My Math Path 2—BC Curriculum Correlation

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Numbers to 100 represent quantities that can be decomposed into 10s and 1s.		
	2A: Chapter 1	pp. 1–29
	2A: Chapter 4, Lesson 4	pp. 124–129
	2B: Chapter 6	pp. 29–63
	2C: Chapter 10, Lesson 1	pp. 48–62
Content		
Students are expected to know the following: • number concepts to 100		
– skip counting by 2, 5, and 10: • using different starting points • increasing and decreasing (forward and backward)	2A: Chapter 1, Lesson 3 2B: Chapter 6, Lesson 3	pp. 18–21 pp. 49–53
– quantities to 50 can be arranged and recognized	2A: Chapter 1, Lesson 1	pp. 6–9
– comparing and ordering numbers to 50	2A: Chapter 1, Lesson 3 2A: Chapter 1, Lesson 3, Math Journal	pp. 15–18 p. 25
– quantities to 100 can be arranged and recognized	2B: Chapter 6, Lesson 1	pp. 33–37
– comparing and ordering numbers to 100	2B: Chapter 6, Lesson 3 2B: Chapter 6, Lesson 3, Hands-On Activity	pp. 43–47 p. 54
– benchmarks of 25, 50, and 100	2B: Chapter 6, Lesson 1, Hands-On Activity	p. 36
– place value: • understanding of 10s and 1s • understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40) • decomposing two-digit numbers into 10s and 1s	2A: Chapter 1, Lesson 2 2B: Chapter 6, Lesson 2	pp. 10–14 pp. 38–42
– even and odd numbers	2A: Chapter 4, Lesson 4	pp. 124–129
Students are expected to know the following: • benchmarks of 25, 50, and 100 and personal referents		
– benchmarks of 25, 50, and 100	2B: Chapter 6, Lesson 1, Hands-On Activity	p. 36
– seating arrangements at ceremonies/feasts	2B: Chapter 6, Lesson 3, Let's Explore	p. 50
Students are expected to know the following: • financial literacy—coin combinations to 100 cents, and spending and saving		
– counting simple mixed combinations of coins to 100 cents	2C: Chapter 10, Lesson 1	pp. 48–62
Big Idea: Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.		
	2A: Chapter 1, Lesson 2	pp. 10–14
	2A: Chapters 2–3	pp. 30–107
	2A: Chapter 4, Lesson 1	pp. 110–114
	2B: Chapters 6–8	pp. 29–126
	2C: Chapters 9–10	pp. 1–74

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Content		
Students are expected to know the following: • addition and subtraction facts to 20 (introduction of computational strategies)		
– adding and subtracting numbers to 20	2A: Chapter 2, Lessons 1–2	pp. 34–44
– fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)	2A: Chapter 2, Lessons 1–2 2A: Chapter 3, Lesson 5	pp. 34–44 pp. 93–96
Students are expected to know the following: • change in quantity, using pictorial and symbolic representation		
– numerically describing a change in quantity (e.g., for $6 + n = 10$, visualize the change in quantity by using ten-frames, hundred charts, etc.)	2A: Chapter 2, Lesson 3	pp. 45–51
Students are expected to know the following: • addition and subtraction to 100		
– decomposing numbers to 100	2A: Chapter 3, Lessons 1–4 2B: Chapter 7, Lessons 1–4	pp. 58–92 pp. 69–99
– using addition and subtraction in real-life contexts and problem-based situations	2A: Chapter 3, Lesson 6 2C: Chapter 9, Lessons 1–4	pp. 97–105 pp. 7–28
– using an open number line, hundred chart, ten-frames	2A: Chapter 2, Lesson 2, Learn, Guided Learning 2A: Chapter 2, Lesson 3, Learn, Guided Learning 2A: Chapter 3, Lesson 1, Learn 2A: Chapter 3, Lesson 3, Learn 2B: Chapter 7, Lesson 3, Learn, Guided Learning 2B: Chapter 7, Lesson 4, Learn, Guided Learning Note: A hundred chart is not used.	p. 42 p. 49 pp. 58–59 pp. 75–76 pp. 85–86 pp. 91–93
– using strategies such as looking for multiples of 10, friendly numbers (e.g., $48 + 37$, $37 = 35 + 2$, $48 + 2 = 50$, $50 + 35 = 85$), decomposing into 10s and 1s and recomposing (e.g., $48 + 37$, $40 + 30 = 70$, $8 + 7 = 15$, $70 + 15 = 85$), and compensating (e.g., $48 + 37$, $48 + 2 = 50$, $37 – 2 = 35$, $50 + 35 = 80$)	2B: Chapter 8, Lessons 1–2	pp. 108–124
– adding up to find the difference	2A: Chapter 2, Lesson 2, Learn, Guided Learning 2B: Chapter 7, Lesson 3, Learn, Guided Learning 2B: Chapter 7, Lesson 4, Learn, Guided Learning	p. 42 pp. 85–86 pp. 91–93
– estimating sums and differences to 100	2C: Chapter 9, Lesson 5	pp. 29–39

