

<b>Number</b>
<b>General Outcome</b> <i>Develop number sense.</i>
2.N.1. Say the number sequence from 0 to 100 by: <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> [C, CN, ME, R]
2.N.2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]
2.N.3. Describe order or relative position using ordinal numbers. [C, CN, R]
2.N.4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]
2.N.5. Compare and order numbers up to 100. [C, CN, R, V]
2.N.6. Estimate quantities to 100 by using referents. [C, ME, PS, R]
2.N.7. Illustrate, concretely and pictorially, the meaning of place value for numbers to 100. [C, CN, R, V]
2.N.8. Demonstrate and explain the effect of adding zero to or subtracting zero from any number. [C, R]
2.N.9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by <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> [C, CN, ME, PS, R, V]
2.N.10. Apply mental mathematics strategies, including <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> to develop recall basic addition facts to 18 and related subtraction facts. [C, CN, ME, R, V]

<b>Patterns and Relations</b>
<b>General Outcome</b> <i>Use patterns to describe the world and solve problems.</i>
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]
<b>General Outcome</b> <i>Represent algebraic expressions in multiple ways.</i>
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]

<b>Shape and Space</b>
<b>General Outcome</b> <i>Use direct or indirect measurement to solve problems.</i>
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]
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]
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]
<b>General Outcome</b> <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>
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.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]
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]

<b>Statistics and Probability</b>
<b>General Outcome</b> <i>Collect, display and analyze data to solve problems.</i>
2.SP.1. Gather and record data about self and others to answer questions. [C, CN, PS, V]
2.SP.2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]

Processes:

- C – Communication
- PS – Problem Solving
- V – Visualization

- CN – Connections
- R – Reasoning

- ME – Mental Mathematics and Estimation
- T – Technology