

My Math Path 2—Ontario Curriculum Correlation

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Strand: A. Social-Emotional Learning (SEL) Skills in Mathematics and the Mathematical Processes		
Overall Expectation		
By the end of Grade 2, students will:		
A1. Social-Emotional Learning (SEL) Skills and the Mathematical Processes <ul style="list-style-type: none"> apply, to the best of their ability, a variety of social-emotional learning skills to support their use of the mathematical processes and their learning in connection with the expectations in the other five strands of the mathematics curriculum 	<i>All chapters; see Specific Expectations below. The SEL outcomes for each lesson are also available in the Chapter Overview for each chapter in the Teacher's Resource.</i>	
Specific Expectations:		
A1.1 identify and manage emotions	2A: Chapter 1, Wrap Up 2A: Chapter 2, Lesson 2 2A: Chapter 3, Lesson 1, Wrap Up 2B: Chapter 4, Lessons 1, 3 2B: Chapter 5, Lesson 1 2B: Chapter 6, Lesson 1 2C: Chapter 7, Lessons 2, 4 2D: Chapter 11, Lesson 2, Wrap Up 2D: Chapter 13, Lesson 1	pp. 42–43 pp. 53–68 pp. 86–90, 106–107 pp. 4–18, 28–42 pp. 47–56 pp. 63–71 pp. 12–17, 26–33 pp. 24–42, 69–70 pp. 127–140
A1.2 recognize sources of stress and cope with challenges	2A: Chapter 1, Lesson 1 2A: Chapter 2, Lesson 2 2A: Chapter 3, Opener 2B: Chapter 4, Lesson 1 2C: Chapter 7, Lesson 4 2C: Chapter 10, Wrap Up 2D: Chapter 11, Lesson 2	pp. 5–13 pp. 53–68 pp. 82–85 pp. 4–18 pp. 26–33 p. 110 pp. 24–42
A1.3 maintain positive motivation and perseverance	2A: Chapter 1, Opener, Lesson 1 2A: Chapter 2, Lesson 2 2A: Chapter 3, Lesson 1 2B: Chapter 4, Lesson 1, Wrap Up 2B: Chapter 5, Lesson 1 2B: Chapter 6, Lesson 1 2C: Chapter 7, Lesson 4 2D: Chapter 11, Lesson 2 2D: Chapter 12, Lesson 1, Wrap Up	pp. 1–13 pp. 53–68 pp. 86–90 pp. 4–18, 43 pp. 47–56 pp. 63–71 pp. 26–33 pp. 24–42 pp. 78–90, 118–120

