

JUMP Math Correlation to the New BC Curriculum – Grade 1

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

Underlined JUMP Math lessons contain prerequisite material.

Mental Math lessons refer to the Mental Math section in the Introduction to the Teacher Resources.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
number concepts to 20		1	NS	1–23
		2	NS	24–26, 41–43, 52–56
		2	PA	8
		Mental Math		
	counting:	1	NS	1–15
	• counting on and counting back	1	NS	10, 15
		2	NS	41, 42
		Mental Math		
	• skip-counting by 2 and 5	2	NS	52–56
		2	PA	8
		Mental Math (Skills 1, 2, 3, and 4)		
	• sequencing numbers to 20	1	NS	3, 12, 14
	• comparing and ordering numbers to 20	1	NS	7–10, 14, 15
	• Numbers to 20 can be arranged and recognized.	1	NS	1
		2	NS	24
	• subitizing	1	NS	2, 4, 7
	• base 10	1	NS	13–15
	• 10 and some more	1	NS	13, 17
		2	NS	43
		Mental Math		
	<i>books published by Native Northwest: Learn to Count, by various artists; Counting Wild Bears, by Gryn White; We All Count, by Jason Adair; We All Count, by Julie Flett (nativenorthwest.com) using counting collections made of local materials; counting in different languages; different First Peoples counting systems (e.g., Tsimshian)</i>	Not addressed		

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number concepts to 20	<i>Tlingit Math Book (yukon-ed-show-me-your-math.wikispaces.com/file/detail/Tlingit Math Book.pdf)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
ways to make 10		1	NS	1–6, 11, 15, 17
		2	NS	24, 25, 44, 47, 48, 54, 55
	decomposing 10 into parts	2	NS	44, 47, 48
	Numbers to 10 can be arranged and recognized.	1	NS	1–6
		2	NS	24, 25
	benchmarks of 10 and 20	1	NS	11, 15, 17
		2	NS	54, 55
	<i>Traditional First Peoples counting methods involved using fingers to count to 5 and for groups of 5.</i>	Not addressed		
<i>traditional songs/singing and stories</i>	Not addressed			
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
addition and subtraction to 20 (understanding of operation and process)		1	NS	10–19
		2	NS	34–51, 61, 62
		Mental Math		
	<i>decomposing 20 into parts</i>	Not addressed		
	mental math strategies:	Throughout		
		Mental Math		
	• counting on	1	NS	10
		2	NS	35–38
		Mental Math		
	• making 10	2	NS	44, 45, 47, 48
	• doubles	2	NS	61, 62
	Addition and subtraction are related.	2	NS	49–51
whole-class number talks	Throughout			
<i>nature scavenger hunt in Kaska Counting Book (yukon-ed-show-me-your-math.wikispaces.com/file/detail/Kaska Counting Book.pdf)</i>	Not addressed			

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BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
repeating patterns with multiple elements and attributes		1	PA	1–7	
		1	PDM	3–6	
		2	PA	8, 52, 56	
	identifying sorting rules	1	PDM	3–6	
	repeating patterns with multiple elements/attributes	1	PA	1–7	
	translating patterns from one representation to another (e.g., an orange-blue pattern could be translated to a circle-square pattern)	1	PA	5	
	letter coding of pattern	1	PA	5	
	predicting an element in repeating patterns using a variety of strategies	1	PA	1–6	
	patterns using visuals (ten-frames, hundred charts)		1	PA	4
			2	PA	8
			2	NS	52, 56
investigating numerical patterns (e.g., skip-counting by 2s or 5s on a hundred chart)		2	PA	8	
		2	NS	52, 56	
beading using 3–5 colours		1	PA	3, 5, 7	
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
change in quantity to 20, concretely and verbally		2	PA	11, 12	
	verbally describing a change in quantity (e.g., I can build 7 and make it 10 by adding 3)	2	PA	11, 12	
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
meaning of equality and inequality		1	NS	16, 17	
		2	PA	9–12	
	demonstrating and explaining the meaning of equality and inequality	2	PA	9–12	
	recording equations symbolically, using = and \neq		1	NS	16, 17
			2	PA	9–12

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BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
direct measurement with non-standard units (non-uniform and uniform)		1	ME	1–14	
		2	ME	33, 34	
	Non-uniform units are not consistent in size (e.g., children’s hands, pencils); uniform units are consistent in size (e.g., interlocking cubes, standard paper clips).	1	ME	10	
	understanding the importance of using a baseline for direct comparison in linear measurement	1	ME	1	
	using multiple copies of a unit	1	ME	8, 9	
	iterating a single unit for measuring (e.g., to measure the length of a string with only one cube, a student iterates the cube over and over, keeping track of how many cubes long the string is)	1	ME	13	
	tiling an area	2	ME	34	
	<i>rope knots at intervals</i>	Not addressed			
	using body parts to measure	1	ME	10, 13	
	<i>book: An Anishnaabe Look at Measurement, by Rhonda Hopkins and Robin King-Stonefish (strongnations.com/store/item_display.php?i=3494&f=)</i>	Not addressed			
<i>hand/foot tracing for mitten/moccasin making</i>	Not addressed				
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
comparison of 2D shapes and 3D objects		1	G	1–11	
		1	PDM	1–6	
		2	G	14–25	
	sorting 3D objects and 2D shapes using one attribute, and explaining the sorting rule		1	G	1–7, 10, 11
			1	PDM	1–6
			2	G	14–19, 21
	comparing 2D shapes and 3D objects in the environment	2	G	14, 15	
describing relative positions, using positional language (e.g., up and down, in and out)	2	G	22–24		

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comparison of 2D shapes and 3D objects	replicating composite 2D shapes and 3D objects (e.g., putting two triangles together to make a square)	1	G	8
		2	G	25
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
concrete graphs using one-to-one correspondence		2	PDM	7, 8
	creating, describing, and comparing concrete graphs	2	PDM	7, 8
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
likelihood of familiar life events, using comparative language		2	PDM	13–15
	using the language of probability (e.g., never, sometimes, always, more likely, less likely)	2	PDM	13–15
	<i>cycles (Elder or knowledge keeper to speak about ceremonies and life events)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – values of coins and monetary exchanges		2	NS	<u>27–30</u> , <u>53–55</u> , 57–60
	identifying values of coins (nickels, dimes, quarters, loonies, and toonies)	2	NS	<u>27–30</u> , 57, 58
	counting multiples of the same denomination (nickels, dimes, loonies, and toonies)	2	NS	<u>53–55</u> , 59
	Money is a medium of exchange.	2	NS	59
	role-playing financial transactions (e.g., using coins and whole numbers), integrating the concept of wants and needs	2	NS	59, 60
	<i>trade games, with understanding that objects have variable value or worth (shells, beads, furs, tools)</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 2

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

Mental Math lessons refer to the Mental Math section in the Introduction to the Teacher Resources.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
number concepts to 100		1	NS	1–7, 11, 14–16, 19–25, 34, 41–43
		2	NS	45–67
	counting:	1	NS	1, 2, 11, 21–22, 34
		2	NS	45–47, 49, 66–67
	• skip-counting by 2, 5, and 10:	2	NS	45, 49, 66–67
	• using different starting points	2	NS	45, 49, 66
	• increasing and decreasing (forward and backward)	2	NS	45, 49, 67
	• quantities to 100 can be arranged and recognized:	1	NS	24
		2	NS	46
	• comparing and ordering numbers to 100	1	NS	24
		2	NS	46
	• <i>benchmarks of 25, 50, and 100</i>	Not addressed		
	• place value:	1	NS	14, 23, 25, 41–43
		2	NS	51, 55
	• understanding of 10s and 1s	1	NS	14, 23, 25, 41–43
	• understanding the relationship between digit places and their value, to 99 (e.g., the digit 4 in 49 has the value of 40)	2	NS	51, 55
	• decomposing two-digit numbers into 10s and 1s	1	NS	14, 23
	2	NS	51, 55	
even and odd numbers	2	NS	48, 49	

