

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
Overall Expectation Probability: describe probability in everyday situations and simple games.			
D2.8 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>)	Below Grade: Intervention 3: The Language of Chance 4: More or Less Likely? On Grade: Teacher Cards 7: Likelihood of Events (D2.8) 8: Conducting Experiments (D2.8, D2.9) 9: Probability and Chance Consolidation (D2.8, D2.9) On Grade: Math Every Day Card 2: What's in the Bag? (D2.8, D2.9) Word of the Day (D2.8)	Above Grade: <ul style="list-style-type: none"> Chance (Activities 7, 8, 9) 	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. Using the Language of Chance to Describe and Predict Events - Describes the likelihood of an event (e.g., impossible, unlikely, certain). (Activities 7, 8, 9; MED 2: 2) - Makes predictions based on the question, context, and data presented. (Activities 8, 9; MED 2: 1) - Compares the likelihood of two events (e.g., more likely, less likely, equally likely). (Activities 7, 8, 9; MED 2: 2) - Predicts the likelihood of an outcome in simple probability experiments or games. (Activities 8, 9; MED 2: 1)
D2.9 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			

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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
Big Idea Concrete items can be represented, compared, and interpreted pictorially in graphs.			
Likelihood of familiar life events using comparative language • 2.31 using comparative language (e.g., certain, uncertain; more, less, or equally likely)	Below Grade: Intervention 3: The Language of Chance 4: More or Less Likely? On Grade: Teacher Cards 7: Likelihood of Events (2.31) 8: Conducting Experiments 9: Probability and Chance Consolidation On Grade: Math Every Day Card 2: What's in the Bag? Word of the Day (2.31)	Above Grade: <ul style="list-style-type: none"> Chance (Activities 7, 8, 9) 	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. Using the Language of Chance to Describe and Predict Events - Describes the likelihood of an event (e.g., impossible, unlikely, certain). (Activities 7, 8, 9; MED 2: 2) - Makes predictions based on the question, context, and data presented. (Activities 8, 9; MED 2: 1) - Compares the likelihood of two events (e.g., more likely, less likely, equally likely). (Activities 7, 8, 9; MED 2: 2) - Predicts the likelihood of an outcome in simple probability experiments or games. (Activities 8, 9; MED 2: 1)