

Bridges Grade 3 Correlations to South Carolina Mathematics Standards

MATHEMATICAL PROCESSES				
South Carolina Standard 3-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-1.1 Analyze information to solve increasingly more sophisticated problems.	Unit 1, Sessions 4, 7, 9 Unit 2, Sessions 18, 22, 25 Unit 3, Sessions 2, 14 Unit 4, Sessions 9, 12-14, 23 Unit 5, Sessions 2, 7, 8, 10, 13, 17 Unit 6, Session 8 Unit 7, Session 3 Unit 8, Sessions 7, 10-15	September-May Calendar Grid May/June Computational Fluency		Informal Unit 4, pages 514–516 (Instructional Considerations for Solving Game Store Problems)
				Formal Unit 1, Session 19 (Addition & Subtraction Story Problems)
3-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships.	Unit 1, Sessions 2, 4, 7 Unit 2, Session 11 Unit 4, Sessions 17–19 Unit 5, Sessions 7–8 Unit 6, Sessions 5, 16–17 Unit 7, Sessions 8, 18–19 Unit 8, Session 1, 5, 7, 11, 13, 15	October Data Collector December Data Collector February Data Collector April Data Collector May Data Collector		
3-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships.	Unit 1, Sessions 2, 4, 7 Unit 2, Session 11 Unit 4, Sessions 17–19 Unit 5, Sessions 7–8 Unit 6, Sessions 5, 16–17 Unit 7, Sessions 8, 18–19 Unit 8, Session 1, 5, 7, 11, 13, 15	October Data Collector December Data Collector February Data Collector April Data Collector May Data Collector		
3-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects.	Unit 3, Sessions 2, 4, 8, 11 Unit 4, Session 18 Unit 7, Session 3			Formal Unit 3, pages 421-426 (Constructed Response Assessment) Unit 7, pages 875-881 (Page 1, Geometry Assessment)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

