

# Grade 5 JUMP Math Correlation to the Alberta Curriculum

## NOTES:

*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 lesson plan.

JUMP Math strands are represented by:

NS Number Sense

ME Measurement

G Geometry

PA Patterns and Algebra

PDM Probability and Data Management

Number				
General Outcome				
Develop number sense.				
Specific Outcomes		JUMP Math Lessons		
1.	Represent and describe whole numbers to 1 000 000. [C, CN, V, T] [ICT: C6–2.2]	Part	Unit	Lessons
		1	2	NS5-1 to 7
		1	3	NS5-15
2.	Use estimation strategies in problem-solving contexts. [C, CN, ME, PS, R, V]	Part	Unit	Lessons
		1	2	NS5-8, 9 NS5-10 to 12
		1	3	NS5-20
3.	Apply mental mathematics strategies and number properties in order to understand and recall basic multiplication facts (multiplication tables) to 81 and related division facts. [C, CN, ME, R, V]  Understand, recall and apply multiplication and related division facts to $9 \times 9$ . [C, CN, ME, R, V]	Part	Unit	Lessons
		1	1	PA5-4, 6
		1	3	NS5-14, 16, 17
		1	4	NS5-24, 28

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Number				
4.	Apply mental mathematics strategies for multiplication. [C, CN, ME, R, V]	Part	Unit	Lessons
		1	3	NS5-14 to 17
5.	Demonstrate, with and without concrete materials, an understanding of multiplication (2-digit by 2-digit) to solve problems. [C, CN, PS, V]  <i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i>  <i>Note: Through this outcome, students have the opportunity to maintain and refine previously learned operations of addition and subtraction with whole numbers (Grade 4).</i>	Part	Unit	Lessons
		1	3	NS5-15, 18, 20, 21
6.	Demonstrate, with and without concrete materials, an understanding of division (3-digit by 1-digit), and interpret remainders to solve problems. [C, CN, ME, PS, R, V]  <i>Note: Students investigate a variety of strategies, including standard/traditional algorithms, to become proficient in at least one appropriate and efficient strategy that they understand.</i>  <i>Note: Through this outcome, students have the opportunity to maintain and refine previously learned operations of addition and subtraction with whole numbers (Grade 4).</i>	Part	Unit	Lessons
		1	4	NS5-25 to 33
7.	Demonstrate an understanding of fractions by using concrete, pictorial and symbolic representations to: <ul style="list-style-type: none"> <li>• create sets of equivalent fractions</li> <li>• compare fractions with like and unlike denominators.</li> </ul> [C, CN, PS, R, V]	Part	Unit	Lessons
		2	9	NS5-34 to 40, 44
8.	Describe and represent decimals (tenths, hundredths, thousandths), concretely, pictorially and symbolically. [C, CN, R, V]	Part	Unit	Lessons
		2	10	NS5-46 to 48, 51
9.	Relate decimals to fractions and fractions to decimals (to thousandths). [CN, R, V]	2	11	NS5-56, 62
		Part	Unit	Lessons
		2	10	NS5-48, 50 to 53

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Number				
10.	Compare and order decimals (to thousandths) by using: <ul style="list-style-type: none"> <li>• benchmarks</li> <li>• place value</li> <li>• equivalent decimals.</li> </ul> [C, CN, R, V]	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		2	10	NS5-50, 53
11.	Demonstrate an understanding of addition and subtraction of decimals (limited to thousandths). [C, CN, PS, R, V]  <i>Note: Through this outcome, students have the opportunity to maintain and refine previously learned operations of addition and subtraction with whole numbers (Grade 4).</i>	<b>Part</b>	<b>Unit</b>	<b>Lessons</b>
		1	2	NS5-5 to 7
		2	10	NS5-54, 55
		2	11	NS5-57 to 59, 62

Patterns & Relations — Patterns			
General Outcome			
Use patterns to describe the world and to solve problems.			
Specific Outcomes		JUMP Math Lessons	
1.	Determine the pattern rule to make predictions about subsequent elements. [C, CN, PS, R, V]	Part	Unit Lessons
		1	1 PA5-1 to 3, 5, 7
		2	8 PA5-10
Patterns & Relations — Variables and Equations			
General Outcome			
Represent algebraic expressions in multiple ways.			
Specific Outcomes		JUMP Math Lessons	
2.	Express a given problem as an equation in which a letter variable is used to represent an unknown number (limited to whole numbers). [C, CN, PS, R]	Part	Unit Lessons
		2	8 PA5-8, 10 PA5-11 to 13, 15, 16
3.	Solve problems involving single-variable, one-step equations with whole number coefficients and whole number solutions. [C, CN, PS, R]	Part	Unit Lessons
		2	8 PA5-8, 9, 12 to 16

## Shape & Space — Measurement

### General Outcome

Use direct and indirect measurement to solve problems.

