER

<b>1996 Curriculum</b>	<b>2008 Curriculum</b>
<p>Counts to 1000 by 1s, 2s, 5s, and 10s, and to 100 by 25s using respective multiples for starting points; estimates, then counts the number of objects in a set (0-100), comparing the estimate with the actual number; and uses ordinal numbers to 31 (N-I.1.2)</p>	<p>2.N.1. Say the number sequence from 0 to 100 by:</p> <ul style="list-style-type: none"> <li>• 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively</li> <li>• 10s using starting points from 1 to 9</li> <li>• 2s starting from 1</li> </ul> <p>[C, CN, ME, R]</p> <p>2.N.3. Describe order or relative position using ordinal numbers. [C, CN, R]</p> <p>2.N.6. Estimate quantities to 100 by using referents. [C, ME, PS, R]</p>
<p>Reads and writes numerals to 100 and number words to 20 Explores the representation of numerals (0 to 100) using a calculator or computer to display numerals (N-I.2.2)</p>	<p>2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]</p>
<p>Recognises, builds, compares, and orders sets that contain 0 to 100 elements (N-I.3.2)</p>	<p>2.N.5. Compare and order numbers up to 100. [C, CN, R, V]</p>
<p>Represents and describes numbers to 100 in a variety of ways; demonstrates, concretely, and pictorially, place value concepts to 100; and rounds numbers to the nearest 10 (N-I.4.2)</p>	<p>2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]</p> <p>2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. [C, CN, R, V]</p>
<p>Demonstrates if a number from 1 to 100 is odd or even (N-I.5.2)</p>	<p>2.N.2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]</p>
<p>Illustrates and explains halves, thirds, and fourths as part of a region or set (N-II.1.2)</p>	

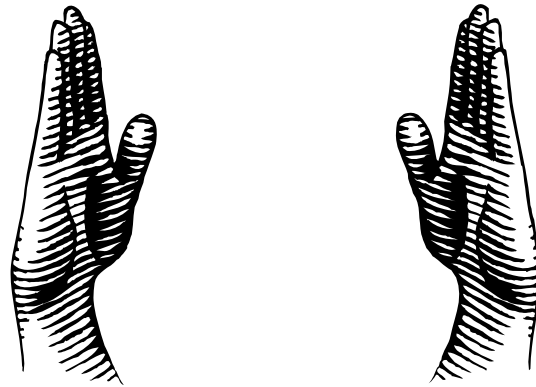
1996 Curriculum	2008 Curriculum
<p>Uses manipulatives, diagrams, and symbols to demonstrate and to describe multiple strategies for determining sums and differences of numbers to 100, with and without regrouping;  Recalls addition and subtraction facts to 10  (N-V.1.2)</p>	<p>2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number.  [C, R]</p> <p>2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems that involve addition and subtraction</li> <li>• explaining that the order in which numbers are added does not affect the sum</li> <li>• explaining that the order in which numbers are subtracted may affect the difference.</li> </ul> <p>[C, CN, ME, PS, R, V]</p> <p>2.N.10. Apply mental mathematics strategies, including</p> <ul style="list-style-type: none"> <li>• using doubles</li> <li>• making 10</li> <li>• using one more, one less</li> <li>• using two more, two less</li> <li>• building on a known double</li> <li>• using addition for subtraction</li> </ul> <p>to develop recall of basic addition facts to 18 and related subtraction facts.  [C, CN, ME, R, V]</p>

<b>1996 Curriculum</b>	<b>2008 Curriculum</b>
<p>Uses a variety of estimation and mental math strategies for solving addition and subtraction problems, and uses manipulatives and diagrams to demonstrate the processes of multiplication and division (N-VI.1.2)</p>	<p>2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by:</p> <ul style="list-style-type: none"> <li>• using personal strategies for adding and subtracting with and without the support of manipulatives</li> <li>• creating and solving problems that involve addition and subtraction</li> <li>• explaining that the order in which numbers are added does not affect the sum</li> <li>• explaining that the order in which numbers are subtracted may affect the difference.</li> </ul> <p>[C, CN, ME, PS, R, V]</p>



