

My Math Path 2 – 2020 Ontario Curriculum Correlation*

Strand/Expectation			Module/Chapter/Lesson
Strand A: Social-Emotional Learning (SEL) Skills and the Mathematical Processes			
By the end of Grade 2, students will:			
1. Identify and manage emotions	<ul style="list-style-type: none"> <i>problem solving</i>: develop, select, and apply problem-solving strategies <i>reasoning and proving</i>: develop and apply reasoning skills (e.g., classification, recognition of relationships, use of counter-examples) to justify thinking, make and investigate conjectures, and construct and defend arguments 	1. express and manage their feelings, and show understanding of the feelings of others, as they engage positively in mathematics activities	Throughout chapters
2. recognize sources of stress and cope with challenges	<ul style="list-style-type: none"> <i>reflecting</i>: demonstrate that as they solve problems, they are pausing, looking back, and monitoring their thinking to help clarify their understanding (e.g., by comparing and adjusting strategies used, by explaining why they think their results are reasonable, by recording their thinking in a math journal) 	2. work through challenging math problems, understanding that their resourcefulness in using various strategies to respond to stress is helping them build personal resilience	Throughout chapters
3. maintain positive motivation and perseverance	<ul style="list-style-type: none"> <i>connecting</i>: make connections among mathematical concepts, procedures, and representations, and relate mathematical ideas to other contexts (e.g., other curriculum areas, daily life, sports) 	3. recognize that testing out different approaches to problems and learning from mistakes is an important part of the learning process, and is aided by a sense of optimism and hope	Throughout chapters
4. build relationships and communicate effectively	<ul style="list-style-type: none"> <i>communicating</i>: express and understand mathematical thinking, and engage in mathematical arguments using everyday language, language resources as necessary, appropriate mathematical terminology, a variety of representations, and mathematical conventions 	4. work collaboratively on math problems – expressing their thinking, listening to the thinking of others, and practising inclusivity – and in that way fostering healthy relationships	Throughout chapters
5. develop self-awareness and sense of identity	<ul style="list-style-type: none"> <i>representing</i>: select from and create a variety of representations of mathematical ideas (e.g., representations involving physical models, pictures, numbers, variables, graphs), and apply them to solve problems 	5. see themselves as capable math learners, and strengthen their sense of ownership of their learning, as part of their emerging sense of identity and belonging	Throughout chapters
6. think critically and creatively	<ul style="list-style-type: none"> <i>selecting tools and strategies</i>: select and use a variety of concrete, visual, and electronic learning tools and appropriate strategies to investigate mathematical ideas and to solve problems 	6. make connections between math and everyday contexts to help them make informed judgements and decisions	Throughout chapters

Overall expectation	Specific expectations	Module/Chapter/Lesson
Strand B: Number		
By the end of Grade 2, students will:		
B1. Number Sense demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life	Whole Numbers B1.1 read, represent, compose, and decompose whole numbers up to and including 200, using a variety of tools and strategies, and describe various ways they are used in everyday life	Chapter 1, Lesson 1-2
	B1.2 compare and order whole numbers up to and including 200, in various contexts	Chapter 1, Lesson 1
	B1.3 estimate the number of objects in collections of up to 200 and verify their estimates by counting	Chapter 1, Lesson 1
	B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies	Chapter 1, Lesson 1
	B1.5 describe what makes a number even or odd	Chapter 3, Lesson 4
	Fractions B1.6 use drawings to represent, solve, and compare the results of fair-share problems that involve sharing up to 10 items among 2, 3, 4, and 6 sharers, including problems that result in whole numbers, mixed numbers, and fractional amounts	Chapter 3, Lesson 3 Chapter 6, Lesson 1
	B1.7 recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts	Chapter 6, Lesson 2
B2. Operations use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	Properties and Relationships B2.1 use the properties of addition and subtraction, and the relationships between addition and multiplication and between subtraction and division, to solve problems and check calculations	Chapter 3, Lesson 1-3
	Math Facts B2.2 recall and demonstrate addition facts for numbers up to 20, and related subtraction facts	Chapter 2, Lesson 1
	Mental Math B2.3 use mental math strategies, including estimation, to add and subtract whole numbers that add up to no more than 50, and explain the strategies used	Chapter 2, Lesson 2
	Addition and Subtraction B2.4 use objects, diagrams, and equations to represent, describe, and solve situations involving addition and subtraction of whole numbers that add up to no more than 100	Chapter 7, Lesson 1-4
	Multiplication and Division B2.5 represent multiplication as repeated equal groups, including groups of one half and one fourth, and solve related problems, using various tools and drawings	Chapter 3, Lesson 1
	B2.6 represent division of up to 12 items as the equal sharing of a quantity, and solve related problems, using various tools and drawings	Chapter 3, Lesson 2-3

