**Curriculum Correlation**

**Master 17a**

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

**Ontario**

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| **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., *impossible,*  *unlikely, less likely, equally likely, more likely,*  *certain*)  **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 | **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:**   * 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) |

**Curriculum Correlation**

**Master 17b**

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

**British Columbia/Yukon Territories**

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| **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:**   * 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) |