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A1.4 build relationships and communicate effectively	2A: Chapter 1, Lesson 3	pp. 19–41
	2A: Chapter 2, Opener, Lesson 2	pp. 44–48, 53–68
	2A: Chapter 3, Opener, Lesson 1, Wrap Up	pp. 82–90, 106–107
	2B: Chapter 4, Lesson 3	pp. 28–42
	2B: Chapter 5, Lesson 1	pp. 47–56
	2B: Chapter 6, Lesson 1	pp. 63–71
	2C: Chapter 7, Lessons 2, 4	pp. 12–17, 26–33
	2C: Chapter 8, Lesson 1, Wrap Up	pp. 41–54, 68–69
	2C: Chapter 9, Lesson 2	pp. 81–89
	2C: Chapter 10, Lesson 2, Wrap Up	pp. 102–110
	2D: Chapter 11, Lessons 1–2, Wrap Up	pp. 7–42, 69–70
	2D: Chapter 12, Lesson 1, Wrap Up	pp. 78–90, 118–120
2D: Chapter 13, Lesson 1, Wrap Up	pp. 127–141	
A1.5 develop self-awareness and sense of identity	2A: Chapter 1, Wrap Up	pp. 42–43
	2A: Chapter 2, Wrap Up	pp. 80–81
	2B: Chapter 4, Wrap Up	p. 43
	2B: Chapter 5, Wrap Up	p. 57
	2B: Chapter 6, Wrap Up	p. 84
	2C: Chapter 7, Wrap Up	pp. 34–35
	2C: Chapter 8, Wrap Up	pp. 68–69
	2C: Chapter 9, Opener, Wrap Up	pp. 70–71, 90–91
	2C: Chapter 10, Opener, Wrap Up	pp. 92–96, 110
	2D: Chapter 11, Lessons 1–2, Wrap Up	pp. 7–42, 69–70
2D: Chapter 13, Opener	pp. 121–126	
A1.6 think critically and creatively	2A: Chapter 1, Opener	pp. 1–4
	2A: Chapter 2, Opener, Wrap Up	pp. 44–48, 80–81
	2A: Chapter 3, Lesson 4, Wrap Up	pp. 99–107
	2B: Chapter 4, Opener, Wrap Up	pp. 1–3, 43
	2B: Chapter 5, Opener, Wrap Up	pp. 44–46, 57
	2B: Chapter 6, Opener, Wrap Up	pp. 58–62, 84
	2C: Chapter 7, Opener, Wrap Up	pp. 1–5, 34–35
	2C: Chapter 8, Opener, Lesson 1, Wrap Up	pp. 36–54, 68–69
	2C: Chapter 9, Opener, Lesson 2, Wrap Up	pp. 70–71, 81–91
	2C: Chapter 10, Opener, Lesson 2	pp. 92–96, 102–109
	2D: Chapter 11, Opener, Lesson 2	pp. 1–6, 24–42
	2D: Chapter 12, Opener, Lesson 1, Wrap Up	pp. 71–90, 118–120
2D: Chapter 13, Opener, Lesson 1, Wrap Up	pp. 121–141	
Strand: B. Number		
Overall Expectation		
By the end of Grade 2, students will:		
B1. Number Sense <ul style="list-style-type: none"> demonstrate an understanding of numbers and make connections to the way numbers are used in everyday life 	2A: Chapter 1, Lessons 1–2	pp. 5–18
	2A: Chapter 3, Lessons 3–4	pp. 95–105
	2B: Chapter 6, Lessons 1–2	pp. 63–83

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations:		
<i>Whole Numbers</i>		
By the end of Grade 2, students will:		
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	2A: Chapter 1, Lessons 1–2	pp. 5–18
B1.2 compare and order whole numbers up to and including 200, in various contexts	2A: Chapter 1, Lesson 1	pp. 5–13
B1.3 estimate the number of objects in collections of up to 200, and verify their estimates by counting	2A: Chapter 1, Lesson 1	pp. 5–13
B1.4 count to 200, including by 20s, 25s, and 50s, using a variety of tools and strategies	2A: Chapter 1, Lesson 1	pp. 5–13
B1.5 describe what makes a number even or odd	2A: Chapter 3, Lesson 4	pp. 99–105
<i>Fractions</i>		
By the end of Grade 2, students will:		
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	2A: Chapter 3, Lesson 3 2B: Chapter 6, Lesson 1	pp. 95–98 pp. 63–71
B1.7 recognize that one third and two sixths of the same whole are equal, in fair-sharing contexts	2B: Chapter 6, Lesson 2	pp. 72–83
Overall Expectation		
By the end of Grade 2, students will:		
B2. Operations • use knowledge of numbers and operations to solve mathematical problems encountered in everyday life	2A: Chapter 2, Lessons 1–2 2A: Chapter 3, Lessons 1–3 2C: Chapter 7, Lessons 1–4	pp. 49–68 pp. 86–98 pp. 6–33
Specific Expectations:		
<i>Properties and Relationships</i>		
By the end of Grade 2, students will:		
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	2A: Chapter 3, Lessons 1–3	pp. 86–98
<i>Math Facts</i>		
By the end of Grade 2, students will:		
B2.2 recall and demonstrate addition facts for numbers up to 20, and related subtraction facts	2A: Chapter 2, Lesson 1	pp. 49–52
<i>Mental Math</i>		
By the end of Grade 2, students will:		
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	2A: Chapter 2, Lesson 2	pp. 53–68