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BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
<i>benchmarks of 25, 50, and 100 and personal referents</i>		Not addressed		
	<i>seating arrangements at ceremonies/feasts</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
addition and subtraction facts to 20 (introduction of computational strategies)		1	NS	8–10, 13–14, 26, 29, 30–42
		2	NS	50, 52–54, 58–60
	adding and subtracting numbers to 20	1	NS	8–10, 13–14, 26, 29, 30–42
	fluency with math strategies for addition and subtraction (e.g., making or bridging 10, decomposing, identifying related doubles, adding on to find the difference)	1	NS	8-10, 13, 40
		2	NS	50, 52–54, 58–60
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
addition and subtraction to 100		1	NS	6, 13, 14, 17, 18, 22, 23, 31–38, 41–44
		2	NS	45, 49, 51–65, 69–71
		Mental Math		
	decomposing numbers to 100	2	NS	51, 55, 56
	<i>estimating sums and differences to 100</i>	Not addressed		
	using strategies such as looking for multiples of 10, friendly numbers (e.g., $48 + 37$, $37 = 35 + 2$, $48 + 2$, $50 + 35 = 85$), decomposing into 10s and 1s and recomposing (e.g., $48 + 37$, $40 + 30 = 70$, $8 + 7 = 15$, $70 + 15 = 85$), and compensating (e.g., $48 + 37$, $48 + 2 = 50$, $37 - 2 = 35$, $50 + 35 = 80$)	1	NS	41, 42
		2	NS	54–57, 62–64
		Mental Math (Skills 5–18)		
	adding up to find the difference	1	NS	6, 36
		2	NS	60
using an open number line, hundred chart, ten-frames	1	NS	13, 14, 22, 23, 31, 33, 41, 43	
	2	NS	45, 49, 51, 60, 61	

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addition and subtraction to 100	using addition and subtraction in real-life contexts and problem-based situations	1	NS	17, 18, 37
		2	NS	69–71
	whole-class number talks	Throughout		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
repeating and increasing patterns		1	PA	1-8
		2	PA	9–15
	exploring more complex repeating patterns (e.g., positional patterns, circular patterns)	1	PA	8
		2	PA	13
	identifying the core of repeating patterns (e.g., the pattern of the pattern that repeats over and over)	1	PA	1–3
	increasing patterns using manipulatives, sounds, actions, and numbers (0 to 100)	2	PA	9, 12, 15
	<i>Métis finger weaving</i>	Not addressed		
	<i>First Peoples head/armband patterning</i>	Not addressed		
<i>online video and text: Small Number Counts to 100 (mathcatcher.irmacs.sfu.ca/story/small-number-counts-100)</i>	Not addressed			
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
change in quantity, using pictorial and symbolic representation		1	NS	29, 39
	numerically describing a change in quantity (e.g., for $6 + n = 10$, visualize the change in quantity by using ten-frames, hundred charts, etc.)	1	NS	29, 39
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
symbolic representation of equality and inequality		1	NS	27, 28
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
direct linear measurement, introducing standard metric units		1	ME	6, 14–18
	centimetres and metres	1	ME	14, 15, 17
	estimating length	1	ME	16, 18
	measuring and recording length, height, and width using standard units	1	ME	14, 17

JUMP Math Correlation to the New BC Curriculum – Grade 2

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
multiple attributes of 2D shapes and 3D objects		1	PDM	1–4
		1	G	1–8
		2	G	15–24
	sorting 2D shapes and 3D objects, using two attributes, and explaining the sorting rule	1	PDM	1–4
		1	G	1–7
	2	G	15–22	
	describing, comparing, and constructing 2D shapes, including triangles, squares, rectangles, circles	1	G	2–8
identifying 2D shapes as part of 3D objects	2	G	21, 24	
<i>using traditional northwest coast First Peoples shapes (ovals, U, split U, and local art shapes) reflected in the natural environment</i>	Not addressed			
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
pictorial representation of concrete graphs using one-to-one correspondence		1	NS	3
		1	PDM	5, 6
		2	PDM	7–10
	collecting data, creating a concrete graph, and representing the graph, using a pictorial representation through grids, stamps, drawings	1	PDM	5, 6
		2	PDM	7–10
	one-to-one correspondence	1	NS	3
		1	PDM	5
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
likelihood of familiar life events using comparative language		2	PDM	12–15
	using comparative language (e.g., certain, uncertain; more, less, or equally likely)	2	PDM	12–15
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – coin combinations to 100 cents, and spending and saving		2	NS	68–71
	counting simple mixed combinations of coins to 100 cents	2	NS	69–71
	<i>introduction to the concepts of spending and saving, integrating the concepts of wants and needs</i>	Not addressed		
	role-playing financial transactions (e.g., using bills and coins)	2	NS	71

Grade 3 JUMP Math Correlation to the New BC Curriculum

NOTES:

Underlined JUMP Math lessons are review from a previous grade.

Italicized JUMP Math lessons contain prerequisite material required to meet the learning standard.

An asterisk (*) indicates that a JUMP Math lesson covers a curriculum requirement primarily in the Teacher's Guide.

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Big Ideas

Fractions are a type of **number** that can represent quantities.

Development of computational **fluency** in addition, subtraction, multiplication, and division of whole numbers requires flexible decomposing and composing.

Regular increases and decreases in **patterns** can be identified and used to make generalizations.

Standard units are used to describe, measure, and compare **attributes** of objects' shapes.

The likelihood of possible **outcomes** can be examined, compared, and interpreted.

Content

number concepts to 1000

JUMP Math Lessons

Content	JUMP Math Lessons		
	Part	Unit	Lessons
number concepts to 1000	1	2	NS3-1 to 11
	1	6	<u>NS3-28</u> NS3-27, 29 to 32, 34, 38
	2	15	NS3-74
<ul style="list-style-type: none"> counting: 	Part	Unit	Lessons
	1	2	NS3-10
	1	6	<u>NS3-28</u> NS3-27, 29 to 32, 34, 38

Content	JUMP Math Lessons		
<ul style="list-style-type: none"> ◦ skip-counting by any number from any starting point, increasing and decreasing (i.e., forward and backward) 	Part	Unit	Lessons
	1	2	NS3-10
	1	6	NS3-27, 29 to 31
	2	16	NS3-76
<ul style="list-style-type: none"> ◦ Skip-counting is related to multiplication. 	Part	Unit	Lessons
	1	6	NS3-28 NS3-32, 34
<ul style="list-style-type: none"> ◦ investigating place-value based counting patterns (e.g., counting by 10s, 100s; bridging over a century; noticing the role of zero as a placeholder 698, 699, 700, 701; noticing the predictability of our number system) 	Part	Unit	Lessons
	1	2	NS3-10
<ul style="list-style-type: none"> • Numbers to 1000 can be arranged and recognized: 	Part	Unit	Lessons
	1	2	NS3-7 to 10
	2	15	NS3-74
<ul style="list-style-type: none"> ◦ comparing and ordering numbers 	Part	Unit	Lessons
	1	2	NS3-7 to 10
<ul style="list-style-type: none"> ◦ estimating large quantities 	Part	Unit	Lessons
	2	15	NS3-74
<ul style="list-style-type: none"> • place value: 	Part	Unit	Lessons
	1	2	NS3-1 to 6, 11
<ul style="list-style-type: none"> ◦ 100s, 10s, and 1s 	Part	Unit	Lessons
	1	2	NS3-1 to 3, 6
<ul style="list-style-type: none"> ◦ understanding the relationship between digit places and their values, to 1000 (e.g., the digit 4 in 342 has the value of 40 or 4 tens) 	Part	Unit	Lessons
	1	2	NS3-1 to 3, 6
<ul style="list-style-type: none"> ◦ understanding the importance of 0 as a place holder (e.g., in the number 408, the zero indicates that there are 0 tens) 	Part	Unit	Lessons
	1	2	NS3-1 to 3, 6
<ul style="list-style-type: none"> • instructional resource: <i>Math in a Cultural Context</i>, by Jerry Lipka 	Not addressed		
fraction concepts	Part	Unit	Lessons
	2	10	NS3-48
	2	12	NS3-62 to 70
<ul style="list-style-type: none"> • Fractions are numbers that represent an amount or quantity. 	Part	Unit	Lessons
	2	12	NS3-69

