



YMCA Youth Gambling Awareness Program

Ontario Ministry of Education
Curriculum Connections
2010

GRADE 3 - 8 MATHEMATICS

| Grade 3 Math | Grade 4 Math | Grade 5 Math |
|--|---|---|
| <p>Data Management and Probability</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • read, describe, and interpret primary data presented in charts and graphs; • predict and investigate the frequency of a specific outcome in a simple probability experiment; <p>Specific Expectations:</p> <ul style="list-style-type: none"> – predict the frequency of an outcome in a simple probability experiment or game (e.g., “I predict that an even number will come up 5 times and an odd number will come up 5 times when I roll a number cube 10 times.”), then perform the experiment, and compare the results with the predictions, using mathematical language; | <p>Data Management and Probability</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • collect and organize discrete primary data and display the data using charts and graphs; • predict the results of a simple probability experiment, then conduct the experiment and compare the prediction to the results; <p>Specific Expectations:</p> <ul style="list-style-type: none"> – predict the frequency of an outcome in a simple probability experiment, explaining their reasoning; conduct the experiment; and compare the results with the prediction; – determine, through investigation, how the number of repetitions of a probability experiment can affect the conclusions drawn; | <p>Data Management and Probability</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • read, describe, and interpret primary data and secondary data presented in charts and graphs, including broken-line graphs; • represent as a fraction the probability that a specific outcome will occur in a simple probability experiment, using systematic lists and area models. <p>Specific Expectations:</p> <ul style="list-style-type: none"> –determine and represent all the possible outcomes in a simple probability experiment –represent, using a common fraction, the probability that an event will occur in simple games and probability experiments; –pose and solve simple probability problems, and solve them by conducting probability experiments and selecting appropriate methods of recording; |

| Grade 6 Math | Grade 7 Math | Grade 8 Math |
|--|--|--|
| <p>Data Management and Probability</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • collect and organize discrete or continuous primary data and secondary data and display the data using charts and graphs; • read, describe, and interpret data, and explain relationships between sets of data; • determine the theoretical probability of an outcome in a probability experiment, and use it to predict the frequency of the outcome. <p>Specific Expectations:</p> <ul style="list-style-type: none"> – express theoretical probability as a ratio of the number of favourable outcomes to the total number of | <p>Data Management and Probability</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs; • compare experimental probabilities with the theoretical probability of an outcome involving two independent events. <p>Specific Expectations:</p> <ul style="list-style-type: none"> – research and report on real-world applications of probabilities expressed in fraction, decimal, and percent form (e.g., lotteries) – perform a simple probability | <p>Data Management and Probability</p> <p>Overall Expectations:</p> <ul style="list-style-type: none"> • collect and organize categorical, discrete, or continuous primary data and secondary data and display the data using charts and graphs; • use probability models to make predictions about real-life events. <p>Specific Expectations:</p> <ul style="list-style-type: none"> – compare, through investigation, the theoretical probability of an event (i.e., the ratio of the number of ways a favourable outcome can occur compared to the total number of possible outcomes) with experimental probability, and explain why they might differ |

| | | |
|---|---|---|
| <p>possible outcomes, where all outcomes are equally likely (e.g., the theoretical probability of rolling an odd number on a six-sided number cube);</p> <p>– predict the frequency of an outcome of a simple probability experiment or game, by calculating and using the theoretical probability of that outcome (e.g., “The theoretical probability of spinning red is $\frac{1}{4}$ since there are four different-coloured areas that are equal. If I spin my spinner 100 times, I predict that red should come up about 25 times.”).</p> | <p>experiment involving two independent events, and compare the experimental probability with the theoretical probability of a specific outcome</p> <p>(Sample problem: Place 1 red counter and 1 blue counter in an opaque bag. Draw a counter, replace it, shake the bag, and draw again. Compare the theoretical and experimental probabilities of drawing a red counter 2 times in a row).</p> | <p>(Sample problem: Toss a fair coin 10 times, record the results, and explain why you might not get the predicted result of 5 heads and 5 tails.);</p> <p>– determine, through investigation, the tendency of experimental probability to approach theoretical probability as the number of trials in an experiment increases, using class-generated data and technology-based simulation models</p> <p>(Sample problem: Compare the theoretical probability of getting a 6 when tossing a number cube with the experimental probabilities obtained after tossing a number cube once, 10 times, 100 times, and 1000 times.);</p> |
|---|---|---|