# Patterns and Relations

<b>1996 Curriculum</b>	<b>2008 Curriculum</b>
Sorts objects and shapes, using one or two attributes, and identifies attributes and rules in pre-sorted sets (PR-I.1.2)	2.SS.6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. [C, CN, R, V]
Identifies, creates, extends, describes, and compares both numerical and non-numerical patterns (PR-II.1.2)	2.PR.1.Predict an element in a repeating pattern using a variety of strategies. [C, CN, PS, R, V]  2.PR.2.Demonstrate an understanding of increasing patterns by <ul style="list-style-type: none"> <li>• describing</li> <li>• reproducing</li> <li>• extending</li> <li>• creating</li> </ul> patterns using manipulatives, diagrams, sounds, and actions (numbers to 100). [C, CN, PS, R, V]
Translates patterns from one mode to another, including concrete, pictorial, charted, spoken, written, and those patterns generated using technology (PR-III.1.2)	
	2.PR.3.Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]
	2.PR.4.Record equalities and inequalities symbolically using the equal symbol or the not-equal symbol. [C, CN, R, V]



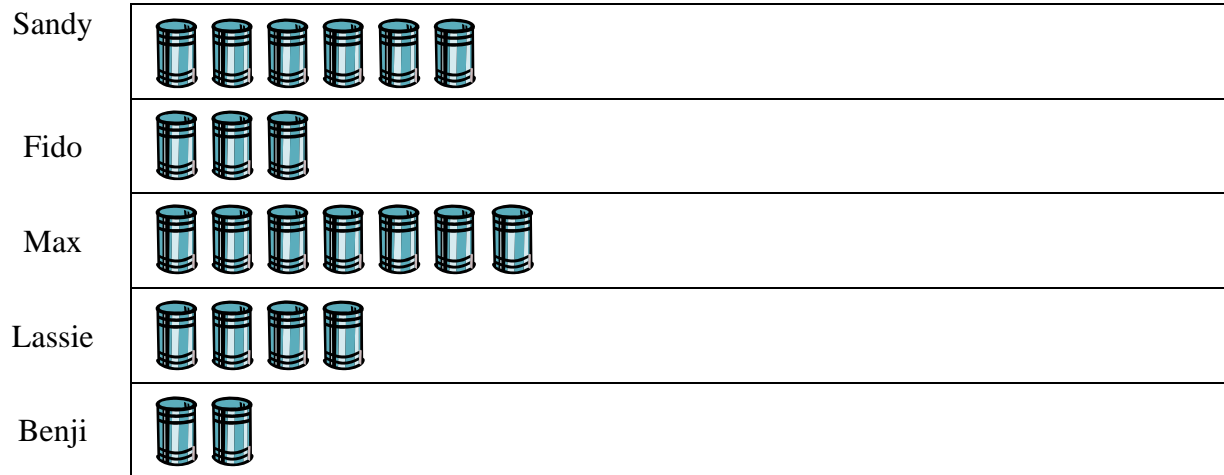
# Shape and Space


1996 Curriculum	2008 Curriculum
Selects the most appropriate standard unit (cm, dm, m), and estimates, measures, records, compares, and orders objects by length, height, and distance around (SS-I.1.2)	
Constructs items of specific lengths, including cm, dm, and m (SS-I.2.2)	
Estimates, measures, records, and compares the area of shapes, using non-standard units (SS-II.1.2)	
Constructs a shape, given a specific area in non-standard units (SS-II.2.2)	
Estimates, measures, records, compares, and orders containers, by capacity/volume using non-standard units (SS-III.1.2)	
Estimates, measures, records, compares, and orders the mass/weight of objects, using non-standard units (SS-IV.1.2)	2.SS.2. Relate the size of a unit of measure to the number of units (limited to non-standard units) used to measure length and mass (weight). [C, CN, ME, R, V]
Recognises that the size and shape of an object does not necessarily determine its mass/weight (SS-IV.3.2)	
Selects the most appropriate standard unit to measure a given time period, and estimates and measures the passage of time related to minutes and hours (SS-VI.1.2)	
Names, in order, the months of the year, and reads the date on a calendar (SS-VI.2.2)	
Relates the number of days to a week, months to a year, minutes to an hour, hours to a day (SS-VI.3.2)	2.SS.1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]