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Content	JUMP Math Lessons		
<ul style="list-style-type: none"> Fractions can represent parts of a region, set, or linear model. 	Part	Unit	Lessons
	2	12	NS3-62 to 70
<ul style="list-style-type: none"> Fraction parts are equal shares or equal-sized portions of a whole or unit. 	Part	Unit	Lessons
	2	12	NS3-62 to 70
<ul style="list-style-type: none"> Provide opportunities to explore and create fractions with concrete materials. 	Part	Unit	Lessons
	2	12	NS3-62, 65
<ul style="list-style-type: none"> recording pictorial representations of fraction models and connecting to symbolic notation 	Part	Unit	Lessons
	2	12	NS3-62 to 70
<ul style="list-style-type: none"> equal partitioning 	Part	Unit	Lessons
	2	10	NS3-48
	2	12	NS3-62 to 67
<ul style="list-style-type: none"> equal sharing, pole ratios as visual parts, medicine wheel, seasons 	Part	Unit	Lessons
	2	12	NS3-64
addition and subtraction to 1000	Part	Unit	Lessons
	1	1	PA3-3
	1	2	<u>NS3-12</u> NS3-10*, 13 to 17
	1	3	<u>NS3-24, 25</u> NS3-21 to 23, 26
	2	14	ME3-27
	2	15	NS3-71, 72
<ul style="list-style-type: none"> using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways 	Part	Unit	Lessons
	1	2	NS3-14, 16
	1	3	NS3-21 to 23
<ul style="list-style-type: none"> estimating sums and differences of all operations to 1000 	Part	Unit	Lessons
	2	15	NS3-71, 72
<ul style="list-style-type: none"> using addition and subtraction in real-life contexts and problem-based situations 	Part	Unit	Lessons
	1	2	NS3-16*, 17
	1	3	<u>NS3-24, 25</u> NS3-23*, 26
	2	14	ME3-27
<ul style="list-style-type: none"> whole-class number talks 	Part	Unit	Lessons
	1	2	NS3-10*, 17*

Content	JUMP Math Lessons		
	Part	Unit	Lessons
addition and subtraction facts to 20 (emerging computational fluency)	1	3	NS3-18 to 20, 22, 23
	2	11	PA3-17 to 19
• adding and subtracting of numbers to 20	Part	Unit	Lessons
	1	3	NS3-18 to 20, 22, 23
• demonstrating fluency with math strategies for addition and subtraction (e.g., decomposing, making and bridging ten, related doubles, and commutative property)	Part	Unit	Lessons
	1	3	NS3-18 to 20, 22, 23
• Addition and subtraction are related.	Part	Unit	Lessons
	2	11	PA3-17 to 19
• At the end of Grade 3, most students should be able to recall addition facts to 20.			
multiplication and division concepts	Part	Unit	Lessons
	1	6	NS3-32 to 38
	1	7	NS3-39 to 47
	1	8	ME3-12, 13
	2	10	NS3-48 to 61
• understanding concepts of multiplication (e.g., groups of, arrays, repeated addition)	Part	Unit	Lessons
	1	6	NS3-33, 35, 38
	1	7	NS3-41 to 47
• understanding concepts of division (e.g., sharing, grouping, repeated subtraction)	Part	Unit	Lessons
	1	8	ME3-13
	2	10	NS3-48 to 52, 54*, 55, 57, 58
• Multiplication and division are related.	Part	Unit	Lessons
	2	10	NS3-56 to 59, 61
• Provide opportunities for concrete and pictorial representations of multiplication.	Part	Unit	Lessons
	1	6	NS3-33, 35
• Use games to develop opportunities for authentic practice of multiplication computations.	Part	Unit	Lessons
	2	10	NS3-60
• looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	Part	Unit	Lessons
	1	6	NS3-36, 37
• looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	Part	Unit	Lessons
	1	6	NS3-36, 37

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Content	JUMP Math Lessons		
<ul style="list-style-type: none"> Connect multiplication to skip-counting. 	Part	Unit	Lessons
	1	6	NS3-32, 34
	1	8	ME3-12
	2	10	NS3-54
<ul style="list-style-type: none"> Connect multiplication to division and repeated addition. 	Part	Unit	Lessons
	1	6	NS3-32
	1	8	ME3-12
	2	10	NS3-53
<ul style="list-style-type: none"> Memorization of facts is not intended for this level. 			
<ul style="list-style-type: none"> fish drying on rack; sharing of food resources in First Peoples communities 	Not addressed		
increasing and decreasing patterns	Part	Unit	Lessons
	1	1	<i>PA3-1, 7, 8</i> PA3-2, 4 to 6, 9
	1	6	NS3-27
	2	11	PA3-13 to 15
<ul style="list-style-type: none"> creating patterns using concrete, pictorial, and numerical representations 	Part	Unit	Lessons
	1	1	<i>PA3-1, 7</i> PA3-2, 4 to 6, 9
	2	11	PA3-13 to 15
<ul style="list-style-type: none"> representing increasing and decreasing patterns in multiple ways 	Part	Unit	Lessons
	1	1	PA3-9
	2	11	PA3-13, 14
<ul style="list-style-type: none"> generalizing what makes the pattern increase or decrease (e.g., doubling, adding 2) 	Part	Unit	Lessons
	1	1	PA3-6, 9
	2	11	PA3-13, 14
pattern rules using words and numbers based on concrete experiences	Part	Unit	Lessons
	1	1	PA3-10 to 12
	1	4	ME3-8
	2	11	PA3-13 to 15

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Content	JUMP Math Lessons		
	Part	Unit	Lessons
<ul style="list-style-type: none"> from a concrete pattern, describing the pattern rule using words and numbers 	1	1	PA3-11
	1	4	ME3-8
	2	11	PA3-13 to 15
<ul style="list-style-type: none"> predictability in song rhythm and patterns 	Not addressed		
<ul style="list-style-type: none"> Share examples of local First Peoples art with the class, and ask students to notice patterns in the artwork. 	Not addressed		
one-step addition and subtraction equations with an unknown number	Part	Unit	Lessons
	1	6	NS3-27
	2	11	PA3-16 to 19
<ul style="list-style-type: none"> start unknown (e.g., $n + 15 = 20$ or $\square + 15 = 20$) 	Part	Unit	Lessons
	2	11	PA3-17 to 19
<ul style="list-style-type: none"> change unknown (e.g., $12 + n = 20$ or $12 + \square = 20$) 	Part	Unit	Lessons
	2	11	PA3-17 to 19
<ul style="list-style-type: none"> result unknown (e.g., $6 + 13 = n$ or $6 + 13 = \square$) 	Part	Unit	Lessons
	2	11	PA3-17 to 19
<ul style="list-style-type: none"> investigate even and odd numbers 	Part	Unit	Lessons
	1	6	NS3-27
measurement using standard units (linear, mass, and capacity)	Part	Unit	Lessons
	1	4	ME3-1 to 8
	1	6	NS3-38
	1	7	NS3-47
	1	8	ME3-9 to 13
	2	14	ME3-23, 25, 26
<ul style="list-style-type: none"> linear measurements using standard units (e.g., centimetre, metre, kilometre) 	Part	Unit	Lessons
	1	4	ME3-1 to 6
<ul style="list-style-type: none"> capacity measurements using standard units (e.g., millilitre, litre) 	Part	Unit	Lessons
	2	14	ME3-23
<ul style="list-style-type: none"> Introduce concepts of perimeter, area, and circumference (the distance around); use of formula and pi to calculate not intended — the focus is on the concepts. 	Part	Unit	Lessons
	1	4	ME3-7, 8
	1	6	NS3-38
	1	7	NS3-47
	1	8	ME3-9 to 13