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Strand C: Algebra		
By the end of Grade 2, students will:		
C1. Patterns and Relationships identify, describe, extend, create, and make predictions about a variety of patterns, including those found in real-life contexts	Patterns C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts	Chapter 11, Lesson 4-5
	C1.2 create and translate patterns using various representations, including shapes and numbers	Chapter 11, Lesson 4-5
	C1.3 determine pattern rules and use them to extend patterns, make and justify predictions, and identify missing elements in patterns represented with shapes and numbers	Chapter 1, Lesson 3 Chapter 11, Lesson 4
	C1.4 create and describe patterns to illustrate relationships among whole numbers up to 100	Chapter 1, Lesson 3
C2. Equations and Inequalities demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	Variables C2.1 identify when symbols are being used as variables, and describe how they are being used	Chapter 1, Lesson 3 Chapter 2, Lesson 2 Chapter 8, Lesson 1-2
	Equalities and Inequalities C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent	TBC
	C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts	Chapter 1, Lesson 1-2
C3. Coding solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Skills C3.1 solve problems and create computational representations of mathematical situations by writing and executing code, including code that involves sequential and concurrent events	Coding Toolkit
	C3.2 read and alter existing code, including code that involves sequential and concurrent events, and describe how changes to the code affect the outcomes	Coding Toolkit
C4. Mathematical Modelling apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations		

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Strand D: Data		
By the end of Grade 2, students will:		
D1. Data Literacy manage, analyse, and use data to make convincing arguments and informed decisions, in various contexts drawn from real life	Data Collection and Organization D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams	Chapter 12, Lesson 1
	D1.2 collect data through observations, experiments, and interviews to answer questions of interest that focus on two pieces of information, and organize the data in two-way tally tables	Chapter 12, Lesson 1
	Data Visualization D1.3 display sets of data, using one-to-one correspondence, in concrete graphs, pictographs, line plots, and bar graphs with proper sources, titles, and labels	Chapter 12, Lesson 1-2

	Data Analysis D1.4 identify the mode(s), if any, for various data sets presented in concrete graphs, pictographs, line plots, bar graphs, and tables, and explain what this measure indicates about the data	Chapter 12, Lesson 1-2
	D1.5 analyse different sets of data presented in various ways, including in logic diagrams, line plots, and bar graphs, by asking and answering questions about the data and drawing conclusions, then make convincing arguments and informed decisions	Chapter 12, Lesson 1-2
D2. Probability describe the likelihood that events will happen, and use that information to make predictions	Probability D2.1 use mathematical language, including the terms “impossible”, “possible”, and “certain”, to describe the likelihood of complementary events happening, and use that likelihood to make predictions and informed decisions	Chapter 13, Lesson 1
	D2.2 make and test predictions about the likelihood that the mode(s) of a data set from one population will be the same for data collected from a different population	Chapter 13, Lesson 1

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Strand E: Spatial Sense		
By the end of Grade 2, students will:		
E1. Geometric and Spatial Reasoning describe and represent shape, location, and movement by applying geometric properties and spatial relationships in order to navigate the world around them	Geometric Reasoning E1.1 sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry	Chapter 11, Lesson 3
	E1.2 compose and decompose two-dimensional shapes, and show that the area of a shape remains constant regardless of how its parts are rearranged	Chapter 5, Lesson 1
	E1.3 identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent	Chapter 11, Lesson 2
	Location and Movement E1.4 create and interpret simple maps of familiar places	Chapter 11, Lesson 3
	E1.5 describe the relative positions of several objects and the movements needed to get from one object to another	Chapter 11, Lesson 3
E2. Measurement compare, estimate, and determine measurements in various contexts	Length E2.1 choose and use non-standard units appropriately to measure lengths, and describe the inverse relationship between the size of a unit and the number of units needed	Chapter 4, Lesson 1
	E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths	Chapter 4, Lesson 2
	E2.3 measure and draw lengths in centimetres and metres, using a measuring tool, and recognize the impact of starting at points other than zero	Chapter 4, Lesson 2
	Time E2.4 use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events	Chapter 9, Lesson 1

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Strand F: Financial Literacy		
By the end of Grade 2, students will:		
F1. Money and Finances demonstrate an understanding of the value of Canadian currency	Money Concepts F1.1 identify different ways of representing the same amount of money up to Canadian 200¢ using various combinations of coins, and up to \$200 using various combinations of \$1 and \$2 coins and \$5, \$10, \$20, \$50, and \$100 bills	Chapter 8, Lesson 1-2

*manuscript still in development