Specific Outcomes		JUMP Math Lessons		
1.	Identify 90° angles. [ME, V]	Part	Unit	Lessons
		1	6	G5-1, 6
2.	Design and construct different rectangles, given either perimeter or area, or both (whole numbers), and make generalizations. [C, CN, PS, R, V]	Part	Unit	Lessons
		1	5	ME5-3
		2	14	ME5-12 ME5-13 to 16
3.	Demonstrate an understanding of measuring length (mm) by: • selecting and justifying referents for the unit mm • modelling and describing the relationship between mm and cm units, and between mm and m units. [C, CN, ME, PS, R, V]	Part	Unit	Lessons
		1	5	ME5-1, 2, 4
4.	Demonstrate an understanding of volume by: • selecting and justifying referents for cm <sup>3</sup> or m <sup>3</sup> units • estimating volume, using referents for cm <sup>3</sup> or m <sup>3</sup> • measuring and recording volume (cm <sup>3</sup> or m <sup>3</sup> ) • constructing right rectangular prisms for a given volume. [C, CN, ME, PS, R, V]	Part	Unit	Lessons
		2	14	ME5-17, 18
5.	Demonstrate an understanding of capacity by: • describing the relationship between mL and L • selecting and justifying referents for mL or L units • estimating capacity, using referents for mL or L • measuring and recording capacity (mL or L). [C, CN, ME, PS, R, V]	Part	Unit	Lessons
		2	14	ME5-20 to 22

## Shape & Space — 3-D Objects and 2-D Shapes

### General Outcome

Describe the characteristics of 3-D objects and 2-D shapes, and analyze the relationships among them.

Specific Outcomes		JUMP Math Lessons		
6.	Describe and provide examples of edges and faces of 3-D objects, and sides of 2-D shapes that are: • parallel • intersecting • perpendicular • vertical • horizontal. [C, CN, R, T, V] [ICT: C6-2.2, P5-2.3]	Part	Unit	Lessons
		1	6	G5-1 G5-5, 8
		2	13	G5-21 to 24

Shape & Space — 3-D Objects and 2-D Shapes				
7.	Identify and sort quadrilaterals, including: <ul style="list-style-type: none"><li>• rectangles</li><li>• squares</li><li>• trapezoids</li><li>• parallelograms</li><li>• rhombuses</li></ul> according to their attributes. [C, R, V]	Part	Unit	Lessons
		1	6	G5-1, 2, 5 G5-6, 9 to 11
Shape & Space — Transformations				
General Outcome				
Describe and analyze position and motion of objects and shapes.				
Specific Outcomes		JUMP Math Lessons		
8.	Identify and describe a single transformation, including a translation, rotation and reflection of 2-D shapes. [C, T, V] [ICT: C6–2.1]	Part	Unit	Lessons
		2	12	G5-15, 17 to 20
9.	Perform, concretely, a single transformation (translation, rotation or reflection) of a 2-D shape, and draw the image. [C, CN, T, V] [ICT: C6–2.1]	Part	Unit	Lessons
		2	12	G5-15*, 17*, 18*, 19*, 20*

## Statistics & Probability — Data Analysis

### General Outcome

Collect, display and analyze data to solve problems.

Specific Outcomes		JUMP Math Lessons		
		Part	Unit	Lessons
1.	Differentiate between first-hand and second-hand data. [C, R, T, V] [ICT: C1–2.2, P5–2.3]	1	7	PDM5-7
2.	Construct and interpret double bar graphs to draw conclusions. [C, PS, R, T, V] [ICT: C6–2.2, P5–2.3]	1	7	PDM5-1, 2

## Statistics & Probability — Chance and Uncertainty

### General Outcome

Use experimental or theoretical probabilities to represent and solve problems involving uncertainty.

Specific Outcomes		JUMP Math Lessons		
		Part	Unit	Lessons
3.	Describe the likelihood of a single outcome occurring, using words such as: • impossible • possible • certain. [C, CN, PS, R]	2	15	PDM5-9, 11
4.	Compare the likelihood of two possible outcomes occurring, using words such as: • less likely • equally likely • more likely. [C, CN, PS, R]	2	15	PDM5-9 to 11