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STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
<i>Addition and Subtraction</i>		
By the end of Grade 2, students will:		
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	2C: Chapter 7, Lessons 1–4	pp. 6–33
<i>Multiplication and Division</i>		
By the end of Grade 2, students will:		
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	2A: Chapter 3, Lesson 1	pp. 86–90
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	2A: Chapter 3, Lessons 2–3	pp. 91–98
Strand: C. Algebra		
Overall Expectation		
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	2A: Chapter 1, Lesson 3 2D: Chapter 11, Lesson 4	pp. 19–41 pp. 51–68
Specific Expectations:		
<i>Patterns</i>		
By the end of Grade 2, students will:		
C1.1 identify and describe a variety of patterns involving geometric designs, including patterns found in real-life contexts	2D: Chapter 11, Lesson 4	pp. 51–68
C1.2 create and translate patterns using various representations, including shapes and numbers	2D: Chapter 11, Lesson 4	pp. 51–68
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	2A: Chapter 1, Lesson 3 2D: Chapter 11, Lesson 4	pp. 19–41 pp. 51–68
C1.4 create and describe patterns to illustrate relationships among whole numbers up to 100	2A: Chapter 1, Lesson 3	pp. 19–41
Overall Expectation		
By the end of Grade 2, students will:		
C2. Equations and Inequalities • demonstrate an understanding of variables, expressions, equalities, and inequalities, and apply this understanding in various contexts	2A: Chapter 1, Lessons 1–3 2A: Chapter 2, Lesson 2 2C: Chapter 7, Lessons 1–4 2C: Chapter 8, Lessons 1–3 2C: Chapter 9, Lessons 1–2	pp. 5–41 pp. 53–68 pp. 6–33 pp. 41–67 pp. 72–89

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
Specific Expectations:		
<i>Variables</i>		
By the end of Grade 2, students will:		
C2.1 identify when symbols are being used as variables, and describe how they are being used	2A: Chapter 1, Lesson 3 2A: Chapter 2, Lesson 2 2C: Chapter 7, Lessons 1–4 2C: Chapter 8, Lessons 1–3 2C: Chapter 9, Lessons 1–2	pp. 19–41 pp. 53–68 pp. 6–33 pp. 41–67 pp. 72–89
<i>Equalities and Inequalities</i>		
By the end of Grade 2, students will:		
C2.2 determine what needs to be added to or subtracted from addition and subtraction expressions to make them equivalent	2C: Chapter 8, Lessons 1–2	pp. 41–60
C2.3 identify and use equivalent relationships for whole numbers up to 100, in various contexts	2A: Chapter 1, Lessons 1–2	pp. 5–18
Overall Expectation		
By the end of Grade 2, students will:		
C3. Coding • solve problems and create computational representations of mathematical situations using coding concepts and skills	Coding Toolkit 2D: Chapter 11, Lesson 3	CD2_01, CD2_02 pp. 43–50
Specific Expectations:		
<i>Coding Skills</i>		
By the end of Grade 2, students will:		
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 2D: Chapter 11, Lesson 3	CD2_01 pp. 43–50
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 2D: Chapter 11, Lesson 3	CD2_02 pp. 43–50
Overall Expectation		
By the end of Grade 2, students will:		
C4. Mathematical Modelling • apply the process of mathematical modelling to represent, analyse, make predictions, and provide insight into real-life situations	2B: Chapter 5, Lesson 1 2C: Chapter 9, Lesson 2 2D: Chapter 12, Lesson 2	pp. 47–56 pp. 81–88 pp. 91–108
Specific Expectations:		
<i>This overall expectation has no specific expectations. Mathematical modelling is an iterative and interconnected process that is applied to various contexts, allowing students to bring in learning from other strands. Students' demonstration of the process of mathematical modelling, as they apply concepts and skills learned in other strands, is assessed and evaluated.</i>		