Content	JUMP Math Lessons		
<ul style="list-style-type: none"> area measurement, using square units (standard and non-standard) 	Part	Unit	Lessons
	1	8	ME3-9, 11 to 13
<ul style="list-style-type: none"> mass measurements using standard units (e.g., gram, kilogram) 	Part	Unit	Lessons
	2	14	ME3-25, 26
<ul style="list-style-type: none"> estimation of measurements using standard referents (e.g., If this cup holds 100 millilitres, about how much does this jug hold?) 	Part	Unit	Lessons
	1	4	ME3-3
	2	14	ME3-23, 26
time concepts	Part	Unit	Lessons
	2	13	ME3-14, 21, 22
	2	14	ME3-29
<ul style="list-style-type: none"> understanding concepts of time (e.g., second, minute, hour, day, week, month, year) 	Part	Unit	Lessons
	2	13	ME3-14, 21, 22
<ul style="list-style-type: none"> understanding the relationships between units of time 	Part	Unit	Lessons
	2	13	ME3-14, 21, 22
<ul style="list-style-type: none"> Telling time is not expected at this level. 			
<ul style="list-style-type: none"> estimating time, using environmental references and natural daily/seasonal cycles, temperatures based on weather systems, traditional calendar 	Part	Unit	Lessons
	2	13	ME3-22*
	2	14	ME3-29
construction of 3D objects	Part	Unit	Lessons
	1	5	G3-4
	2	17	G3-19 to 23
<ul style="list-style-type: none"> identifying 3D objects according to the 2D shapes of the faces and the number of edges and vertices (e.g., construction of nets, skeletons) 	Part	Unit	Lessons
	2	17	G3-20 to 23
<ul style="list-style-type: none"> describing the attributes of 3D objects (e.g., faces, edges, vertices) 	Part	Unit	Lessons
	2	17	G3-19 to 23
<ul style="list-style-type: none"> identifying 3D objects by their mathematical terms (e.g., sphere, cube, prism, cone, cylinder) 	Part	Unit	Lessons
	2	17	G3-20 to 23
<ul style="list-style-type: none"> comparing 3D objects (e.g., How are rectangular prisms and cubes the same or different?) 	Part	Unit	Lessons
	2	17	G3-20, 21, 23
<ul style="list-style-type: none"> understanding the preservation of shape (e.g., the orientation of a shape will not change its properties) 	Part	Unit	Lessons
	2	17	G3-22*
<ul style="list-style-type: none"> jingle dress bells, bentwood box, birch bark baskets, pithouses 	Not addressed		

Content	JUMP Math Lessons		
one-to-one correspondence with bar graphs, pictographs, charts, and tables	Part	Unit	Lessons
	1	5	G3-3
	1	9	PDM3-1 to 3
	2	18	PDM3-4, 7, 10
<ul style="list-style-type: none"> collecting data, creating a graph, and describing, comparing, and discussing the results 	Part	Unit	Lessons
	1	9	PD3-2, 3
	2	18	PDM3-4
<ul style="list-style-type: none"> choosing a suitable representation 	Part	Unit	Lessons
	2	18	PDM3-7, 10
likelihood of simulated events , using comparative language	Part	Unit	Lessons
	2	18	PDM3-12 to 16
<ul style="list-style-type: none"> using comparative language (e.g., certain, uncertain; more, less, or equally likely) 	Part	Unit	Lessons
	2	18	PDM3-14
<ul style="list-style-type: none"> developing an understanding of chance (e.g., tossing a coin creates a 50-50 chance of landing a head or tail; drawing from a bag, using spinners, and rolling dice all simulate probability events) 	Part	Unit	Lessons
	2	18	PDM3-12, 14 to 16
<ul style="list-style-type: none"> story: <i>The Snowsnake Game</i> 	Part	Unit	Lessons
	2	18	PDM3-13*
financial literacy — fluency with coins and bills to 100 dollars, and earning and payment	Part	Unit	Lessons
	1	1	PA3-9
	2	15	NS3-74, 75
	2	16	NS3-77 to 85, 87
<ul style="list-style-type: none"> counting mixed combinations of coins and bills up to \$100: 	Part	Unit	Lessons
	2	15	NS3-74, 75
	2	16	NS3-83, 85
<ul style="list-style-type: none"> ◦ totalling up a set of coins and bills 	Part	Unit	Lessons
	2	16	NS3-77 to 85

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Content	JUMP Math Lessons		
◦ using different combinations of coins and bills to make the same amount	Part	Unit	Lessons
	2	16	NS3-77 to 85
• understanding that payments can be made in flexible ways (e.g., cash, cheques, credit, electronic transactions, goods and services)	Part	Unit	Lessons
	2	16	NS3-85, 87
• understanding that there are different ways of earning money to reach a financial goal (e.g., recycling, holding bake sales, selling items, walking a neighbour's dog)	Part	Unit	Lessons
	1	1	PA3-9
	2	16	NS3-87
• Using pictures of First Peoples trade items (e.g., dentalium shells, dried fish, or tools when available) with the values indicated on the back, have students play a trading game.	Part	Unit	Lessons
	2	16	NS3-85*

JUMP Math Correlation to the New BC Curriculum – Grade 4

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

Mental Math lessons refer to the Mental Math section in the Introduction to the Teacher Resources.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
number concepts to 10 000		1	PA	1–4, 12
		1	NS	1–13, 24, 30, 39–46
		2	PA	23–26
	counting:	1	PA	1–4, 12
		1	NS	11, 30
		2	PA	23–26
	• multiples	1	PA	12
		1	NS	11, 30
		2	PA	23–26
	• flexible counting strategies	1	NS	11
	• <i>whole number benchmarks</i>	Not addressed		
	numbers to 10 000 can be arranged and recognized:	1	NS	8, 9, 12, 39–46
	• comparing and ordering numbers	1	NS	8, 9, 12
	• estimating large quantities	1	NS	39–46
	place value:	1	NS	1, 2, 4–8, 13, 24
• 1000s, 100s, 10s, and 1s	1	NS	1	
• understanding the relationship between digit places and their value, to 10 000	1	NS	1, 2, 4–8, 13, 24	
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
decimals to hundredths		2	NS	70–91, 99–116
	Fractions and decimals are numbers that represents an amount or quantity.	2	NS	70–73, 77, 99, 104, 106, 107
	Fractions and decimals can represent parts of a region, set, or linear model.	2	NS	70–73, 99, 101–104, 106, 107
	Fractional parts and decimals are equal shares or equal-sized portions of a whole or unit.	2	NS	71–73, 99, 106
	understanding the relationship between fractions and decimals	2	NS	99, 101–103, 105–107