GRADE 3 - 8 HEALTH AND PHYSICAL EDUCATION

| Grade 3 H&PE | Grade 4 H&PE | Grade 5 H&PE |
|---|--|--|
| <p>Active Living: Specific Expectations Physical Fitness A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day;</p> | <p>Active Living: Specific Expectations Physical Fitness A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day;</p> | <p>Active Living: Specific Expectations Physical Fitness A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day;</p> |
| <p>Healthy Living: Overall Expectations C1. demonstrate an understanding of factors that contribute to healthy development; C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <hr/> <p>Personal Safety and Injury Prevention: Specific Expectations</p> <p>C2.2 apply their understanding of good safety practices by developing safety guidelines for a variety of places and situations outside the classroom;</p> <hr/> <p>Substance Use, Addictions, and Related Behaviours: <i>Specific Expectations</i> C1.2 demonstrate an understanding of different types of legal and illegal substance abuse and the impacts of abusing these substances on themselves and C2.3 apply decision-making strategies to make healthy choices about behaviours and the use of various substances in ways that could lead to dependencies, identifying factors that should be considered;</p> | <p>Healthy Living: Overall Expectations C1. demonstrate an understanding of factors that contribute to healthy development; C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <hr/> <p>Personal Safety and Injury Prevention: Specific Expectations</p> <p>C1.2 identify risks associated with communications technology (e.g., <i>Internet and cell phone use, including participation in gaming and online communities and the use of text messaging</i>), and describe precautions and strategies for using these technologies safely [IS] C2.2 apply a decision-making process (e.g., <i>identify potential dangers and risks, consider ways to stay safe, consider the pros and cons of each option, consider whether they need to check with an adult, choose the safest option, act, reflect on their decision, consider whether there is anything they could improve for next time</i>) to assess risks and make safe decisions in a variety of situations;</p> | <p>Healthy Living: Overall Expectations C1. demonstrate an understanding of factors that contribute to healthy development; C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being; C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <hr/> <p>Personal Safety and Injury Prevention: Specific Expectations</p> <p>C1.1 identify people (e.g., <i>parents, guardians, neighbours, teachers, crossing guards, police, older students, coaches, elders</i>) and supportive services that can assist with injury prevention, emergencies, bullying, and abusive and violent situations</p> <hr/> <p>Substance Use, Addictions, and Related Behaviours: <i>Specific Expectations</i> C2.3 demonstrate the ability to apply decision-making, assertiveness, and refusal skills to deal with pressures pertaining to alcohol use or other behaviours that could later lead to addiction (e.g., <i>smoking, drug use, gambling</i>);</p> |

| Grade 6 H&PE | Grade 7 H&PE | Grade 8 H&PE |
|---|--|---|
| <p>Active Living: Specific Expectations</p> <p>A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day;</p> | <p>Active Living: Specific Expectations</p> <p>A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each;</p> | <p>Active Living: Specific Expectations</p> <p>A2.1 Daily physical activity (DPA): participate in sustained moderate to vigorous physical activity, with appropriate warm-up and cool-down activities, to the best of their ability for a minimum of twenty minutes each day;</p> |
| <p>Healthy Living: Overall Expectations</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <hr/> <p>Personal Safety and Injury Prevention: Specific Expectations</p> <p>C2.3 apply personal skills and interpersonal skills to promote positive interaction and avoid or manage conflict in social situations</p> <hr/> <p>Substance Use, Addictions, and Related Behaviours: <i>Specific Expectations</i></p> <p>C1.2 identify people and community resources that can provide support when dealing with choices or situations involving substance use and addictive behaviours;</p> <p>C2.4 use decision-making strategies and skills and an understanding of factors influencing drug use to make safe personal choices about the use of drugs;</p> | <p>Healthy Living: Overall Expectations</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <hr/> <p>Personal Safety and Injury Prevention: Specific Expectations</p> <p>C1.1 describe benefits and dangers, for themselves and others, that are associated with the use of computers and other technologies (<i>e.g. financial losses from online gambling; potential for addiction</i>), and identify protective responses;</p> <hr/> <p>Substance Use, Addictions, and Related Behaviours: <i>Specific Expectations</i></p> <p>C1.2 demonstrate an understanding of linkages between mental illness and problematic substance use, and identify school and community resources that can provide support for mental health concerns relating to substance use, addictions, and related behaviours</p> | <p>Healthy Living: Overall Expectations</p> <p>C1. demonstrate an understanding of factors that contribute to healthy development;</p> <p>C2. demonstrate the ability to apply health knowledge and living skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being;</p> <p>C3. demonstrate the ability to make connections that relate to health and well-being – how their choices and behaviours affect both themselves and others, and how factors in the world around them affect their own and others’ health and well-being.</p> <hr/> <p>Personal Safety and Injury Prevention: Specific Expectations</p> <p>C1.2 identify situations that could lead to injury or death and describe behaviours that can help to reduce risk;</p> <hr/> <p>Substance Use, Addictions, and Related Behaviours: <i>Specific Expectations</i></p> <p>C1.3 identify and describe the warning signs of substance misuse or abuse, addictions, and related behaviours and the consequences that can occur (<i>e.g., financial problems resulting from online gambling</i>);</p> |

