**Curriculum Correlation**

**Master 27a**

**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****D3 Probability:** describe probability in everyday situations and simple games. |
| **D3.1** describe probability as a measure of thelikelihood that an event will occur, usingmathematical language (i.e., *impossible,**unlikely, less likely, equally likely, more likely,**certain*)**D3.2** describe the probability that an event will occur (e.g., getting heads when tossing acoin, landing on red when spinning a spinner), through investigation with simple games and probability experimentsand using mathematical language | **Below Grade: Intervention**3: The Language of Chance4: More or Less Likely?**On Grade: Teacher Cards**7: Likelihood of Events (D3.1)8: Conducting Experiments (D3.1, D3.2)9: Probability and Chance Consolidation (D3.1, D3.2)**On Grade: Math Every Day****Card 2:** What’s in the Bag?(D3.1, D3.2)Word of the Day(D3.1) | **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 27b**

**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. |
| **D2 Likelihood of familiar life events using comparative language*** **D2.1** using comparative language (e.g., certain, uncertain; more, less, or equally likely)
 | **Below Grade: Intervention**3: The Language of Chance4: More or Less Likely?**On Grade: Teacher Cards**7: Likelihood of Events (D2.1)8: Conducting Experiments 9: Probability and Chance Consolidation **On Grade: Math Every Day****Card 2:** What’s in the Bag?Word of the Day(D2.1) | **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) |