

My Math Path 2—WNCP Curriculum Correlation

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Number		
General Outcome <i>Develop number sense.</i>		
	2A: Chapters 1–3 2A: Chapter 4, Lesson 4 2B: Chapters 6–8 2C: Chapter 9 2C: Chapter 10, Lesson 1	pp. 1–107 pp. 124–129 pp. 29–126 pp. 1–42 pp. 48–62
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Say the number sequence 0 to 100 by: <ul style="list-style-type: none"> • 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 • 2s, starting from 1. [C, CN, ME, R]	2A: Chapter 1, Lesson 1 2A: Chapter 1, Lesson 3 2B: Chapter 6, Lesson 1, Learn, Guided Learning, Hands-On Activity 2B: Chapter 6, Lesson 3 2C: Chapter 10, Lesson 1 Achievement Indicators partially covered: <ul style="list-style-type: none"> – Identify and correct errors and omissions in a given skip counting sequence. – Count quantity, using groups of 2, 5 or 10 and counting on. 	pp. 6–9 pp. 18–21 pp. 35–36 pp. 49–53 pp. 48–62
2. Demonstrate if a number (up to 100) is even or odd. [C, CN, PS, R]	2A: Chapter 4, Lesson 4 Achievement Indicators not covered: <ul style="list-style-type: none"> – Identify even and odd numbers in a given sequence, such as in a hundred chart. – Sort a given set of numbers into even and odd. 	pp. 124–129
3. Describe order or relative position, using ordinal numbers (up to tenth). [C, CN, R]	Note: This content is covered in the BC Edition of <i>My Math Path 1</i> .	
4. Represent and describe numbers to 100, concretely, pictorially and symbolically. [C, CN, V]	2A: Chapter 1, Lesson 1 2A: Chapter 2, Lesson 3 2B: Chapter 6, Lesson 1 Achievement Indicators not covered: <ul style="list-style-type: none"> – Represent a given number, using coins (pennies, nickels, dimes and quarters). – Represent a given number, using tallies. Achievement Indicators partially covered: <ul style="list-style-type: none"> – Read a given number (0–100) in symbolic or word form. 	pp. 6–9 pp. 48–50 pp. 33–37

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5. Compare and order numbers up to 100. [C, CN, ME, R, V]	2A: Chapter 1, Lesson 3 2A: Chapter 1, Lesson 3, Math Journal 2B: Chapter 6, Lesson 3 2B: Chapter 6, Lesson 3, Hands-On Activity Achievement Indicators not covered: – Identify and explain errors in a given ordered sequence. – Identify missing numbers in a given hundred chart. – Identify errors in a given hundred chart.	pp. 15–18 p. 25 pp. 43–47 p. 54
6. Estimate quantities to 100, using referents. [C, ME, PS, R]	2B: Chapter 6, Lesson 1, Hands-On Activity 2B: Chapter 6, Lesson 2, Learn, Hands-On Activity	p. 36 pp. 40, 41
7. Illustrate, concretely and pictorially, the meaning of place value for numerals to 100. [C, CN, R, V]	2A: Chapter 1, Lesson 2 2B: Chapter 6, Lesson 2, Hands-On Activity, Learn Achievement Indicators not covered: – Explain and show with counters the meaning of each digit for a given 2-digit numeral with both digits the same; e.g., for the numeral 22, the first digit represents two tens (twenty counters) and the second digit represents two ones (two counters). – Explain why the value of a digit depends on its placement within a numeral.	pp. 10–14 p. 40
8. Demonstrate and explain the effect of adding zero to, or subtracting zero from, any number. [C, R]	2A: Chapter 2, Lesson 3, Hands-On Activity	pp. 45, 46
9. Demonstrate an understanding of addition (limited to 1- and 2-digit numerals) with answers to 100 and the corresponding subtraction by: <ul style="list-style-type: none"> • using personal strategies for adding and subtracting 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 • explaining that the order in which numbers are subtracted may affect the difference. [C, CN, ME, PS, R, V]	2A: Chapters 2–3 2B: Chapters 7–8 2C: Chapter 9 Achievement Indicators not covered: – Match a number sentence to a given missing addend problem. – Match a number sentence to a given missing subtrahend or minuend problem. Achievement Indicators partially covered: – Solve a given problem involving a missing addend, and describe the strategy used. – Solve a given problem involving a missing minuend or subtrahend, and describe the strategy used.	pp. 30–107 pp. 64–126 pp. 1–42