GRADE 3 - 8 Language Arts (Media Literacy)

| Grade 3 - LA. Media Literacy | Grade 4- LA. Media Literacy | Grade 5- LA. Media Literacy |
|---|---|--|
| <p>Media Literacy 1. Understanding Media Texts</p> <p>Purpose and Audience 1.1 identify the purpose and intended audience of some media texts;</p> <p>Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and make meaning in simple media texts;</p> <p>Responding to and Evaluating Texts 1.3 express personal opinions about ideas presented in media texts;</p> <p>Point of View 1.5 identify whose point of view is presented or reflected in a media text and suggest how the text might change if a different point of view were used;</p> <p>Production Perspectives 1.6 identify who produces selected media texts and why those texts are produced;</p> | <p>Media Literacy 1. Understanding Media Texts</p> <p>Purpose and Audience 1.1 identify the purpose and audience for a variety of media texts;</p> <p>Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts;</p> <p>Responding to and Evaluating Texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions;</p> <p>Audience Responses 1.4 explain why different audiences might respond differently to specific media texts;</p> <p>Point of View 1.5 identify whose point of view is presented or reflected in a media text, citing supporting evidence from the text, and suggest how the text might change if a different point of view were used;</p> <p>Production Perspectives 1.6 identify who produces various media texts and the reason for their production;</p> | <p>Media Literacy 1. Understanding Media Texts</p> <p>Purpose and Audience 1.1 identify the purpose and audience for a variety of media texts;</p> <p>Making Inferences/Interpreting Messages 1.2 use overt and implied messages to draw inferences and construct meaning in media texts;</p> <p>Responding to and Evaluating Texts 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions;</p> <p>Audience Responses 1.4 explain why different audiences might respond differently to the same media text;</p> <p>Point of View 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate suggest how a more balanced view might be represented;</p> <p>Production Perspectives 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded;</p> |

| Grade 6 - LA. Media Literacy | Grade 7 - LA. Media Literacy | Grade 8 - LA. Media Literacy |
|--|---|--|
| <p>Media Literacy 1. Understanding Media Texts</p> <p>Purpose and Audience 1.1 explain how a variety of media texts address their intended purpose and audience;</p> | <p>Media Literacy 1. Understanding Media Texts</p> <p>Purpose and Audience 1.1 explain how various media texts address their intended purpose and audience;</p> | <p>Media Literacy 1. Understanding Media Texts</p> <p>Purpose and Audience 1.1 explain how a variety of media texts address their intended purpose and audience;</p> |

| | | |
|--|--|--|
| <p>Making Inferences/Interpreting Messages 1.2 interpret media texts, using overt and implied messages as evidence for their interpretations;</p> <p>Audience Responses 1.4 explain why different audiences (<i>e.g., boys, girls, adults, seniors, various cultural groups</i>) might have different responses to media texts;</p> <p>Point of View 1.5 identify whose point of view is presented in a media text, identify missing or alternative points of view, and, where appropriate, determine whether the chosen view achieves a particular goal;</p> <p>Production Perspectives 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded;</p> | <p>Making Inferences/Interpreting Messages 1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations;</p> <p>Responding to and Evaluating Texts 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts;</p> <p>Audience Responses 1.4 explain why different audiences (<i>e.g., with respect to gender, age, nationality, ability/disability income level</i>) might have different responses to a variety of media texts (<i>e.g., messages in chat rooms, television broadcasts of international news stories, music, documentaries, clothing</i>);</p> <p>Point of View 1.5 demonstrate understanding that different media texts reflect different points of view</p> <p>Production Perspectives 1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (<i>e.g., a music company's interest in a recording may be different from that of the artist; the company that produces a video game and the game's creator may have different views on how the game should be promoted</i>);</p> | <p>Making Inferences/Interpreting Messages 1.2 interpret increasingly complex or difficult media texts, using overt and implied messages as evidence for their interpretations;</p> <p>Responding to and Evaluating Texts 1.3 evaluate the effectiveness of the presentation and treatment of ideas, information, themes, opinions, issues, and/or experiences in media texts;</p> <p>Audience Responses 1.4 explain why different audiences (<i>e.g., with respect to gender, age, culture, race, income level</i>) might have different responses to a variety of media texts (<i>e.g., predict how a member of a particular age/gender/ethno cultural/socio-economic group might react to a controversial article in a print or online news magazine and give reasons for their prediction</i>);</p> <p>Point of View 1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view;</p> <p>Production Perspectives 1.6 identify who produces various media texts and determine the commercial, ideological, political, cultural, and/or artistic interests or perspectives that the texts may involve (<i>e.g., a music company's interest in a recording may be different from that of the artist; the company that produces a video game and the game's creator may have different views on how the game should be promoted</i>);</p> |
|--|--|--|

Resources

Ontario Ministry of Education Elementary Curriculum

Website: <http://www.edu.gov.on.ca/eng/curriculum/elementary/>

Curriculum Documents:

- The Ontario Curriculum, Grades 1-8: Language, 2006 (revised)
- The Ontario Curriculum, Grades 1-8: Health and Physical Education, 2010 (revised)
- The Ontario Curriculum Grades 1-8: Mathematics, 2005 (revised)