**Mathology Grade 2 Correlation – Alberta**

**Master 96a**

**Number Cluster 9: Financial Literacy**

**Organizing Idea:**

Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

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| **Guiding Question:** How can quantity contribute to a sense of number?  **Learning Outcome:** Students analyze quantity to 1000. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| A quantity can be skip counted in various ways according to context.  Quantities of money can be skip counted in amounts that are represented by coins and bills (denominations). | A quantity can be interpreted as a composition of groups. | Determine the value of a collection of coins or bills of the same denomination by skip counting. | **Number Cluster 9: Financial Literacy**  41: Estimating Money  **Number Math Every Day**  8B: Collections of Coins  8B: Showing Money in Different Ways  **Number Intervention**  13: Counting Coins |  |

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| **Guiding Question:** How can addition and subtraction be interpreted?  **Learning Outcome:** Students investigate addition and subtraction within 100. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Familiar addition and subtraction number facts facilitate addition and subtraction strategies.  Addition and subtraction strategies for two-digit numbers include making multiples of ten and using doubles. | Addition and subtraction can represent the sum or difference of countable quantities or measurable lengths. | Solve problems using addition and subtraction of countable quantities or measurable lengths. | **Number Cluster 9: Financial Literacy**  41: Estimating Money  42: Earning Money  43: Spending Money  44: Saving Regularly  45: Money to $100 | Array’s Bakery  The Great Dogsled Race  The Money Jar  Family Fun Day |

**Master 96b**

**Organizing Idea:**

Financial Literacy: Informed financial decision making contributes to the well-being of individuals, groups, and communities.

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| **Guiding Question:** How does decision making influence money management?  **Learning Outcome:** Students relate money and decision making. | | | | |
| **Knowledge** | **Understanding** | **Skills & Procedures** | **Grade 2 Mathology** | **Mathology Little Books** |
| Decisions about money include how much to  • spend  • save  • share  Individuals can have a limited amount of money to spend.  Money spent on one item means less money for other items or activities.  Individuals can save money for an item, an event, or the future.  Individuals can donate money through charities, organizations, and agencies to help others or support a cause.  Money can be earned in exchange for work that is done or goods and services that are provided.  Responsible decision making involves spending money on needs before wants. | Managing money involves making decisions.  Decisions related to money are based on needs and wants. | Distinguish between a paying job and volunteer work. | **Number Cluster 9: Financial Literacy**  42: Earning Money |  |
| Describe how money can be divided for different purposes. | **Number Cluster 9: Financial Literacy**  43: Spending Money  44: Saving Regularly  **Number Intervention**  14: Wants and Needs | The Money Jar |
| Practice making money-related decisions in a variety of contexts. | **Number Cluster 9: Financial Literacy**  42: Earning Money  43: Spending Money  44: Saving Regularly  46: Consolidation |  |