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Students are expected to know the following: • symbolic representation of equality and inequality		
– representing equations symbolically using the = symbol	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 2C: Chapter 10, Lesson 2	pp. 10–14 pp. 30–107 pp. 110–114 pp. 33–42 pp. 64–126 pp. 1–42 pp. 63–70
– recognizing inequality by comparing and ordering numbers using the symbols > and <	2B: Chapter 6, Lesson 3, Learn, Guided Learning 2C: Chapter 10, Lesson 1, Learn	pp. 46–47 pp. 59–60
Students are expected to know the following: • financial literacy—coin combinations to 100 cents, and spending and saving		
– introduction to the concepts of spending and saving, integrating the concepts of wants and needs	2C: Chapter 10, Lesson 1, Learn, Guided Learning 2C: Chapter 10, Lesson 1, Learn, Guided Learning 2C: Chapter 10, Lesson 2	pp. 51–53 pp. 56–57 pp. 63–70
– role-playing financial transactions (e.g., using bills and coins)	2C: Chapter 10, Lesson 2, Hands-On Activity	p. 64
Big Idea: The regular change in increasing patterns can be identified and used to make generalizations.		
	2A: Chapter 1, Lesson 3 2B: Chapter 6, Lesson 3 2C: Chapter 12, Lesson 3	pp. 15–25 pp. 43–60 pp. 122–132
Content		
Students are expected to know the following: • repeating and increasing patterns		
– exploring more complex repeating patterns (e.g., positional patterns, circular patterns)	2C: Chapter 12, Lesson 3	pp. 122–132
– identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over)	2C: Chapter 12, Lesson 3	pp. 122–132
– increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)	2A: Chapter 1, Lesson 3, Math Journal, 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	p. 24 pp. 26–27 pp. 51–53 pp. 59–60 p. 61 pp. 129–130

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
– Métis finger weaving	Teacher's Resource, Indigenous Connection: Patterns in Métis Sashes	
– First Peoples head/armband patterning	2C: Chapter 12, Lesson 3, Let's Explore	p. 130
Big Idea: Objects and shapes have attributes that can be described, measured, and compared.		
	2B: Chapter 5 2C: Chapters 11–12	pp. 1–28 pp. 75–136
Content		
Students are expected to know the following: • direct linear measurement, introducing standard metric units		
– centimetres and metres	2B: Chapter 5	pp. 1–28
– estimating length	2B: Chapter 5, Lesson 1, Learn, Guided Learning, Hands-On Activity	pp. 3–5
– measuring and recording length, height, and width, using standard units	2B: Chapter 5, Lesson 1 2B: Chapter 5, Lesson 2, Hands-On Activity 2B: Chapter 5, Lesson 3, Learn, Guided Learning, Hands-On Activity, Math Journal 2B: Chapter 5, Lesson 3 2B: Chapter 5, Lesson 4	pp. 3–7 p. 10 pp. 13–16 pp. 18–19 pp. 22–26
Students are expected to know the following: • multiple attributes of 2-D shapes and 3-D objects		
– sorting 2-D shapes and 3-D objects, using two attributes, and explaining the sorting rule	2C: Chapter 11, Lesson 2 2C: Chapter 12, Lesson 1, Learn, Hands-On Activity, Guided Learning 2C: Chapter 12, Lesson 2, Learn, Guided Learning	pp. 85–91 pp. 100–101, 103, 105 pp. 119–120
– describing, comparing, and constructing 2-D shapes, including triangles, squares, rectangles, circles	2C: Chapter 11, Lesson 1 2C: Chapter 11, Put on Your Thinking Cap! 2C: Chapter 12, Lesson 1, Hands-On Activity 2C: Chapter 12, Lesson 1 2C: Chapter 12, Put on Your Thinking Cap!	pp. 80–84 p. 92 p. 102 pp. 106–113 p. 133
– identifying 2-D shapes as part of 3-D objects	2C: Chapter 12, Lesson 2, Learn, Guided Learning	pp. 117–118
– using traditional northwest coast First Peoples shapes (ovoids, U, split U, and local art shapes) reflected in the natural environment	Teacher's Resource, Indigenous Connection: Shapes in Northwest Coast First Peoples Art	

BIG IDEA/CONTENT	MODULE/CHAPTER/LESSON	PAGES
Big Idea: Concrete items can be represented, compared, and interpreted pictorially in graphs.		
	2C: Chapter 13	pp. 137–159
Content		
Students are expected to know the following: • pictorial representation of concrete graphs, using one-to-one correspondence		
– collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings	2C: Chapter 13, Lesson 2	pp. 150–156
– one-to-one correspondence	2C: Chapter 13, Lesson 2	pp. 150–156
Students are expected to know the following: • likelihood of familiar life events, using comparative language		
– using comparative language (e.g., certain, uncertain; more, less, or equally likely)	2C: Chapter 13, Lesson 1	pp. 142–149