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Strand: D. Data		
Overall Expectation		
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	2D: Chapter 12, Lessons 1–3	pp. 78–117
Specific Expectations		
<i>Data Collection and Organization</i>		
By the end of Grade 2, students will:		
D1.1 sort sets of data about people or things according to two attributes, using tables and logic diagrams, including Venn and Carroll diagrams	2D: Chapter 12, Lesson 1	pp. 78–90
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	2D: Chapter 12, Lesson 1	pp. 78–90
<i>Data Visualization</i>		
By the end of Grade 2, students will:		
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	2D: Chapter 12, Lesson 2	pp. 91–108
<i>Data Analysis</i>		
By the end of Grade 2, students will:		
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	2D: Chapter 12, Lesson 3	pp. 109–117
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	2D: Chapter 12, Lessons 1–2	pp. 78–108
Overall Expectation		
By the end of Grade 2, students will:		
D2. Probability • describe the likelihood that events will happen, and use that information to make predictions	2D: Chapter 13, Lesson 1	pp. 127–140
Specific Expectations		
<i>Probability</i>		
By the end of Grade 2, students will:		
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	2D: Chapter 13, Lesson 1	pp. 127–140

STRAND/EXPECTATION	MODULE/CHAPTER/LESSON	PAGES
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	2D: Chapter 13, Lesson 1	pp. 127–140
Strand: E. Spatial Sense		
Overall Expectation		
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	2B: Chapter 5, Lesson 1 2D: Chapter 11, Lessons 2–3	pp. 47–56 pp. 24–50
Specific Expectations:		
<i>Geometric Reasoning</i>		
By the end of Grade 2, students will:		
E1.1 sort and identify two-dimensional shapes by comparing number of sides, side lengths, angles, and number of lines of symmetry	2D: Chapter 11, Lesson 3	pp. 43–50
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	2B: Chapter 5, Lesson 1	pp. 47–56
E1.3 identify congruent lengths and angles in two-dimensional shapes by mentally and physically matching them, and determine if the shapes are congruent	2D: Chapter 11, Lesson 2	pp. 24–42
<i>Location and Movement</i>		
By the end of Grade 2, students will:		
E1.4 create and interpret simple maps of familiar places	2D: Chapter 11, Lesson 3	pp. 43–50
E1.5 describe the relative positions of several objects and the movements needed to get from one object to another	2D: Chapter 11, Lesson 3	pp. 43–50
Overall Expectation		
By the end of Grade 2, students will:		
E2. Measurement • compare, estimate, and determine measurements in various contexts	2B: Chapter 4, Lessons 1–3 2C: Chapter 9, Lessons 1–2	pp. 4–42 pp. 72–89
Specific Expectations:		
<i>Length</i>		
By the end of Grade 2, students will:		
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	2B: Chapter 4, Lesson 1	pp. 4–18

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E2.2 explain the relationship between centimetres and metres as units of length, and use benchmarks for these units to estimate lengths	2B: Chapter 4, Lessons 2–3	pp. 19–42
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	2B: Chapter 4, Lessons 2–3	pp. 19–42
<i>Time</i> By the end of Grade 2, students will:		
E2.4 use units of time, including seconds, minutes, hours, and non-standard units, to describe the duration of various events	2C: Chapter 9, Lessons 1–2	pp. 72–89
Strand: F. Financial Literacy		
Overall Expectation By the end of Grade 2, students will:		
F1. Money and Finances • demonstrate an understanding of the value of Canadian currency	2C: Chapter 8, Lessons 1–2	pp. 41–60
Specific Expectation:		
<i>Money Concepts</i> By the end of Grade 2, students will:		
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	2C: Chapter 8, Lessons 1–2	pp. 41–60