MATHEMATICAL PROCESSES				
South Carolina Standard 3-1: The student will understand and utilize the mathematical processes of problem solving, reasoning and proof, communication, connections, and representation.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations.	Unit 1, Sessions 4, 19 Unit 2, Sessions 22–23, 25–27 Unit 3, Sessions 2, 4 Unit 4, Sessions 9, 13–14, 19, 23 Unit 5, Sessions 2, 5, 7–8, 10, 13–14, 17 Unit 6, Sessions 7–8 Unit 7, Sessions 12–13	March Magnetic Board		Informal Unit 4, pages 514–516 (Instructional Considerations for Solving Game Store Problems) Formal Unit 1, Session 19 (Addition & Subtraction Story Problems) Unit Pre- and Post-Assessments Unit 2, Sessions 12 & 30 Unit 4, Sessions 1 & 24 Unit 5, Sessions 1 & 20 Unit 6, Sessions 2 & 18 Unit 7, Sessions 2 & 20
3-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered	Unit 2, Sessions 18–19, 22–23, 26–27 Unit 4, Session 9, 13–14, 23 Unit 5, Session 10, 13, 17 Unit 6, Sessions 5–8 Unit 8, Sessions 10–15			
3-1.7 Use flexibility in mathematical representations.	Unit 1, Sessions 4, 7 Unit 2, Sessions 18, 22–23, 25–27 Unit 3, Session 2 Unit 4, Sessions 9, 12–14, 19, 23 Unit 5, Sessions 2, 7–8, 17 Unit 6, Session 7–8 Unit 8, Sessions 10–15		Set E1 Data Analysis: Graphs, Activities 1, 2 & 3, and Independent Worksheets 1 & 2	Formal Unit 4, pages 441-444, 562-569 (Pre- and Post Assessments)
3-1.8 Recognize the limitations of various forms of mathematical representations.	Unit 1, Sessions 4, 7 Unit 1, pages 86-87 (Work Place 1B) Unit 3, Sessions 18, 19, 22, 27 Unit 3, pages 325-326 (Work Place 2J) Unit 4, Sessions 7, 9, 12, 15 Unit 5, Sessions 2, 17		Set E1 Data Analysis: Graphs, Activities 1, 2 & 3, and Independent Worksheets 1 & 2	Formal Unit 4, pages 441-444, 562-569 (Pre- and Post Assessments)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard 3-2: The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-2.1 Compare whole-number quantities through 999,999 by using the terms is less than, is greater than, and is equal to and the symbols $<$, $>$, and $=$.	Unit 2, Session 25 Unit 2, pages 310-311 (Work Place 2H) Unit 5, Sessions 6, 15, 18, 19 Unit 5, pages 607-609 (Work Place 5B), 652-654 (Work Place 5F), 666-667 (Work Place 5G), 671-672 (Work Place 5H)	November Computational Fluency January Computational Fluency Number Corner Student Book pages 25, 36, 37	Set A4 Number & Operations: Place Value, Activity 1 and Independent Worksheets 3 & 4	Informal January Number Corner, pages 196-199 (Number Corner Student Book pages 36-37) Unit 5, pages 607-609 (Work Place Student Book pages 81-83), 652-654 (Work Place Student Book pages 93-94), 671-672 (Work Place Student Book pages 95-97)
3-2.2 Represent in word form whole numbers through nine hundred ninety-nine thousand.			Set A4 Number & Operations: Place Value, Activity 1 and Independent Worksheets 1, 2 & 3	
3-2.3 Apply an algorithm to add and subtract whole numbers fluently.	Unit 2, Session 18 (see pages 268–270) Unit 2, Session 22 (see pages 291–292) Unit 2, Sessions 23–26, 29 Unit 5, Sessions 2, 5–6, 10, 13, 17 Unit 7, Session 1	March Magnetic Board Number Corner Student Book, pages 25, 40	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activities 1–5 and Independent Worksheets 1–3	Informal Unit 5, page 588 (Common Strategies for Adding with Regrouping) Formal Unit 2, pages 232-236, 336-340 (Pre- and Post-Assessment) Unit 5, pages 583-585, 673-680 (Pre- and Post-Assessment) Number Corner Teacher’s Guide, pages 266–268 and 322–324 (Checkups 3 & 4)
3-2.4 Apply procedures to round any whole number to the nearest 10, 100, or 1,000.	Unit 2, Session 16 Unit 5, Sessions 4–5, 16, 18 Unit 5, page 628 (Home Connection 19)	January Computational Fluency May Coins, Clocks & Bills	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Activity 5 and Independent Worksheet 4	Informal Unit 2, pages 255-257 (Work Place Student Book, pages 35-36)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS				
South Carolina Standard 3-2: The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-2.5 Understand fractions as parts of a whole.	Unit 3, Sessions 11–12 Unit 6, Sessions 5, 7–9, 11–18	December Magnetic Board January Magnetic Board April Calendar Grid May Calendar Grid Number Corner Student Book, page 29	Set A5 Number & Operations: Fractions, Activity 1 and Independent Worksheets 1 & 2	Informal December Number Corner, pages 159-165 (Number Corner Student Book page 29)
				Formal Unit 6, Sessions 2 & 18 (Unit Pre- and Post-Assessments)
3-2.6 Represent fractions that are greater than or equal to 1.	Unit 6, Sessions 6, 7, 8, 9, 12, 13, 14, 17 Unit 6, page 759 (Home Connection 24)	December Magnetic Board January Magnetic Board April Calendar Grid May Calendar Grid	Set A5 Number & Operations: Fractions, Activity 1 and Independent Worksheets 1 & 2	Formal Unit 6, pages 695-699, 774-779 (Pre- and Post-Assessments)
3-2.7 Recall basic multiplication facts through 12 x 12 and the corresponding division facts.	Unit 4, Sessions 5–6, 10, 15, 18, 20, 22 Unit 4, pages 495, 548, 564 (Home Connections 14, 16 & 17) Unit 5, page 603 (Home Connection 18)	October Calendar Grid October Magnetic Board November Numbers Grid December Computational Fluency February–May Computational Fluency	Set A2 Number & Operations: Basic Multiplication & Division, Activities 1 & 2, Independent Worksheets 1–8	Formal Unit 4, pages 441-444, 562-569 (Pre- and Post-Assessments)
3-2.8 Compare the inverse relationship between multiplication and division.	Unit 4, Sessions 4, 9, 13, 18–19, 23	March Computational Fluency Number Corner Student Book, page 54	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheets 1, 3, 4, 5, 7 & 8	
3-2.9 Analyze the effect that adding, subtracting, or multiplying odd and/or even numbers has on the outcome.	Unit 4, Sessions 3, 6, 15, 16, 17, 18, 20	September Computational Fluency, Magnetic Board November Numbers Grid February Computational Fluency Number Corner Student Book page 23	Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheet 2	Informal November Number Corner, pages 109-111 (Number Corner Student Book page 23)
				Formal Unit 4, pages 549-550 (Multiplication Fluency Chkup 2)
3-2.10 Generate strategies to multiply whole numbers by using one single-digit factor and one multi-digit factor.	Unit 4, Session 12 Unit 7, Sessions 12–17	May Magnetic Board		Formal Unit 7, pages 796-799, 875-881 (Pre- and Post-Assessments) Number Corner Teacher's Guide, pages 322–324 (Checkup 4)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS

