

## Our Language, Our Story: Curriculum Connections

**Division: Primary**

**Subject: Mathematics**

**Strand: Data Mgmt & Probability**

### Overall Expectations

Grade 1	Grade 2	Grade 3
<p>By the end of Grade 1, students will:</p> <ul style="list-style-type: none"> <li>• collect and organize categorical primary data and display the data using concrete graphs and pictographs, without regard to the order of labels on the horizontal axis;</li> <li>• read and describe primary data presented in concrete graphs and pictographs;</li> <li>• describe the likelihood that everyday events will happen.</li> </ul>	<p>By the end of Grade 2, students will:</p> <ul style="list-style-type: none"> <li>• collect and organize categorical or discrete primary data and display the data, using tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers, with labels ordered appropriately along horizontal axes, as needed;</li> <li>• read and describe primary data presented in tally charts, concrete graphs, pictographs, line plots, simple bar graphs, and other graphic organizers;</li> <li>• describe probability in everyday situations and simple games.</li> </ul>	<p>By the end of Grade 3, students will:</p> <ul style="list-style-type: none"> <li>• collect and organize categorical or discrete primary data and display the data using charts and graphs, including vertical and horizontal bar graphs, with labels ordered appropriately along horizontal axes, as needed;</li> <li>• read, describe, and interpret primary data presented in charts and graphs, including vertical and horizontal bar graphs;</li> <li>• predict and investigate the frequency of a specific outcome in a simple probability experiment.</li> </ul>

### Virtues and Themes: Possible Connections

<p><b>Theological Virtue: Hope</b>                      Hope makes us able to trust in God's promises, no matter what the obstacles. It keeps us from despair and presumption, and is expressed principally in prayer.</p>	<p>Hope enables us to make good choices to influence an outcome. Sometimes, the frequency of a desired outcome we predicted and investigated is less than what we may have first thought. People of hope, however, are confident that in spite of obstacles, making a choice consistent with Jesus' Gospel values will always produce some good, even though it may not be evident right away.</p>
<p><b>Cardinal Virtue: Prudence</b>                      The cardinal virtue of <i>Prudence</i> (<i>good sense</i>) has been called "the watchful eye of love." Prudence has three steps: seeking the proper, most loving thing to do; judging what the best choice is; and confidently acting. A prudent person asks, "What is the right, most loving thing to do?"</p>	<p>When we are asked to make choices, we want to make a decision that leads to the greatest good for oneself and others. To do this, we need to understand the probability in everyday situations so that our judgments are sound. Prudence helps to guide us in making such predictions.</p>
<p><b>Catholic Character Theme: Stewardship</b>                      Stewardship is about caring for the gifts God has entrusted to us. We are called to be good stewards of our talents, our bodies, our souls, our communities and of God's creation.</p>	<p>Students will develop the intellectual gift of reasoning as they learn about the likelihood of an event happening. With the understanding of probability in everyday situations and games comes the responsibility to act as faithful stewards. God entrusts us to use the resources of creation in a manner that is fair to others. The theme of stewardship can be discussed and practiced during games of probability with young children.</p>
<p><b>Catholic Character Theme: Community</b>                      The Holy Spirit unites us as a community, and gives each of us gifts to help one another grow as followers of Jesus. Community is visible whenever the friendship, love and kindness of Jesus are present in</p>	<p>Data management and probability provides opportunities for asking questions and collecting information from the school and home community. Reaching out to the community in this way can result in rich experiences. Encourage the collection of information that has the potential to initiate conversations at home, in the classroom, or in the parish. Children could just as easily tally and graph 'Favourite Prayer' as 'Favourite Colour'. A bulletin board of student-made graphs surrounded by decorated prayers, for</p>

our Catholic schools.	example, can bring together mathematical skills and the community's language of prayer.
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**Support Resources:**

***Journey Activities***

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>
CGE 1i - Catholic Graduate Expectation - A Discerning Believer: Integrates faith with life. CGE 1f - Catholic Graduate Expectation – A Discerning Believer: Seeks intimacy with God and celebrates communion with God, others and creation through prayer and worship.	CGE 7b - Catholic Graduate Expectation - A Responsible Citizen: Accepts accountability for one's own actions.	CGE 7a - Catholic Graduate Expectation - A Responsible Citizen: Acts morally and legally as a person formed in Catholic traditions.
Students will: Identify happy and sad events in their lives. Discuss why people often turn to prayer when sad events occur (e.g. loss, sickness, death). Encourage students to pray for strength to deal with a sad event, rather than change the event. Encourage prayers of thanks to strengthen hope and faith in dealing with daily events.	Students will: Use concrete materials to grasp mathematical concepts. Discuss the concept of accountability for one's actions (i.e. cleaning up after using materials). Use materials responsibly and safely.	Students will: Reflect on the "quality" of data that they collect. Demonstrate an awareness that some data about people is private or sensitive. Reflect on the difference between collecting data and participating in gossip. Encourage sensitivity in dealing with all personal information.

**Curriculum Frameworks**

<http://www.eoccc.org/onlinefw/onlineframeworks.html>

<b>Grade 1</b> Framework 3. Theme: <i>Mystery, Wonder and Awe</i> Framework 4. Theme: <i>Stewardship for Creation</i>	<b>Grade 1-2</b> Framework 2. Theme: <i>Peace</i> Framework 3. Theme: <i>Mystery, Wonder and Awe</i>
<b>Grade 2</b> Framework 1. Theme: <i>Community and the Common Good</i> Framework 6. Theme: <i>Hope</i>	<b>Grade 2-3</b> Framework 4. Theme: <i>Love and Justice</i> Framework 6. Theme: <i>Hope</i>
<b>Grade 3</b> Framework 2. Theme: <i>Peace</i> Framework 5. Theme: <i>Love and Justice</i>	

**Curriculum Support for Catholic Schools**

<http://www.eoccc.org/csfc>

Catholic Theme: <i>Hope</i> <a href="http://www.eoccc.org/csfc/themes/hope.html">http://www.eoccc.org/csfc/themes/hope.html</a>	Anchor Concept: <i>Justice</i> <a href="http://www.eoccc.org/csfc/concepts/ajustice.html">http://www.eoccc.org/csfc/concepts/ajustice.html</a>
Catholic Theme: <i>Love and Justice</i> <a href="http://www.eoccc.org/csfc/themes/lovejustice.html">http://www.eoccc.org/csfc/themes/lovejustice.html</a>	Anchor Concept: <i>Community</i> <a href="http://www.eoccc.org/csfc/concepts/acommunity.html">http://www.eoccc.org/csfc/concepts/acommunity.html</a>
Catholic Theme: <i>Community and the Common Good</i> <a href="http://www.eoccc.org/csfc/themes/commongood.html">http://www.eoccc.org/csfc/themes/commongood.html</a>	Anchor Concept: <i>Interdependence</i> <a href="http://www.eoccc.org/csfc/concepts/ainterdependence.html">http://www.eoccc.org/csfc/concepts/ainterdependence.html</a>