JUMP Math Correlation to the New BC Curriculum – Grade 4

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
ordering and comparing fractions		2	NS	71, 73–76, 83–85, 99–109, 115
	comparing and ordering of fractions with common denominators	2	NS	74, 83–85, 108, 109, 115
	estimating fractions with benchmarks (e.g., zero, half, whole)	2	NS	71
	using concrete and visual models	2	NS	99–109
	equal partitioning	2	NS	71, 73, 83
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
addition and subtraction to 10 000		1	NS	13–23, 25, 32, 33, 39–46
		2	NS	98
	using flexible computation strategies, involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping	1	NS	32, 33
		Mental Math (pp. 6–12)		
	estimating sums and differences to 10 000	1	NS	39–46
		2	NS	98
	using addition and subtraction in real-life contexts and problem-based situations	1	NS	21–23, 25
	whole-class number talks	Throughout		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
multiplication and division of two- or three-digit numbers by one-digit numbers		1	NS	26–38
		2	NS	52–68
	understanding the relationships between multiplication and division, multiplication and addition, division and subtraction	1	NS	27–29, 37
		2	NS	56–64
	using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition and <i>repeated subtraction</i>)	1	NS	30–37
		2	NS	56–68
		Repeated subtraction not addressed		
	using multiplication and division in real-life contexts and problem-based situations	1	NS	38
		2	NS	52–55, 58, 60–64, 68
	whole-class number talks	Throughout		

JUMP Math Correlation to the New BC Curriculum – Grade 4

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
addition and subtraction of decimals to hundredths		2	NS	96–98, 110–114
	estimating decimal sums and differences	2	NS	98
	using visual models, such as base 10 blocks, place-value mats, grid paper, and number lines	2	NS	110–114
	using addition and subtraction in real-life contexts and problem-based situations	2	NS	96, 97
	whole-class number talks	Throughout		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
addition and subtraction facts to 20 (developing computational fluency)		Mental Math (Skills 1–18)		
	Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts.	Mental Math (Skills 1–18)		
	flexible use of mental math strategies	Mental Math (Skills 1–18)		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
multiplication and division facts to 100 (introductory computational strategies)		1	NS	26–29, 32–33, 38
		2	PA	23–26
		2	NS	59
		Mental Math (pp. 17–19)		
	Provide opportunities for concrete and pictorial representations of multiplication.	1	NS	26–29
		Mental Math (pp. 17–19)		
	building computational fluency	1	NS	26–29
		Mental Math (pp. 17–19)		
	Use games to provide opportunities for authentic practice of multiplication computations.	1	NS	26, 27, 38
	looking for patterns in numbers, such as in a hundred chart, to further develop understanding of multiplication computation	2	PA	23–26
		Mental Math (pp. 17–19)		
	Connecting multiplication to skip-counting	1	NS	28
		Mental Math (pp. 17–19)		
	Connecting multiplication to division and repeated addition	1	NS	27
		2	NS	59
Memorization of facts is not intended for this level.				
Students will become more fluent with these facts.				

JUMP Math Correlation to the New BC Curriculum – Grade 4

multiplication and division facts to 100 (introductory computational strategies)	using mental math strategies, such as doubling or halving	1	NS	32–33
	Students should be able to recall the following multiplication facts by the end of Grade 4 (i.e. 2s, 5s, 10s).	2	PA	23–24
		Mental Math (pp. 17–19)		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
increasing and decreasing patterns , using tables and charts		1	PA	1–6, 9–14
		2	PA	18–21, 27–29
	Change in patterns can be represented in charts, graphs, and tables.	1	PA	3, 6, 11–14
		2	PA	20, 21, 27–29
	using words and numbers to describe increasing and decreasing patterns	1	PA	9–12
		2	PA	18–21
<i>fish stocks in lakes, life expectancies</i>	Not addressed			
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
algebraic relationships among quantities		1	PA	11, 13
		2	PA	20, 21, 30–32
	representing and explaining one-step equations with an unknown number	2	PA	30–32
	describing pattern rules, using words and numbers from concrete and pictorial representations	1	PA	11
		2	PA	20, 21
	planning a camping or hiking trip; planning for quantities and materials needed per individual and group over time	1	PA	13
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
one-step equations with an unknown number using all operations		2	PA	30–32
	one-step equations for all operations involving an unknown number (e.g., $__ + 4 = 15$, $15 - \square = 11$)	2	PA	30–32
	start unknown (e.g., $n + 15 = 20$; $20 - 15 = \square$)	2	PA	30–32
	change unknown (e.g., $12 + n = 20$)	2	PA	30–32
	result unknown (e.g., $6 + 13 = __$)	2	PA	30–32

JUMP Math Correlation to the New BC Curriculum – Grade 4

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
how to tell time with analog and digital clocks, using 12- and 24-hour clocks		1	ME	19–29
	understanding how to tell time with analog and digital clocks, using 12- and 24-hour	1	ME	19–22
	understanding the concept of a.m. and p.m.	1	ME	25
	understanding the number of minutes in an hour	1	ME	19
	understanding the concepts of using a circle and of using fractions in telling time (e.g., half past, quarter to)	1	ME	20
	telling time in five-minute intervals	1	ME	19, 21
	telling time to the nearest minute	1	ME	22
	<i>First Peoples use of numbers in time and seasons, represented by seasonal cycles and moon cycles (e.g., how position of sun, moon, and stars is used to determine times for traditional activities, navigation)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
regular and irregular polygons		1	G	1, 5–8
	describing and sorting regular and irregular polygons based on multiple attributes	1	G	1, 5–8
	investigating polygons (polygons are closed shapes with similar attributes)	1	G	1, 5–8
	<i>Yup'ik border patterns</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
perimeter of regular and irregular shapes		1	ME	1, 2, 9, 16–18
	using geoboards and grids to create, represent, measure, and calculate perimeter	1	ME	16–18

JUMP Math Correlation to the New BC Curriculum – Grade 4

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
line symmetry		1	G	12–14
	using concrete materials such as pattern blocks to create designs that have a mirror image within them	1	G	12
	<i>First Peoples art, borders, birchbark biting, canoe building</i>	Not addressed		
	<i>Visit a structure designed by First Peoples in the local community and have the students examine the symmetry, balance, and patterns within the structure, then replicate simple models of the architecture focusing on the patterns they noted in the original.</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
one-to-one correspondence and many-to-one correspondance, using bar graphs and pictographs		1	PDM	4–8, 12
	many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies)	1	PDM	4–8, 12
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
probability experiments		2	PDM	16–23
	predicting single outcomes (e.g., when you spin using one spinner and it lands on a single colour)	2	PDM	16–23
	using spinners, rolling dice, pulling objects out of a bag	2	PDM	16–23
	recording results using tallies	2	PDM	18–21
	<i>Dene/Kaska hand games, Lahal stick games</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 4

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – monetary calculations, including making change with amounts to 100 dollars and making simple financial decisions		1	NS	47–51
		2	NS	92–98
	making monetary calculations, including decimal notation in real-life contexts and problem-based situations	1	NS	48–51
		2	NS	92–98
	applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change	1	NS	47–51
		2	NS	92–98
	making simple financial decisions involving earning, spending, saving, and giving	2	NS	96, 97
	<i>equitable trade rules</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 5

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

Mental Math lessons refer to the Mental Math section in the Introduction to the Teacher Resources.

