## New Brunswick - Atlantic General Curriculum Outcomes & Essential Skills Math Software

This document outlines the correlations between the New Brunswick - Grade 2 Atlantic General Curriculum Outcomes and the Essential Skills math programs. The specific curriculum outcomes are noted on the left and are matched with the relevant Essential Skills program on the right. Where correlations are not exact, the difference is noted in brackets. Essential Skills programs correlate with 90% of the Grade 2 Atlantic General Curriculum Outcomes.

| New Brunswick - Atlantic General Curriculum Outcomes | Essential Skills Software CORRELATING PROGRAMS |
|---|---|
| **Number Concepts/Number and Relationship Operations**<br>General Curriculum Outcome A:<br>Students will demonstrate number sense and apply number-theory concepts. | |
| A1- order numbers and use ordinal language | **Mastering Numeration 2** |
| A2 - count in a variety of ways | **Mastering Numeration 2** |
| A3- estimate the size of numbers to the nearest multiple of 10 | |
| A4 - identify simple fractions using models | **Mastering Numeration 2** |
| A5 - describe numbers in a variety of ways | **Mastering Numeration 2**<br>**Problem Solving 2-3** |
| A6 - demonstrate an understanding of base-10 groupings | **Mastering Numeration 2**<br>**Problem Solving 2-3** |
| A7 - model numbers to three places | **Mastering Numeration 2** |
| A8 - compare and order numbers by size | **Mastering Numeration 2** |
| A9 - recognize, extend, and create simple place-value patterns | **Patterning, Geometry & Data Management 2** |
| **Number Concepts/Number and Relationship Operations**<br>General Curriculum Outcome B:<br>Students will demonstrate operation sense and apply operation principles and procedures in both numeric and algebraic situations. | |
| B1 - recognize that multiplication can be used to determine the total amount in groups of equal size | **Mastering Numeration 2**<br>**Problem Solving 2-3** |

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| B2 - recognize that division can mean determining how many groups of a fixed size are in a larger group or fair sharing | **Mastering Numeration 2**<br>**Problem Solving 2-3** |
| B3 - demonstrate an understanding that addition can be used to solve subtraction problems and vice versa | **Problem Solving 2-3** |
| B4 - create word problems involving addition and subtraction | |
| B5 - develop and apply strategies to learn addition and subtraction facts | **Mastering Numeration 2** |
| B6 - recall addition facts involving two addends, each less than 10, and the related subtraction facts | **Mastering Numeration 2** |
| B7 - demonstrate an understanding of basic principles of addition | **Mastering Numeration 2**<br>**Problem Solving 2-3** |
| B8 - add 3 single-digit numbers | **Problem Solving 2-3** |
| B9 - model and perform the addition of two 2-digit numbers, with and without regrouping | **Mastering Numeration 2**<br>**Problem Solving 2-3** |
| B10 - model and perform the subtraction of two 2-digit numbers, with and without regrouping | **Mastering Numeration 2**<br>**Problem Solving 2-3** |
| B11 - estimate the sum or difference of two 2-digit numbers | |
| B12 - use technology to solve problems involving sums or differences of larger numbers | **Mastering Numeration 1** |
| **Patterns and Relations**<br>General Curriculum Outcome C:<br>Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally. | |
| C1 - compare and contrast patterns | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| C2 - demonstrate an understanding that there are often many ways to continue a pattern, unless a pattern rule is provided | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |

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| C3 - identify and use patterns in an addition table | **Patterning, Geometry & Data Management 2** |
| C4 - identify and extend place-value patterns | **Patterning, Geometry & Data Management 2** |
| C5 - represent patterns using their own notation or symbolism | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| C6 - solve simple open sentences involving addition and subtraction facts | **Problem Solving 2-3** |
| **Shape and Space**<br>General Curriculum Outcome D:<br>Students will demonstrate an understanding of and apply concepts and skills associated with measurement. | |
| D1 - identify procedures not involving units to be used to compare areas | **Measurement 2**<br>**Problem Solving 2-3** |
| D2 - demonstrate a sense of how long 1 cm and 1 m are | **Measurement 2**<br>**Problem Solving 2-3** |
| D3 - estimate and measure length in non-standard and standard units | **Measurement 2**<br>**Problem Solving 2-3** |
| D4 - recognize and explain why standard units are used | |
| D5 - demonstrate a sense of how much 1 L is | **Measurement 2**<br>**Problem Solving 2-3** |
| D6 - estimate and measure capacity in non-standard and standard units | **Measurement 2** |
| D7 - demonstrate a sense of how much 1 kg is | **Measurement 2**<br>**Problem Solving 2-3** |
| D8 - estimate and measure mass using non-standard and standard units | **Measurement 2** |
| D9 - estimate and measure time using non-standard units | **Measurement 2** |
| D10 - read hours and half-hours on a clock | **Measurement 2**<br>(to quarter hours) |
| D11 - explore properties of the calendar | **Measurement 2**<br>**Problem Solving 2-3** |

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| D12 - choose appropriate units with which to estimate and measure, and perform the measurements | **Measurement 2**<br>**Problem Solving 2-3** |
| D13 - demonstrate an understanding that the size of the unit used affects the number describing the measurement | **Measurement 2**<br>**Problem Solving 2-3** |
| D14 - demonstrate an understanding that 100 cm make up 1 m | **Measurement 2** |
| **Shape and Space**<br>General Curriculum Outcome E:<br>Students will demonstrate spatial sense and apply geometric concepts, properties, and relationships. | |
| E1 - develop aspects of spatial sense, including perceptual constancy, perception of spatial relationships, and visual discrimination | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E2 - recognize 3-D shapes from drawings and from alternative perspectives | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E3 - sort, build, and pattern with 2-D and 3-D shapes | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E4 - recognize, name, and represent parallel lines and right angles | |
| E5 - recognize, name, describe, and represent parallelograms | **Patterning, Geometry & Data Management 3**<br>**Problem Solving 2-3** |
| E6 - recognize, name, describe, and represent triangular, square, and rectangular prisms and pyramids | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E7 - cut and assemble nets of cubes and triangular, square, and rectangular prisms and pyramids | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E8 - recognize surfaces and faces of 3-D shapes | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E9 - sort, build, and pattern with 2-D and 3-D shapes | **Patterning, Geometry & Data Management 2** |
| E10 - subdivide and change 2-D figures | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |

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| E11 - recognize, identify, describe, and represent reflective symmetry in 2-D shapes | **Patterning, Geometry & Data Management 2** |
| E12 - recognize and identify reflective symmetry in the environment | **Patterning, Geometry & Data Management 2** |
| E13 - make the connection between reflective symmetry and one-half using squares, rectangles, and circles | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| E14 - make the connection between even/odd numbers and rectangles | |
| **Data Management and Probability**<br>General Curriculum Outcome F:<br>Students will solve problems involving the collection, display, and analysis of data. | |
| F1 - conduct simple surveys and record data | **Patterning, Geometry & Data Management 2** |
| F2 - create and interpret pictographs and symbolic bar graphs | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| F3 - develop and modify predictions with respect to data collected or presented to them | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| **Data Management and Probability**<br>General Curriculum Outcome G:<br>Students will represent and solve problems involving uncertainty. | |
| G1 - demonstrate an understanding that some events are more likely than others | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |
| G2 - demonstrate an understanding that probability predictions need not always come true | **Patterning, Geometry & Data Management 2**<br>**Problem Solving 2-3** |