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10. Apply mental mathematics strategies, such as: <ul style="list-style-type: none"> • using doubles • making 10 • one more, one less • two more, two less • building on a known double • addition for subtraction to determine the basic addition facts to 18 and related subtraction facts. [C, CN, ME, PS, R, V]	2A: Chapter 2, Lessons 1–2 Note: Facts to 20. “One less” and “two less” are not covered.	pp. 34–44
Strand: Patterns and Relations (Patterns)		
General Outcome		
<i>Use patterns to describe the world and to solve problems.</i>		
	2A: Chapter 1, Lesson 3 2B: Chapter 6, Lesson 3 2C: Chapter 12, Lesson 3	pp. 15–25 pp. 43–60 pp. 122–132
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Demonstrate an understanding of repeating patterns (three to five elements) by: <ul style="list-style-type: none"> • describing • extending • comparing • creating patterns using manipulatives, diagrams, sounds and actions. [C, CN, PS, R, V]	2C: Chapter 12, Lesson 3	pp. 122–132
2. Demonstrate an understanding of increasing patterns by: <ul style="list-style-type: none"> • describing • extending • reproducing • creating patterns using manipulatives, diagrams, sounds and actions (numbers to 100). [C, CN, PS, R, V]	2A: Chapter 1, Lesson 3 2A: Chapter 1, Put on Your Thinking Cap! 2B: Chapter 6, Lesson 3, Learn, Guided Learning, Hands-On Activity 2B: Chapter 6, Lesson 3, Let’s Explore, Math Journal 2B: Chapter 6, Put on Your Thinking Cap! 2C: Chapter 12, Lesson 3, Learn, Guided Learning Achievement Indicators not covered: <ul style="list-style-type: none"> – Identify errors in a given increasing pattern. – Identify and describe increasing patterns in the environment; e.g., house/room numbers, flower petals, book pages, calendar, pine cones, leap years. Achievement Indicators partially covered: <ul style="list-style-type: none"> – Determine missing elements in a given concrete, pictorial or symbolic increasing pattern, and explain the reasoning. 	pp. 18–24 pp. 26–27 pp. 51–53 pp. 59, 60 p. 61 pp. 129–130

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STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Patterns and Relations (Variables and Equations)		
General Outcome <i>Represent algebraic expressions in multiple ways.</i>		
	2A: Chapter 1, Lesson 2	pp. 10–14
	2A: Chapters 2–3	pp. 30–107
	2B: Chapters 6–8	pp. 29–126
	2C: Chapter 9	pp. 1–42
Specific Outcomes		
<i>It is expected that students will:</i>		
3. Demonstrate and explain the meaning of equality and inequality by using manipulatives and diagrams (0 to 100). [C, CN, R, V]	2A: Chapter 1, Lesson 2, Hands-On Activity 2A: Chapter 2, Lesson 1, Hands-On Activity 2A: Chapter 2, Lesson 3, Hands-On Activity 2B: Chapter 6, Lesson 2, Hands-On Activity Achievement Indicators not covered: – Determine whether two given quantities of the same object (same shape and mass) are equal by using a balance scale. – Demonstrate how to change two given sets, equal in number, to create inequality. – Choose from three or more given sets the one that does not have a quantity equal to the others, and explain why.	p. 12 p. 34 pp. 45, 46, 48 p. 40
4. Record equalities and inequalities symbolically, using the equal symbol or the not equal symbol. [C, CN, R, V]	2A: Chapter 1, Lesson 2 2A: Chapters 2–3 2A: Chapter 4, Lesson 1 2B: Chapter 6, Lessons 1–2 2B: Chapters 7–8 2C: Chapter 9 Achievement Indicators not covered: – Determine whether two sides of a given number sentence are equal (=) or not equal (\neq). Write the appropriate symbol and justify the answer. – Model inequalities, using a variety of concrete representations, and record the inequality. Note: The achievement indicators above are covered in the BC Edition of <i>My Math Path 1</i> .	pp. 10–14 pp. 30–107 pp. 110–114 pp. 33–42 pp. 64–126 pp. 1–42