Asterisks (*) indicate where a JUMP Math lesson covers an elaboration primarily in the lesson plan.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
number concepts to 1 000 000		1	PA	1–3, 16, 20–23
		1	NS	1–8, 17, 21, 44–48, 52, 53, 57
		2	NS	71, 79–101
	counting:	1	PA	1–3, 16, 20–23
		1	NS	21, 52, 53, 57
	• multiples	1	PA	16, 20–23
		1	NS	21
	• flexible counting strategies	1	PA	1–3
		1	NS	52, 53, 57
	• <i>whole number benchmarks</i>	Not addressed		
	Numbers to 1 000 000 can be arranged and recognized:	1	NS	5–7, 17, 44–48
	• comparing and ordering numbers	1	NS	5–7, 17
	• estimating large quantities	1	NS	44–48
	place value:	1	NS	1, 3, 4, 8
• 100 000s, 10 000s, 1000s, 100s, 10s, and 1s	1	NS	1, 3, 4	
• understanding the relationship between digit places and their value, to 1 000 000	1	NS	1, 3, 4, 8	
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
decimals to thousandths		2	NS	79–92, 98–101
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
equivalent fractions		2	NS	71

JUMP Math Correlation to the New BC Curriculum – Grade 5

BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
whole-number, fraction, and decimal benchmarks		2	NS	60–92, 98–106	
	Two equivalent fractions are two ways to represent the same amount (having the same whole).	2	NS	66–69, 71, 72	
	comparing and ordering of fractions and decimals	2	NS	64, 75, 85–88	
	addition and subtraction of decimals to thousandths	2	NS	89–92, 99	
	estimating decimal sums and differences		1	NS	60
			2	NS	92
	estimating fractions with benchmarks (e.g., zero, half, whole)	2	NS	63, 87	
equal partitioning	2	NS	61, 63		
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
addition and subtraction of whole numbers to 1 000 000		1	NS	8–15, 44–50, 57	
	using flexible computation strategies involving taking apart (e.g., decomposing using friendly numbers and compensating) and combining numbers in a variety of ways, regrouping	1	NS	8–15, 57	
	estimating sums and differences to 10 000	1	NS	44–50	
	using addition and subtraction in real-life contexts and problem-based situations	1	NS	13–15	
	whole-class number talks	Throughout			
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
multiplication and division to three digits, including division with remainders		1	NS	18–43, 49	
		2	NS	102–106	
	understanding the relationships between multiplication and division, multiplication and addition, and division and subtraction	1	NS	18–43	
	using flexible computation strategies (e.g., decomposing, distributive principle, commutative principle, repeated addition, repeated subtraction)	1	NS	18–43, 49	
	using multiplication and division in real-life contexts and problem-based situations		1	NS	32, 37–39, 42, 43
			2	NS	102, 106
whole-class number talks	Throughout				

JUMP Math Correlation to the New BC Curriculum – Grade 5

BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
addition and subtraction of decimals to thousandths		1	NS	58–60	
		2	NS	89–92, 99, 100, 106	
	estimating decimal sums and differences	1	NS	60	
	using visual models such as base 10 blocks, place-value mats, grid paper, and number lines	2	NS	89–92, 99, 100	
	using addition and subtraction in real-life contexts and problem-based situations		1	NS	58–60
			2	NS	106
whole-class number talks	Throughout				
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
addition and subtraction facts to 20 (extending computational fluency)		1	NS	6, 14, 15, 47	
		Mental Math (Skills 1–18)			
	Provide opportunities for authentic practice, building on previous grade-level addition and subtraction facts.	Mental Math (Skills 1–18)			
	applying strategies and knowledge of addition and subtraction facts in real-life contexts and problem-based situations, as well as when making math-to-math connections (e.g., for $800 + 700$, you can annex the zeros and use the knowledge of $8 + 7$ to find the total)	1	NS	6, 14, 15, 47	
BC Curriculum		JUMP Math Lessons			
Content	Elaboration	Part	Unit	Lessons	
multiplication and division facts to 100 (emerging computational fluency)		1	PA	20–23	
		1	NS	18–43	
		Mental Math			
	Provide opportunities for concrete and pictorial representations of multiplication.	1	NS	18–32, 49	
	Use games to provide opportunities for authentic practice of multiplication computations	1	PA	20*–22*	
	looking for patterns in numbers, such as a hundred chart, to further develop understanding of multiplication computation		1	PA	20–23
			Mental Math		
	Connect multiplication to skip-counting.	1	NS	19	
		Mental Math (pp. 17–19)			
Connect multiplication to division and repeated addition.	1	NS	18–20, 35–37		

JUMP Math Correlation to the New BC Curriculum – Grade 5

multiplication and division facts to 100 (emerging computational fluency)	Memorization of facts is not intended this level.			
	Students will become more fluent with these facts.			
	using mental math strategies such as doubling and halving, annexing, and distributive property	1	NS	18–23, 49
	Students should be able to recall many multiplication facts by the end of Grade 5 (e.g., 2s, 3s, 4s, 5s, 10s).	1	PA	20–22
		Mental Math (p. 17)		
developing computational fluency with facts to 100	1	PA	20–22	
		Mental Math (p. 17)		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
rules for increasing and decreasing patterns with words, numbers, symbols, and variables		1	PA	1–11, 14, 15, 17–19
		2	PA	24–32
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
one-step equations with variables		2	PA	24–27, 35–38
	solving one-step equations with a variable	2	PA	35–38
	expressing a given problem as an equation, using symbols (e.g., $4 + X = 15$)	2	PA	24–27, 36, 37
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
area measurement of squares and rectangles		2	ME	23–25
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
relationships between area and perimeter		2	ME	19–21, 23–25, 29–32
	measuring area of squares and rectangles, using tiles, geoboards, grid paper	2	ME	23–25
	investigating perimeter and area and how they are related to but not dependent on each other	2	ME	29–32
	<i>use traditional dwellings</i>	Not addressed		
	<i>Invite a local Elder or knowledge keeper to talk about traditional measuring and estimating techniques for hunting, fishing, and building.</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 5

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
duration, using measurement of time		1	ME	1–6
	understanding elapsed time and duration	1	ME	2, 4
	applying concepts of time in real-life contexts and problem-based situations	1	ME	2–6
	<i>daily and seasonal cycles, moon cycles, tides, journeys, events</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
classification of prisms and pyramids		1	G	1–10
		2	G	30–37, 43, 44
	investigating 3D objects and 2D shapes, based on multiple attributes	1	G	1–10
		2	G	30–37, 44
	describing and sorting quadrilaterals	1	G	9, 10
	describing and constructing rectangular and triangular prisms	2	G	31–36
identifying prisms in the environment	2	G	30*, 33*	
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
single transformations		1	G	11–13
		2	G	18–27
	single transformations (slide/translation, flip/reflection, turn/rotation)	2	G	20–27
	using concrete materials with a focus on the motion of transformations	2	G	20–27
	<i>weaving, cedar baskets, designs</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
one-to-one correspondence and many-to-one correspondence , using double bar graphs		1	PDM	3, 4
	many-to-one correspondence: one symbol represents a group or value (e.g., on a bar graph, one square may represent five cookies)	1	PDM	3, 4

JUMP Math Correlation to the New BC Curriculum – Grade 5

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
probability experiments , single events or outcomes		2	PDM	19–24
	predicting outcomes of independent events (e.g., when you spin using a spinner and it lands on a single colour)	2	PDM	19–21
	predicting single outcomes (e.g., when you spin using a spinner and it lands on a single colour)	2	PDM	19–21
	using spinners, rolling dice, pulling objects out of a bag	2	PDM	19–24
	representing single outcome probabilities using fractions	2	PDM	21, 22, 24
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – monetary calculations, including making change with amounts to 1000 dollars and developing simple financial plans		1	NS	52–60
	making monetary calculations, including making change and decimal notation to \$1000 in real-life contexts and problem-based situations	1	NS	53–60
	applying a variety of strategies, such as counting up, counting back, and decomposing, to calculate totals and make change	1	NS	52–60
	<i>making simple financial plans to meet a financial goal</i>	Not addressed		
	<i>developing a budget that takes into account income and expenses</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 6

