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| **opportunity for growth** | **performance meets standard of learning (Grade 2)** | **advanced** |
|  | Big Ideas and Content at a glance* Numbers to 100 represent quantities that can be decomposed into 10s and 1s.
* Development of computational fluency in addition and subtraction with numbers to 100 requires an understanding of place value.
* The regular change in increasing patterns can be identified and used to make generalizations.
* Objects and shapes have attributes that can be described, measured, and compared.
* Concrete items can be represented, compared, and interpreted pictorially in graphs.
* **number concepts to 100**
* **benchmarks** of 25, 50, and 100 and personal referents
* addition and subtraction **facts to 20** (introduction of computational strategies)
* **addition and subtraction to 100**
* repeating and increasing **patterns**
* **change in quantity**, using pictorial and symbolic representation
* symbolic representation of equality and inequality
* **direct linear measurement**, introducing standard metric units
* multiple attributes of **2D shapes and 3D objects**
* **pictorial representation** of concrete graphs, using one-to-one correspondence
* likelihood of **familiar life events**, using comparative language
* **financial literacy** — coin combinations to 100 cents, and spending and saving
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| Learning: Takes Time and Patience, Experiential, Embedded in Story, . . . |
|  | Reasoning and analyzing* Use reasoning to explore and make connections
* **Estimate reasonably**
* Develop **mental math strategies** and abilities to make sense of quantities
* Use **technology** to explore mathematics
* **Model** mathematics in context
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|  | Understanding and solving* Develop, demonstrate, and apply mathematical understanding through play, inquiry, and problem solving
* Visualize to explore mathematical concepts
* Develop and use **multiple strategies** to solve problems
* Engage in problem-solving experiences that are **connected** to place, story, cultural practices, and perspectives relevant to local First Peoples communities, the local community, and other cultures
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|  | Communicating and representing* **Communicate** mathematical thinking in many ways
* Use mathematical vocabulary and language to contribute to mathematical discussions
* **Explain and justify** mathematical ideas and decisions
* Represent mathematical ideas in **concrete, pictorial, and symbolic** **forms**
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|  | Connecting and reflecting* **Reflect** on mathematical thinking
* Connect mathematical concepts to each other and to **other areas and personal interests**
* **Incorporate** First Peoples worldviews and perspectives to **make connections** to mathematical concepts
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