STRAND/OUTCOME	MODULE/CHAPTER/LESSON	PAGES
Strand: Shape and Space (Measurement)		
General Outcome <i>Use direct or indirect measurement to solve problems.</i>		
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Relate the number of days to a week and the number of months to a year in a problem-solving context. [C, CN, PS, R]	Note: This content is covered in the BC Edition of <i>My Math Path 3</i> .	
2. Relate the size of a unit of measure to the number of units (limited to nonstandard units) used to measure length and mass (weight). [C, CN, ME, R, V]	Note: Content related to length is covered in the BC Edition of <i>My Math Path 1</i> .	
3. Compare and order objects by length, height, distance around and mass (weight) using nonstandard units, and make statements of comparison. [C, CN, ME, R, V]	Note: Content related to length is covered in the BC Edition of <i>My Math Path 1</i> .	
4. Measure length to the nearest nonstandard unit by: <ul style="list-style-type: none"> • using multiple copies of a unit • using a single copy of a unit (iteration process). [C, ME, R, V]	Note: Content related to length is covered in the BC Edition of <i>My Math Path 1</i> .	
5. Demonstrate that changing the orientation of an object does not alter the measurements of its attributes. [C, R, V]	Achievement Indicators not covered: – Measure a given object, change the orientation, re-measure, and explain the results.	
Strand: Shape and Space (3-D Objects and 2-D Shapes)		
General Outcome <i>Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.</i>		
	2C: Chapters 11–12	pp. 75–136
Specific Outcomes		
<i>It is expected that students will:</i>		
6. Sort 2-D shapes and 3-D objects, using two attributes, and explain the sorting rule. [C, CN, R, V]	2C: Chapter 11, Lesson 2 2C: Chapter 12, Lesson 1, Learn, Hands-On Activity, Guided Learning 2C: Chapter 12, Lesson 2	pp. 85–91 pp. 100–101, 103, 105 pp. 119–120
7. Describe, compare and construct 3-D objects, including: <ul style="list-style-type: none"> • cubes • spheres • cones • cylinders • pyramids. [C, CN, R, V]	Note: This content is covered in the BC Edition of <i>My Math Path 3</i> .	

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8. Describe, compare and construct 2-D shapes, including: <ul style="list-style-type: none"> • triangles • squares • rectangles • circles. [C, CN, R, V]	2C: Chapter 11, Lesson 1	pp. 80–84
	2C: Chapter 11, Put on Your Thinking Cap!	p. 92
	2C: Chapter 12, Lesson 1, Learn, Hands-On Activity	pp. 100–103
	2C: Chapter 12, Lesson 1	pp. 106–113
	2C: Chapter 12, Put on Your Thinking Cap!	p. 133
9. Identify 2-D shapes as parts of 3-D objects in the environment. [C, CN, R, V]	2C: Chapter 12, Lesson 2 Achievement Indicators not covered: – Compare and match a given 2-D shape, such as a triangle, square, rectangle or circle, to the faces of 3-D objects in the environment.	pp. 117–118
Strand: Statistics and Probability (Data Analysis)		
General Outcome		
<i>Collect, display and analyze data to solve problems.</i>		
	2C: Chapter 13, Lesson 2	pp. 150–156
Specific Outcomes		
<i>It is expected that students will:</i>		
1. Gather and record data about self and others to answer questions. [C, CN, PS, V]	Note: This content is covered in the BC Edition of <i>My Math Path 3</i> .	
2. Construct and interpret concrete graphs and pictographs to solve problems. [C, CN, PS, R, V]	2C: Chapter 13, Lesson 2	pp. 150–156

Note: The following content from the BC Edition of *My Math Path 2* is not referenced in the WNCP Grade 2 curriculum. Coverage of this content can be considered to be an early introduction to these topics.

Chapter 4: Getting Ready for Multiplication and Division, Lessons 1–3—WNCP Grade 3

Chapter 5: Length—WNCP Grade 3

Chapter 10: Money, Lesson 2: Adding and Subtracting Money—WNCP Grade 4

Chapter 13: Probability and Graphs, Lesson 1: Describing Probability—WNCP Grade 5