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

Mental Math lessons refer to the Mental Math section in the Introduction to the Teacher Resources.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
small to large numbers (thousandths to billions)		1	NS	1–51
		2	NS	73–94, 102, 103, 109–111
	place value from thousandths to billions, operations with thousandths to billions	1	NS	1–51
		2	NS	73–94, 109, 110
	numbers used in science, medicine,	2	NS	111
	compare, order, estimate	1	NS	6–8, 39–43, 51
		2	NS	79–81, 92, 93, 102, 103
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
multiplication and division facts to 100 (developing computational fluency)		1	NS	20, 21
		Mental Math (pp. 17–19)		
	mental math strategies (e.g., the double-double strategy to multiply 23×4)	1	NS	20, 21
		Mental Math (pp. 17–19)		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
order of operations with whole numbers		2	NS	112
	includes the use of brackets, but excludes exponents	2	NS	112
	<i>quotients can be rational numbers</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
factors and multiples — greatest common factor and least common multiple		1	NS	17–19
		1	NS	69, 72
		1	PA	11
	prime and composite numbers, divisibility rules, factor trees, prime factor phrase (e.g., $300 = 22 \times 3 \times 52$)	1	NS	17–19
	using graphic organizers (e.g., Venn diagrams) to compare numbers for common factors and common multiples	1	NS	17

JUMP Math Correlation to the New BC Curriculum – Grade 6

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
improper fractions and mixed numbers		2	NS	59–66, 69–72
	using benchmarks, number line, and common denominators to compare and order, including whole numbers	2	NS	65, 69–71
	using pattern blocks, Cuisenaire Rods, fraction strips, fraction circles, grids	2	NS	64–66, 69–71
	<i>birchbark biting</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
introduction to ratios		2	NS	96–100, 108
	comparing numbers, comparing quantities, equivalent ratios	2	NS	97–100
	part-to-part ratios and part-to-whole ratios	2	NS	96, 108
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
whole-number percents and percentage discounts		2	NS	101–108
	using base 10 blocks, geoboard, 10x10 grid to represent whole number percents	2	NS	102, 104, 107
	finding missing part (whole or percentage)	2	NS	104–108
	$50\% = 1/2 = 0.5 = 50:100$	2	NS	101, 102
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
multiplication and division of decimals		2	NS	86–90, 110
	0.125×3 or $7.2 \div 9$	2	NS	86–90
	using base 10 block array	2	NS	86–90
	<i>birchbark biting</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
increasing and decreasing patterns, using expressions, tables, and graphs as functional relationships		1	PA	1–7, 12–21
		2	PA	22–26, 31–35
	limited to discrete points in the first quadrant	2	PA	31–32
	visual patterning (e.g., colour tiles)	1	PA	5, 6, 16–21
		2	PA	23, 26, 34
	Take 3 add 2 each time, $2n + 1$, and 1 more than twice a number all describe the pattern 3, 5, 7, ...	1	PA	3, 4, 15–21
		2	PA	24
	<i>graphing data on First Peoples language loss, effects of language intervention</i>	Not addressed		

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BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
one-step equations with whole-number coefficients and solutions		2	PA	27–30
	preservation of equality (e.g., using a balance, algebra tiles)	2	PA	30
	$3x = 12$, $x + 5 = 11$	2	PA	28
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
perimeter of complex shapes		2	ME	18–21
	A complex shape is a group of shapes with no holes (e.g., use colour tiles, pattern blocks, tangrams).	2	ME	18–21
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
area of triangles, parallelograms, and trapezoids		2	ME	23–32
	grid paper explorations	2	ME	23–32
	deriving formulas	2	ME	23, 30–31
	making connections between area of parallelogram and area of rectangle	2	ME	30
	<i>birchbark biting</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
angle measurement and classification		1	G	2–9, 12, 13
	straight, acute, right, obtuse, reflex	1	G	2
	constructing and identifying; include examples from local environment	1	G	4, 6
	estimating using 45° , 90° , and 180° as reference angles	1	G	2, 3
	angles of polygons	1	G	2–9, 12, 13
	<i>Small Number stories: Small Number and the Skateboard Park</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
volume and capacity		1	ME	2, 3
		2	ME	33
	using cubes to build 3D objects and determine their volume	1	ME	2, 3
	referents and relationships between units (e.g., cm^3 , m^3 , mL, L)	2	ME	33
	<i>the number of coffee mugs that hold a litre</i>	Not addressed		
	<i>berry baskets, seaweed drying</i>	Not addressed		

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BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
triangles		1	G	5–9
	scalene, isosceles, equilateral	1	G	8, 9
	right, acute, obtuse	1	G	5–9
	classified regardless of orientation	1	G	5–9
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
combinations of transformations		2	G	21–41
		2	PA	31
	plotting points on Cartesian plane using whole-number ordered pairs	2	G	21
		2	PA	31
	translation(s), rotation(s), and/or reflection(s) on a single 2D shape	2	G	23–32, 41
	limited to first quadrant	2	G	41
		2	PA	31
	transforming, drawing, and describing image	2	G	23–32, 41
	<i>Use shapes in First Peoples art to integrate printmaking (e.g., Inuit, Northwest coastal First Nations, frieze work)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
line graphs		1	PDM	5–9
		2	PA	32
	table of values, data set; creating and interpreting a line graph from a given set of data	1	PDM	5–9
		2	PA	32
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
single-outcome probability, both theoretical and experimental		2	PDM	21–27
	single-outcome probability events (e.g., spin a spinner, roll a die, toss a coin)	2	PDM	21, 22
	listing all possible outcomes to determine theoretical probability	2	PDM	21–27
	comparing experimental results with theoretical expectation	2	PDM	24, 26
		<i>Lahal stick games</i>	Not addressed	

JUMP Math Correlation to the New BC Curriculum – Grade 6

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – simple budgeting and consumer math				
	<i>informed decision making on saving and purchasing</i>	Not addressed		
	<i>How many weeks of allowance will it take to buy a bicycle ?</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 7

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
multiplication and division facts to 100 (extending computational fluency)		1	1	4–8
	When multiplying 214 by 5, we can multiply by 10, then divide by 2 to get 1070.	1	1	4, 7
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
operations with integers (addition, subtraction, multiplication, division, and order of operations)		1	5	39–44, 53
		2	6	86–94
	addition, subtraction, multiplication, division, and order of operations	2	6	86, 88–94
	<i>concretely, pictorially, symbolically</i>	2	6	86–94
	<i>order of operations includes the use of brackets, excludes exponents</i>	Not addressed		
	using two-sided counters	2	6	88–90
	$9 - (-4) = 13$ because -4 is 13 away from $+9$	2	6	90, 92
extending whole-number strategies to decimals	1	5	39–44, 53	
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
operations with decimals (addition, subtraction, multiplication, division, and order of operations)		1	5	39–54
		2	1	61, 65, 66, 82, 83
	includes the use of brackets, but excludes exponents	1	5	50, 51

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BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
relationships between decimals, fractions, ratios, and percents		1	5	32–38
		2	1	55–77
	conversions, equivalency, and terminating versus repeating decimals, place value, and benchmarks	2	1	55–69
	comparing and ordering decimals and fractions using the number line	1	5	37
	$\frac{1}{2} = 0.5 = 50\% = 50:100$	2	1	67–75
<i>shoreline cleanup</i>		Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
discrete linear relations, using expressions, tables, and graphs		2	4	16–28
		2	7	25–27
	four quadrants, limited to integral coordinates	2	7	25–27
	$3n + 2$; values increase by 3 starting from y -intercept of 2	2	4	22, 23, 26
	deriving relation from the graph or table of values	2	4	16, 17, 19–28
<i>Small Number stories: Small Number and the Old Canoe, Small Number Counts to 100 (mathcatcher.irmacs.sfu.ca/stories)</i>		Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
two-step equations with whole-number coefficients, constants, and solutions		1	2	5–15
	solving and verifying $3x + 4 = 16$	1	2	6–9
	modelling the preservation of equality (e.g., using balance, pictorial representation, algebra tiles)	1	2	8–10, 13
	<i>spirit canoe trip pre-planning and calculations</i>	Not addressed		
	<i>Small Number stories: Small Number and the Big Tree (mathcatcher.irmacs.sfu.ca/stories)</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 7