South Carolina Standard 3-2: The student will demonstrate through the mathematical processes an understanding of the representation of whole numbers and fractional parts; the addition and subtraction of whole numbers; accurate, efficient, and generalizable methods of multiplying whole numbers; and the relationships among multiplication, division, and related basic facts.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-2.11 Use basic number combinations to compute related multiplication problems that involve multiples of 10.	Unit 4, Sessions 5, 6, 10, 18	September Numbers Grid November Numbers Grid	Set A7 Number & Operations: Multiplication Beyond the Basics, Activity 1 and Independent Worksheets 1, 2 & 3	Informal Unit 4, pages 551-552 (Work Place Student Book, pages 69, 74)
				Formal Unit 4, pages 549-550 (Multiplication Fluency Checkup 2)
3-2.12 Analyze the magnitude of digits through 999,999 on the basis of their place value.	Unit 2, Sessions 14, 18, 26 Unit 2, pages 319–320 (Work Place 2I) and 310–311 (Work Place 2H) Unit 5, Sessions 6, 14–16, 18, 19 Unit 5, pages 652–654 (Work Place 5F)	September Clocks, Coins & Bills November Computational Fluency December–February Numbers Grid April Number Grid	Set A4 Number & Operations: Place Value, Activity 1 and Independent Worksheets 3 & 4	Formal Unit 2, pages 232-236, 336-340 (Pre- and Post Assessment) Unit 5, pages 583-585, 673-680 (Pre- and Post Assessment)

ALGEBRA

South Carolina Standard 3-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.

Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-3.1 Create numeric patterns that involve whole-number operations.	Unit 1, Sessions 4, 7 Unit 1, pages 86–87, Work Place 1B Unit 2, Session 5 Unit 4, Sessions 2, 9, 12, 15, 18–20 Unit 5, Sessions 7–8 Unit 7, Session 8	September Numbers Grid September Magnetic Board October–April Calendar Grid December Numbers Grid February Numbers Grid Number Corner Student Book pages 6, 14, 27, 42		Informal September Number Corner, pages 36-39 (Number Corner Student Book page 6) October Number Corner. Pages 64-72 (Number Corner Student Book page 14) December Number Corner, pages 146-148 (Number Corner Student Book page 27) February Number Corner, pages 223-226 (Number Corner Student Book page 42)
				Formal Unit 4, pages 441-444, 562-569 (Pre- and Post Assessment)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA				
South Carolina Standard 3-3: The student will demonstrate through the mathematical processes an understanding of numeric patterns, symbols as representations of unknown quantity, and situations showing increase over time.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-3.2 Apply procedures to find missing numbers in numeric patterns that involve whole-number operations.	Unit 1, Sessions 4, 7 Unit 2, Session 5 Unit 4, Sessions 2, 9, 12, 15, 18–20 Unit 5, Sessions 7–8 Unit 7, Session 8	September Numbers Grid September Magnetic Board December Numbers Grid February Numbers Grid Number Corner Student Book pages 6, 27, 42		Informal September Number Corner, pages 36-39 (Number Corner Student Book page 6)) December Number Corner, pages 146-148 (Number Corner Student Book page 27) February Number Corner, pages 223-226 (Number Corner Student Book page 42)
				Formal Unit 4, pages 441-444, 562-569 (Pre- and Post-Assessment)
3-3.3 Use symbols to represent an unknown quantity in a simple addition, subtraction, or multiplication equation.	Unit 1, Session 6	March Computational Fluency Number Corner Student Book page 54	Set A3 Number & Operations: Multi-Digit Addition & Subtraction, Independent Worksheet 7 Set A7 Number & Operations: Multiplication Beyond the Basics, Independent Worksheet 3	Informal September Number Corner, pages 45-51 (Number Corner Student Book page 8) March Number Corner, pages 257-259 (Number Corner Student Book page 54)
3-3.4 Illustrate situations that show change over time as increasing.		September Calendar Grid December Calendar Grid January Calendar Grid		Formal October Number Corner, pages 92-93 (Checkup 1) January Number Corner, pages 200-202 (Checkup 2) March Number Corner, pages 266-268 (Checkup 3)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

