



Prince Edward Island - Atlantic General Curriculum Outcomes & Essential Skills Math Software

This document outlines the correlations between the Prince Edward Island - 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.

Prince Edward Island - Atlantic General Curriculum Outcomes	Essential Skills Software CORRELATING PROGRAMS
Number Concepts/Number and Relationship Operations General Curriculum Outcome A: 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 Problem Solving 2-3
A6 - demonstrate an understanding of base-10 groupings	Mastering Numeration 2 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 General Curriculum Outcome B: 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 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 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 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 Problem Solving 2-3
B10 - model and perform the subtraction of two 2-digit numbers, with and without regrouping	Mastering Numeration 2 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 General Curriculum Outcome C: Students will explore, recognize, represent, and apply patterns and relationships, both informally and formally.	
C1 - compare and contrast patterns	Patterning, Geometry & Data Management 2 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 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 Problem Solving 2-3
C6 - solve simple open sentences involving addition and subtraction facts	Problem Solving 2-3
Shape and Space General Curriculum Outcome D: 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 Problem Solving 2-3
D2 - demonstrate a sense of how long 1 cm and 1 m are	Measurement 2 Problem Solving 2-3
D3 - estimate and measure length in non-standard and standard units	Measurement 2 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 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 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 (to quarter hours)
D11 - explore properties of the calendar	Measurement 2 Problem Solving 2-3

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D12 - choose appropriate units with which to estimate and measure, and perform the measurements	Measurement 2 Problem Solving 2-3
D13 - demonstrate an understanding that the size of the unit used affects the number describing the measurement	Measurement 2 Problem Solving 2-3
D14 - demonstrate an understanding that 100 cm make up 1 m	Measurement 2
Shape and Space General Curriculum Outcome E: 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 Problem Solving 2-3
E2 - recognize 3-D shapes from drawings and from alternative perspectives	Patterning, Geometry & Data Management 2 Problem Solving 2-3
E3 - sort, build, and pattern with 2-D and 3-D shapes	Patterning, Geometry & Data Management 2 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 Problem Solving 2-3
E6 - recognize, name, describe, and represent triangular, square, and rectangular prisms and pyramids	Patterning, Geometry & Data Management 2 Problem Solving 2-3
E7 - cut and assemble nets of cubes and triangular, square, and rectangular prisms and pyramids	Patterning, Geometry & Data Management 2 Problem Solving 2-3
E8 - recognize surfaces and faces of 3-D shapes	Patterning, Geometry & Data Management 2 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 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 Problem Solving 2-3
E14 - make the connection between even/odd numbers and rectangles	
Data Management and Probability General Curriculum Outcome F: 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 Problem Solving 2-3
F3 - develop and modify predictions with respect to data collected or presented to them	Patterning, Geometry & Data Management 2 Problem Solving 2-3
Data Management and Probability General Curriculum Outcome G: 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 Problem Solving 2-3
G2 - demonstrate an understanding that probability predictions need not always come true	Patterning, Geometry & Data Management 2 Problem Solving 2-3