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
circumference and area of circles		1	6	18–21
	constructing circles given radius, diameter, area, or circumference	1	6	18
	finding relationships between radius, diameter, circumference, and area to develop $C = \pi \times d$ formula	1	6	18–21
	applying $A = \pi \times r \times r$ formula to find the area given radius or diameter	1	6	20, 21
	<i>drummaking, dreamcatcher making, stories of SpiderWoman (Dene, Cree, Hopi, Tsimshian), basket making, quill box making (Note: Local protocols should be considered when choosing an activity.)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
volume of rectangular prisms and cylinders		2	2	22
	volume = area of base \times height	2	2	22
	<i>bentwood boxes, wiigwasabak and mide-wiigwaas (birch bark scrolls)</i>	Not addressed		
	<i>Exploring Math through Haida Legends: Culturally Responsive Mathematics (haidanation.ca/Pages/language/haida_legends/media/Lessons/RavenLes4-9.pdf)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
Cartesian coordinates and graphing		2	7	25–33
	origin, four quadrants, integral coordinates, connections to linear relations, transformations	2	7	25–33
	<i>overlying coordinate plane on medicine wheel, beading on dreamcatcher, overlying coordinate plane on traditional maps</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 7

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
combinations of transformations		2	7	25–35
	four quadrants, integral coordinates	2	7	25–27
	translation(s), rotation(s), and/or reflection(s) on a single 2D shape; combination of successive transformations of 2D shapes; tessellations	2	7	28–35
	<i>First Peoples art, jewelry making, birchbark biting</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
circle graphs		2	3	10–13
	constructing, labelling, and interpreting circle graphs	2	3	10–13
	translating percentages displayed in a circle graph into quantities and vice versa	2	3	10–13
	<i>visual representations of tidepools or traditional meals on plates</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
experimental probability with two independent events		2	8	17–23
	experimental probability, multiple trials (e.g., toss two coins, roll two dice, spin a spinner twice, or a combination thereof)	2	8	21–23
	<i>dice games (web.uvic.ca/~tpelton/fn-math/fn-dicegames.html)</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – financial percentage		2	1	70–74
	financial percentage calculations	2	1	70–74
	sales tax, tips, discount, sale price	2	1	70–74

JUMP Math Correlation to the New BC Curriculum – Grade 8

Legend

NS Number Sense

PA Patterns & Algebra

ME Measurement

G Geometry

PDM Probability & Data Management

Italicized elaborations are not addressed in JUMP Math lessons.

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
perfect squares and cubes		1	3	58–63
	using colour tiles, pictures, or multi-link cubes	1	3	58-59
	building the number or using prime factorization	1	3	58-62
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
square and cube roots		1	3	60–63
	<i>finding the cube root of 125</i>	Not addressed		
	<i>finding the square root of 16/169</i>	Not addressed		
	estimating the square root of 30	1	3	63
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
percents less than 1 and greater than 100 (decimal and fractional percents)		2	1	82–99
	A worker’s salary increased 122% in three years. If her salary is now \$93,940, what was it originally?	2	1	94, 98, 99
	What is $\frac{1}{2}\%$ of 1 billion?	2	1	94, 95
	The population of Vancouver increased by 3.25%. What is the population if it was approximately 603,500 people last year?	2	1	94, 95
	<i>beading</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
numerical proportional reasoning (rates, ratio, proportions, and percent)		1	6	1–4
		2	1	82–103
	two-term and three-term ratios, real-life examples and problems	1	6	1–4
		2	1	100–103
	A string is cut into three pieces whose lengths form a ratio of 3:5:7. If the string was 105 cm long, how long are the pieces?	2	1	100
	<i>creating a cedar drum box of proportions that use ratios to create differences in pitch and tone</i>	Not addressed		
	<i>paddle making</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 8

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
operations with fractions (addition, subtraction, multiplication, division, and order of operations)		1	1	8, 17–33
	includes the use of brackets, but excludes exponents	1	1	28
	using pattern blocks or Cuisenaire Rods	1	1	8
	simplifying $\frac{1}{2} \div \frac{9}{6} \times (7 - \frac{4}{5})$	1	1	33
	<i>drumming and song: 1/2, 1/4, 1/8, whole notes, dot bars, rests = one beat</i>	Not addressed		
	<i>changing tempos of traditional songs dependent on context of use</i>	Not addressed		
	<i>proportional sharing of harvests based on family size</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
discrete linear relations (extended to larger numbers, limited to integers)		1	8	8
		2	4	20–32
	two-variable discrete linear relations	2	4	20, 23, 25–30
	expressions, table of values, and graphs	2	4	20–30
	scale values (e.g., tick marks on axis represent 5 units instead of 1)	2	4	25–30
four quadrants, integral coordinates	1	8	8	
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
expressions — writing and evaluating using substitution		1	2	5–15
		2	4	16–24
	using an expression to describe a relationship	1	2	5, 6, 15
		2	4	16–24
	evaluating $0.5n - 3n + 25$, if $n = 14$	1	2	6
		2	4	16
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
two-step equations with integer coefficients, constants, and solutions		1	2	7–15
		2	4	17–19
	solving and verifying $3x - 4 = -12$	1	2	7–10
		2	4	16–19
	modelling the preservation of equality (e.g., using a balance, manipulatives, algebra tiles, diagrams)	1	2	8, 11, 13
		2	4	18, 19
<i>spirit canoe journey calculations</i>	Not addressed			

JUMP Math Correlation to the New BC Curriculum – Grade 8

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
surface area and volume of regular solids, including triangular and other right prisms and cylinders		2	6	9–18
	exploring strategies to determine the surface area and volume of a regular solid using objects, a net, 3D design software	2	6	9–18
	volume = area of the base \times height	2	6	11–13
	surface area = sum of the areas of each side	2	6	16, 17
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
Pythagorean theorem		1	5	1–7
	modelling the Pythagorean theorem	1	5	3, 4
	finding a missing side of a right triangle	1	5	4
	deriving the Pythagorean theorem	1	5	3–5
	<i>constructing canoe paths and landings given current on a river</i>	Not addressed		
	<i>First Peoples constellations</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
construction, views, and nets of 3D objects		2	6	9, 10
		2	7	42–46
	top, front, and side views of 3D objects	2	6	9, 10
		2	7	42–46
	matching a given net to the 3D object it represents	2	6	10
	drawing and interpreting top, front, and side views of 3D objects	2	7	42–46
	constructing 3D objects with nets	2	6	10
	<i>using design software to create 3D objects from nets</i>	Not addressed		
	<i>bentwood boxes, lidded baskets, packs</i>	Not addressed		
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
central tendency		2	8	15–17
	mean, median, and mode	2	8	15–17
BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
theoretical probability with two independent events		2	8	18–25
	with two independent events: sample space (e.g., using tree diagram, table, graphic organizer)	2	8	18–21
	rolling a 5 on a fair die and flipping a head on a fair coin is $\frac{1}{6} \times \frac{1}{2} = \frac{1}{12}$	2	8	22, 23
	<i>deciding whether a spinner in a game is fair</i>	Not addressed		

JUMP Math Correlation to the New BC Curriculum – Grade 8

BC Curriculum		JUMP Math Lessons		
Content	Elaboration	Part	Unit	Lessons
financial literacy – best buys		2	1	89–102
	coupons, proportions, unit price, products and services	2	1	89, 92, 95, 98
	proportional reasoning strategies (e.g., unit rate, equivalent fractions given prices and quantities)	2	1	89, 90, 99, 101, 102