2023-2024 Draft PEI Mathematics Curriculum - Grade 2

The following outcomes are accurate. The curriculum guide for this course is still relevant and includes important information for teachers. Teachers are reminded to reference this document for the outcomes when using the curriculum guide.

Outcomes	Curriculum Document Page
2.N1 (FL) Say the number sequence from 0 to 100 by 2s, 5s and 10s, forward and backward, using starting points that are multiples of 2, 5 and 10 respectively; 10s using starting points from 1 to 9; and 2s starting from 1.	Curriculum Guide p. 20
2.N2 Demonstrate if a number (up to 100) is even or odd.	Curriculum Guide p. 24
2.N3 Describe order or relative position using ordinal numbers (up to tenth).	Curriculum Guide p. 28
2.N4 (FL) Represent and describe numbers to 100, concretely, pictorially and symbolically.	Curriculum Guide p. 32
2.N5 Compare and order numbers up to 100.	Curriculum Guide p. 28
2.N6 (FL) Estimate quantities to 100 using referents.	Curriculum Guide p. 36
2.N7 Illustrate, concretely and pictorially, the meaning of place value for numerals to 100.	Curriculum Guide p. 40
2.N8 Demonstrate and explain the effect of adding zero to or subtracting zero from any number.	Curriculum Guide p. 44
2.N9 (FL) Demonstrate an understanding of addition (1 and 2-digit numerals) with answers to 100 and the corresponding subtraction by using personal strategies with and without the support of manipulatives; creating and solving problems that involve addition and subtraction; explaining that the order in which numbers are added does not affect the sum; and explaining that the order in which numbers are subtracted may affect the difference.	Curriculum Guide p. 48
2.N10 (FL) Apply mental mathematics strategies, such as: using doubles; making 10; one more, one less; two more, two less; building on a known double; and addition for subtraction to determine basic addition facts to 18 and related subtraction facts.	Curriculum Guide p. 52
2.PR2 (FL) Demonstrate an understanding of increasing patterns.	Curriculum Guide p. 58
2.PR3 Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100).	Curriculum Guide p. 62
2.PR4 (FL) Record equalities and inequalities symbolically using the equal symbol or the not equal symbol.	Curriculum Guide p. 62
2.SS1 Relate the number of days to a week and the number of months to a year in a problem-solving context.	Curriculum Guide p. 68
2.SS2 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).	Curriculum Guide p. 72
2.SS3 Compare and order objects by length, height, distance around and mass (weight) using nonstandard units. Make statements of comparison.	Curriculum Guide p. 72
2.SS4 Measure length to the nearest non-standard unit.	Curriculum Guide p. 76
2.SS7 Describe, compare and construct 3-D objects, including: cubes; spheres; cones; cylinders; and pyramids.	Curriculum Guide p. 84
2.SS8 Describe, compare and construct 2-D shapes, including: triangles; squares; rectangles; and circles.	Curriculum Guide p. 88
2.SP1 Gather and report data about self and others to answer questions.	Curriculum Guide p. 94
2.SP2 Construct and interpret concrete graphs and pictographs to solve problems.	Curriculum Guide p. 94