

# Mathematics

Key for “Province”:

**Bold type – BC Big Ideas**

Regular type – BC content (K-9)

K-9 Curricular Competencies used throughout all topics: reasoning and analyzing, understanding and solving, communicating and representing

Topics	Gr	North American Division	Province:
Numbers and Operations	2	<i>Numbers:</i> 2.NO.1 Read, write, and understand numbers up to 1000 using standard, number name, and expanded forms (2.NBT.3)	<b>(2) Numbers to 100 represent quantities that can be decomposed into 10s and 1s:</b> number concepts to 100: number concepts to 100.
		<i>Numbers, cont:</i> 2.NO.2 Count by ones, fives, tens, and hundreds up to 1000 (2.NBT.2)	<b>(2) Numbers to 100 represent quantities that can be decomposed into 10s and 1s:</b> benchmarks of 25, 50, and 100 and personal referents.
		<i>Place Value:</i> 2.NO.3 Understand and compare three-digit numbers organized as groups of hundreds, tens, and ones; use place value to understand addition and subtraction (2.NBT.1,4,9)	<b>(2) Numbers to 100 represent quantities that can be decomposed into 10s and 1s:</b> benchmarks of 25, 50, and 100 and personal referents. <b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction to 100.
		<i>Place Value, cont:</i> 2.NO.4 Mentally add and subtract multiples of ten and multiples of a hundred within 1000 (2.NBT.8)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction to 100.
		<i>Place Value, cont:</i> 2.NO.5 Add and subtract within 1000 with regrouping using models or drawings (2.NBT.7)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction to 100.
Operations and Algebraic Thinking	2	<i>Addition/Subtraction:</i> 2.OAT.1 Understand, represent, compare, and apply addition and subtraction properties within 100 to solve one- and two- step word problems (2.OA.1) (2.NBT.5); add up to four 2-digit numbers (2.NBT.6)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value: addition and subtraction to 100.</b>
		<i>Addition/Subtraction, cont:</i> 2.OAT.2 Memorize and fluently add and subtract within 20 (2.OA.2)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction facts to 20.
		<i>Multiplication:</i> 2.OAT.3 Determine if a group of objects within 20 represents an odd or even number (2.OA.3)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction facts to 20.
		<i>Multiplication:</i> 2.OAT.4 Write an equation to represent the total as a sum of equal addends with up to 5 groups of 5 objects (2.OA.3,4)	<b>(3) Development of computational fluency in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing:</b> addition and subtraction to 100.
Measurement	2	<i>Length:</i> 2.M.1 Measure and estimate lengths in standard units (e.g., inches, feet, centimeters, meters) using appropriate tools (e.g., rulers, yardsticks, meter sticks) (2.MD.1,3)	<b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> direct linear measurement, introducing standard metric units.
		<i>Length, cont:</i> 2.M.2 Measure, compare, and describe the length of an object using two units of measurement (e.g.,	<b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> direct linear measurement, introducing standard metric units.

		inches and yards, centimeters and meters) (2.MD.2)	
		<i>Length, cont:</i> 2.M.3 Measure to compare the length of two objects using a standard length unit (2.MD.4)	<b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> direct linear measurement, introducing standard metric units.
		<i>Length, cont:</i> 2.M.4 Use addition and subtraction equations within 100 to solve word problems involving lengths of the same unit (2.MD.5)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction to 100. <b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> direct linear measurement.
		<i>Length, cont:</i> 2.M.5 Represent whole numbers as equally spaced lengths from 0 on a number line; represent sums and differences within 100 on a number line (2.MD.6)	<b>(2) Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value:</b> addition and subtraction to 100. <b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> direct linear measurement.
		<i>Time:</i> 2.M.6 Tell and write time to the nearest five minutes from analog and digital clocks using a.m. and p.m. (2.MD.7)	<b>(2) The regular change in increasing patterns can be identified and used to make generalizations:</b> repeating and increasing patterns. <b>(3) Standard units are used to describe, measure, and compare attributes of objects' shapes:</b> time concepts. <b>(4) Regular changes in patterns can be identified and represented using tools and tables:</b> how to tell time with analog and digital clocks using 12- and 24-hour clocks.
		<i>Money:</i> 2.M.7 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ (2.MD.8)	<b>(2) Concrete items can be represented, compared, and interpreted pictorially in graphs:</b> financial literacy.
Geometry	2	<i>Shapes:</i> 2.GEO.1 Recognize and draw two- and three-dimensional shapes having specified attributes (2.G.1)	<b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> multiple attributes of 2D shapes and 3D objects.
		<i>Area:</i> 2.GEO.2 Partition a rectangle into rows and columns of same-size squares and count to find the total number of squares (2.G.2)	<b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> multiple attributes of 2D shapes and 3D objects, symbolic representation of equality and inequality.
		<i>Fractions:</i> 2.GEO.3 Partition circles and rectangles into two, three, and four equal parts; describe the whole and its parts using the words halves, thirds, half of, third of, etc.; understand that equal parts need not have the same shape (2.G.3)	<b>(2) Objects and shapes have attributes that can be described, measured, and compared:</b> multiple attributes of 2D shapes and 3D objects, symbolic representation of equality and inequality.
Data Analysis, Statistics, and Probability	2	<i>Data:</i> 2.DSP.1 Generate measurement data by measuring lengths of several objects to the nearest whole unit; show the measurements by making a line plot (2.MD.9)	<b>(1) Objects and shapes have attributes that can be described, measured, and compared:</b> direct measurement. <b>(1) Concrete graphs help us to compare and interpret data and show one-to-one correspondence:</b> concrete graphs.
		<i>Data, cont:</i> 2.DSP.2 Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to	<b>(1) Objects and shapes have attributes that can be described, measured, and compared:</b> direct measurement.

	four categories; solve simple addition, subtraction, and comparison problems using information in a bar graph (2.MD.10)	<b>(1) Concrete graphs help us to compare and interpret data and show one-to-one correspondence:</b> concrete graphs. <b>(2) Concrete items can be represented, compared, and interpreted pictorially in graphs:</b> pictorial representation of concrete graphs, using one to one correspondence.
--	---	---