GEOMETRY				
South Carolina Standard 3-4: The student will demonstrate through the mathematical processes an understanding of the connection between the identification of basic attributes and the classification of two-dimensional shapes.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-4.1 Identify the specific attributes of circles: center, radius, circumference, and diameter.			Set C2 Geometry: Triangles & More, Activity 3	
3-4.2 Classify polygons as either triangles, quadrilaterals, pentagons, hexagons, or octagons according to the number of their sides.	Unit 3, Sessions 2, 4, 8, 12, 13 Unit 3 pages 360-362 (Work Place 3A)	November Calendar grid		
3-4.3 Classify lines and line segments as either parallel, perpendicular, or intersecting.	Unit 3 Session 3 Unit 3, pages 401-402 (Work Place 3C) Unit 5, Session 5	March Calendar Grid	Set C1 Geometry: Parallel, Perpendicular & Intersecting, Activity 1 and Independent Worksheets 1 & 2	Informal Unit 3, pages 401-402 (Instructional Considerations for Geoboard Polygons)
3-4.4 Classify angles as either right, acute, or obtuse.	Unit 3, Sessions 3, 9 Unit 3, pages 401-402 (Work Place 3C)	November Calendar Grid	Set C2 Geometry: Triangles & More, Activities 1 & 2 and Independent Worksheets 1, 2 & 3	Unit 3, pages 421-426 (Constructed Response Assessment)
3-4.5 Classify triangles by the length of their sides as either scalene, isosceles, or equilateral and by the size of their angles as either acute, obtuse, or right.	Unit 3, Session 13		Set C2 Geometry: Triangles & More, Activities 2 and Independent Worksheets 2, 3 & 4	Unit 3, pages 421-426 (Constructed Response Assessment)
3-4.6 Exemplify points, lines, line segments, rays, and angles.			Set C1 Geometry: Parallel, Perpendicular & Intersecting, Activity 1 and Independent Worksheets 1 & 2 Set C2 Geometry: Triangles & More, Activity 1 and Independent Worksheets 1 & 2	
3-4.7 Analyze the results of combining and subdividing circles, triangles, quadrilaterals, pentagons, hexagons, and octagons.	Unit 3, Sessions 4, 11, 12 Unit 3, pages 376-378 (Work Place 3B)			Unit 3, pages 421-426 (Constructed Response Assessment)
3-4.8 Predict the results of one transformation—either slide, flip, or turn—of a geometric shape.	Unit 3, Sessions 4, 5, 7 Unit 6, Session 12			Unit 3, pages 421-426 (Constructed Response Assessment)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard 3-5: The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-5.1 Use the fewest possible number of coins when making change.	Unit 6, Session 4 Unit 6, pages 706-707 (Work Place 6A)	February Coins, Clocks & Bills April Coins, Clocks & Bills May/June Coins, Clocks & Bills		Formal January Number Corner, pages 200-201 (Number Corner Checkup 2)
3-5.2 Use appropriate tools to measure objects to the nearest unit: measuring length in meters and half inches; measuring liquid volume in fluid ounces, pints, and liters; and measuring mass in grams.	Unit 1, Session 15 Unit 2, Session 15 Unit 3, pages 404-405 (Home Connection 11) Unit 4, Session 11, pages 497-498 (Introduction to Weight Measurement) Unit 4, pages 498-500 (Work Place 4D) Unit 4, page 521 (Home Connection 15) Unit 5, Session 9, pages 620-621 (Introducing Grams) Unit 5, pages 621-623 (Work Place 5C) Unit 6, Sessions 9-10 Unit 6, page 759 (Home Connection 24) Unit 7, Session 9	September Calendar Grid	Set C2 Geometry: Triangles & More, Activities 1, 2 & 3 and Independent Worksheets 1 & 2	
3-5.3 Recognize the relationship between meters and yards, kilometers and miles, liters and quarts, and kilograms and pounds.			Set A4 Number & Operations: Multi-Digit Addition & Subtraction, Independent Worksheet 4 Set A4 Number & Operations: Place Value, Independent Worksheet 3	
3-5.4 Use common referents to make comparisons and estimates associated with length, liquid volume, and mass and weight: meters compared to yards, kilometers to miles, liters to quarts, and kilograms to pounds.	Unit 7, Session 9	September Calendar Grid	Set A4 Number & Operations: Multi-Digit Addition & Subtraction, Independent Worksheet 4 Set A4 Number & Operations: Place Value, Independent Worksheet 3	
3-5.5 Generate strategies to determine the perimeters of polygons.	Unit 5, Sessions 7-8	March Data Collector		Formal March Number Corner, pages 266-267 (Checkup 3)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