<b>1996 Curriculum</b>	<b>2008 Curriculum</b>
Recognises all Canadian coins and bills to \$10, and estimates, counts, and records, using the cent symbol only, the value of collections up to \$1 (SS-VII.1.2)	
States the value, in cents, of quarters, a dollar, and bills to \$10, and creates equivalent sets of coins (using pennies, nickels, and dimes) up to \$1 (SS-VII.3.2)	
Uses a thermometer to determine rising and falling temperatures (SS-VIII.1.2)	
Identifies, names, classifies, and describes 3-D objects: cubes, spheres, cones, cylinders, pyramids (SS-IX.1.2)	2.SS.7. Describe, compare and construct 3-D objects, including <ul style="list-style-type: none"> <li>• cubes</li> <li>• spheres</li> <li>• cones</li> <li>• cylinders</li> <li>• prisms</li> <li>• pyramids</li> </ul> [C, CN, R, V]
Builds the skeleton of a 3-D object (SS-IX.2.2)	
Explores faces, vertices, and edges of 3-D objects, and describes how a skeleton relates to a 3-D object (SS-IX.3.2)	
Builds and rearranges a pattern, using a set of 2-D shapes, and matches and makes identical (congruent) 2-D shapes (SS-X.2.2)	
Communicates and applies positional language in oral, written, or numerical form (SS-XII.1.2)	
Creates symmetrical 2-D shapes by folding and reflecting (SS-XII.2.2)	

1996 Curriculum	2008 Curriculum
	2.SS.3. Compare and order objects by length, height, distance around and mass (weight) using non-standard units, and make statements of comparison. [C, CN, ME, R, V]
	2.SS.4. Measure length to the nearest non-standard unit by <ul style="list-style-type: none"> <li>• using multiple copies of a unit</li> <li>• using a single copy of a unit (iteration process)</li> </ul> [C, ME, R, V]
	2.SS.5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]
	2.SS.6. Sort 2-D shapes and 3-D objects using two attributes, and explain the sorting rule. [C, CN, R, V]
	2.SS.8. Describe, compare and construct 2-D shapes including <ul style="list-style-type: none"> <li>• triangles</li> <li>• squares</li> <li>• rectangles</li> <li>• circles</li> </ul> [C, CN, R, V]
	2.SS.9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]

# Statistics and Probability



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<b>1996 Curriculum</b>	<b>2008 Curriculum</b>
Formulates, independently, the questions and categories for data collection (SP-I.1.2)	
Chooses, independently, first-hand sources of information (SP-I.2.2)	2.SP.1. Gather and record data about self and others to answer questions. [C, CN, PS, V]
Collects, independently, first-hand information, choosing an appropriate recording method such as tally marks to record data (SP-II.1.2)	2.SP.1. Gather and record data about self and others to answer questions. [C, CN, PS, V]
Organises data independently, using graphic organisers as diagrams, charts, and lists (SP-III.1.2)	
Constructs and labels, independently, concrete-object graphs, pictographs, and bar graphs (SP-III.2.2)	2.SP.2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]
Discusses data, and generates new questions from the displayed data (SP-IV.1.2)	
Draws and communicates appropriate conclusions (SP-IV.2.2)	
Describes the likelihood of an outcome, using such terms as likely, unlikely, expect, probably (SP-V.1.2)	
Makes a prediction based on a simple probability experiment (SP-V.2.2)	