

# Curriculum Correlation

## Data Management and Probability Cluster 2: Probability and Chance

### Ontario

Curriculum Expectations	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Overall Expectation</b> <b>D3 Probability:</b> describe probability in everyday situations and simple games.			
<p><b>D3.1</b> describe probability as a measure of the likelihood that an event will occur, using mathematical language (i.e., <i>impossible, unlikely, less likely, equally likely, more likely, certain</i>)</p> <p><b>D3.2</b> describe the probability that an event will occur (e.g., getting heads when tossing a coin, landing on red when spinning a spinner), through investigation with simple games and probability experiments and using mathematical language</p>	<p><b>Below Grade: Intervention</b>            3: The Language of Chance            4: More or Less Likely?</p> <p><b>On Grade: Teacher Cards</b>            7: Likelihood of Events            (D3.1)            8: Conducting Experiments            (D3.1, D3.2)            9: Probability and Chance Consolidation            (D3.1, D3.2)</p> <p><b>On Grade: Math Every Day Card 2:</b>            What's in the Bag?            (D3.1, D3.2)            Word of the Day            (D3.1)</p>	<p><b>Above Grade:</b></p> <ul style="list-style-type: none"> <li>Chance            (Activities 7, 8, 9)</li> </ul>	<p><b>Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.</b></p> <p><b>Using the Language of Chance to Describe and Predict Events</b></p> <ul style="list-style-type: none"> <li>- Describes the likelihood of an event (e.g., impossible, unlikely, certain). (Activities 7, 8, 9; MED 2: 2)</li> <li>- Makes predictions based on the question, context, and data presented. (Activities 8, 9; MED 2: 1)</li> <li>- Compares the likelihood of two events (e.g., more likely, less likely, equally likely). (Activities 7, 8, 9; MED 2: 2)</li> <li>- Predicts the likelihood of an outcome in simple probability experiments or games. (Activities 8, 9; MED 2: 1)</li> </ul>

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### British Columbia/Yukon Territories

Learning Standards	Mathology Grade 2 Classroom Activity Kit	Mathology Little Books	Pearson Canada K-3 Mathematics Learning Progression
<b>Big Idea</b> Concrete items can be represented, compared, and interpreted pictorially in graphs.			
<b>D2 Likelihood of familiar life events using comparative language</b> <ul style="list-style-type: none"> <li>• <b>D2.1</b> using comparative language (e.g., certain, uncertain; more, less, or equally likely)</li> </ul>	<b>Below Grade: Intervention</b> 3: The Language of Chance 4: More or Less Likely?  <b>On Grade: Teacher Cards</b> 7: Likelihood of Events <b>(D2.1)</b> 8: Conducting Experiments 9: Probability and Chance Consolidation  <b>On Grade: Math Every Day Card 2:</b> What's in the Bag? Word of the Day <b>(D2.1)</b>	<b>Above Grade:</b> <ul style="list-style-type: none"> <li>• Chance     <b>(Activities 7, 8, 9)</b></li> </ul>	<b>Big Idea: Formulating questions, collecting data, and consolidating data in visual and graphical displays help us understand, predict, and interpret situations that involve uncertainty, variability, and randomness.</b>  <b>Using the Language of Chance to Describe and Predict Events</b> <ul style="list-style-type: none"> <li>- Describes the likelihood of an event (e.g., impossible, unlikely, certain). <b>(Activities 7, 8, 9; MED 2: 2)</b></li> <li>- Makes predictions based on the question, context, and data presented. <b>(Activities 8, 9; MED 2: 1)</b></li> <li>- Compares the likelihood of two events (e.g., more likely, less likely, equally likely). <b>(Activities 7, 8, 9; MED 2: 2)</b></li> <li>- Predicts the likelihood of an outcome in simple probability experiments or games. <b>(Activities 8, 9; MED 2: 1)</b></li> </ul>