MEASUREMENT				
South Carolina Standard 3-5: The student will demonstrate through the mathematical processes an understanding of length, time, weight, and liquid volume measurements; the relationships between systems of measure; accurate, efficient, and generalizable methods of determining the perimeters of polygons; and the values and combinations of coins required to make change.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-5.6 Use analog and digital clocks to tell time to the nearest minute.	Unit 2, page 312, Home Connection 8	October Coins, Clocks & Bills November Coins, Clocks & Bills December Coins, Clocks & Bills January Calendar Grid March Coins, Clocks & Bills	Set D3 Measurement: Telling Time, Activity 1 and Independent Worksheets 1 & 2	Informal March Number Corner, pages 266-267 (Checkup 3)
3-5.7 Recall equivalencies associated with time and length: 60 seconds = 1 minute and 36 inches = 1 yard.			Set A2 Number & Operations: Basic Multiplication & Division, Independent Worksheet 8 Set A7 Number & Operations: Multiplication Beyond the Basics, Independent Worksheet 2	

DATA ANALYSIS AND PROBABILITY				
South Carolina Standard 3-6: The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-6.1 Apply a procedure to find the range of a data set.	Unit 6, Session 16 Unit 7, Sessions 2, 19, 20 Unit 8, Sessions 11, 13, 15			
3-6.2 Organize data in tables, bar graphs, and dot plots.	Unit 1, Session 3 Unit 4, Sessions 3, 17 Unit 8, Sessions 11, 13, 15	December Data Collector February Data Collector Number Corner Student Book, p. 49	Set E1 Data Analysis: Graphs, Activities 1, 2 & 3, and Independent Worksheets 1 & 2	Formal Number Corner Teacher's Guide, pages 200–202 (Checkup 2)
3-6.3 Interpret data in tables, bar graphs, pictographs, and dot plots.	Unit 1, Sessions 2, 4, 7, 12, 20 Unit 3, Sessions 8, 10 Unit 4, Sessions 3, 18–19 Unit 5, Sessions 7–8 Unit 6, Sessions 5–6, 16–17 Unit 7, Sessions 5–6, 8, 18–19 Unit 8, Sessions 1, 3, 5, 7, 9–14	October Data Collector April Data Collector May Data Collector	Set E1 Data Analysis: Graphs, Activities 1, 2 & 3, and Independent Worksheets 1 & 2	Formal Unit 6, pages 695-699, 74-779 (Pre- and Post-Assessments) Unit 7, pages 796-799, 875-881 (Pre- and Post-Assessments)

Bridges Grade 3 Correlations to South Carolina Mathematics Standards (cont.)

DATA ANALYSIS AND PROBABILITY				
South Carolina Standard 3-6: The student will demonstrate through the mathematical processes an understanding of organizing, interpreting, analyzing and making predictions about data, the benefits of multiple representations of a data set, and the basic concepts of probability.				
Indicators	Bridges	Number Corner	Bridges Supplement	Assessments
3-6.4 Analyze dot plots and bar graphs to make predictions about populations.	Unit 1, Session 3 Unit 6, Sessions 9, 16 Unit 6, page 775 (Home Connection 25)	December Data Collector February Data Collector Number Corner Student Book pages 28, 49	Set E1 Data Analysis: Graphs, Activities 1, 2 & 3, and Independent Worksheets 1 & 2	Informal December Number Corner, page 153 (Number Corner Student Book page 28) February Number Corner, page 230 (Number Corner Student Book page 49)
				Formal January Number Corner, pages 200-201 (Checkup 2)
3-6.5 Compare the benefits of using tables, bar graphs, and dot plots as representations of a given data set.			Set E1 Data Analysis: Graphs, Activities 1, 2 & 3, and Independent Worksheets 1 & 2	
3-6.6 Predict on the basis of data whether events are likely, unlikely, certain, or impossible to occur.	Unit 2, pages 227–229, Analyzing Outcomes for Blast Off to Outer Space Unit 4, Sessions 3, 17 Unit 6, Session 17	October Data Collector April Data Collector		Informal October Number Corner page 84 (Number Corner Student Book pages 15-16)
				Formal Unit 6, pages 695-699, 774-781 (Pre- and Post Assessments)
3-6.7 Understand when the probability of an event is 0 or 1.	Unit 2, pages 227–229, Analyzing Outcomes for Blast Off to Outer Space Unit 4, Sessions 3, 17 Unit 6, Session 17	October Data Collector April Data Collector		Informal October Number Corner page 84 (Number Corner Student Book pages 15-16)
				Formal Unit 6, pages 695-699, 774-781 (Pre- and Post Assessments)