

Bridges Grade 4 Correlations to South Carolina Mathematics Standards

| MATHEMATICAL PROCESSES | | | | |
|--|--|--|---|---|
| South Carolina Standard 4-1: 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 |
| 4-1.1 Analyze information to solve increasingly more sophisticated problems. | Unit 1, Session 19 Unit 2, Sessions 19–20 Unit 2, pages 234–236 (Work Place 2C) Unit 3, Sessions 9, 13, 18 Unit 4, Sessions 7, 16, 18 Unit 5, Sessions 12–14 Unit 6, Sessions 17–18 Unit 7, Sessions 1–3, 13 Unit 8, Sessions 9–13 | February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page | Practice Workbook pages 2, 4, 6, 8, 10, 12, 14, 16, 18, 24, 26, 30, 32, 34, 36, 38, 40, 48, 54, 56, 58, 60, 62, 64, 70, 74, 76, 78, 80, 94, 96, 98, 99, 100, 116, 130, 138, 140 | Formal Unit Pre- and Post-Assessments Unit 1, Sessions 7 & 21 Unit 2, Sessions 5 & 21 Unit 3, Sessions 2 & 20 Unit 4, Sessions 3 & 21 Unit 5, Sessions 1 & 18 Unit 7 Sessions 4 & 14 |
| 4-1.2 Construct arguments that lead to conclusions about general mathematical properties and relationships. | Unit 1, Sessions 6, 8, 12 Unit 2, Session 4 Unit 3, Session 4 Unit 4, Sessions 1, 4, 7–9 Unit 5, Sessions 2, 4, 10 Unit 7, Sessions 5–6, 8 | | Practice Workbook page 129 | Formal Unit Pre- and Post-Assessments Unit 7, Sessions 4 & 14 |
| 4-1.3 Explain and justify answers on the basis of mathematical properties, structures, and relationships. | Unit 1, Sessions 4–6, 12–16, 20 Unit 2, Sessions 2 & 4 Unit 3, Sessions 1, 3, 9, 13, 17 Unit 4, Sessions 2, 4, 7–9, 13, 16–17 Unit 4, pages 515–516 (Challenge) Unit 5 Sessions, 2, 4, 10, 13–14 Unit 6, Sessions 13, 18 Unit 7 Sessions 1–3, 5–8 Unit 8 Sessions 7, 10–11 | February–May Problem Solving Note: See February, pages 243–244, Introducing the Problem Solving Solution Page | | Formal Unit Pre- and Post-Assessments Unit 4, Sessions 3 & 21 Unit 7 Sessions 4 & 14 |
| 4-1.4 Generate descriptions and mathematical statements about relationships between and among classes of objects. | Unit 1, Sessions 2–6, 12 Unit 2, Session 4 Unit 4, Sessions 22. 5. 7–8, 13, 16–17, 19 Unit 6 Sessions 3, 13 Unit 7, Session 5 Unit 8, Sessions 9–11 | | Practice Workbook page 129 | |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| MATHEMATICAL PROCESSES | | | | |
|--|--|--|---|---|
| South Carolina Standard 4-1: 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 |
| 4-1.5 Use correct, complete, and clearly written and oral mathematical language to pose questions, communicate ideas, and extend problem situations. | Unit 1, Sessions 3, 6, 11-12, 19-20 Unit 2, Sessions 4–5, 20 Unit 3, Sessions 1, 4, 7, 12, 19 Unit 4, Sessions 1-2, 4-9, 13, 16-19 Unit 5, Session 2, 4, 10–11 Unit 8, Sessions 7, 10, 17 | | Practice Workbook pages 30, 38, 40, 62, 76, 78, 94, 96, 98–100, 140 | Formal Unit Pre- and Post-Assessments Unit 1, Sessions 1 & 21 |
| 4-1.6 Generalize connections between new mathematical ideas and related concepts and subjects that have been previously considered | Unit 1, Sessions 6, 8–9, 20 Unit 3, Sessions 3–5, 9 Unit 4, Sessions 4–5, 8, 13, 16–17 Unit 5, Sessions 2, 4, 10 Unit 6, Sessions 9, 12 Unit 7, Sessions 5–6, 17 | September Calendar Grid September Problem Solving October Calendar Grid November Calendar Collector December Calendar Collector March Calendar Grid March Calendar Collector | | |
| 4-1.7 Use flexibility in mathematical representations. | Unit 1, Sessions 2, 8, 13 Unit 2, Session 20 Unit 3, Sessions 3–4, 9, 18–19 Unit 6, Session 12 Unit 7, Sessions 2–3, 6–8 Unit 8, Sessions 3–6, 8, 16–18 | March Calendar Grid | | Formal Unit Pre- and Post-Assessments Unit 3, Sessions 2 & 20 |
| 4-1.8 Recognize the limitations of various forms of mathematical representations. | Unit 2, Sessions 4, 20 Unit 5, Session 5 Unit 8, Sessions 3–6 | | | |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| NUMBER AND OPERATIONS | | | | |
|---|--|---|--|---|
| South Carolina Standard 4-2: The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals. | | | | |
| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
| 4-2.1 Recognize the period in the place-value structure of whole numbers: units, thousands, millions, and billions. | Unit 2, Session 4 | September Calendar Grid September Problem Solving November – January Number Line | Set A3 Number & Operations: Place Value to Millions, Activities 1, 2 & 3, Independent Worksheets 1, 2 & 3 Set A7 Number & Operations: Place Value to Billions, Independent Worksheets 1, 2 & 3 Practice Workbook, pages 21, 25, 29 | |
| 4-2.2 Apply divisibility rules for 2, 5, and 10. | | | Practice Workbook, pages 126, 129 | |
| 4-2.3 Apply an algorithm to multiply whole numbers fluently. | Unit 2, Sessions 14–15 | April Problem Solving | Set A5 Number & Operations: Multi-Digit Multiplication, Activities 2–3, 5–6, 10, 12–13 and Independent Worksheets 1, 3–9 Practice Workbook, pages 68–69, 72–73, 75, 77, 79, 87, 94–95, 136 | Informal Unit 2, Session 14 (Work Sample) |
| | | | | Formal Set A5 Number & Operations: Multi-Digit Multiplication, Activities 1 and 14 |
| 4-2.4 Explain the effect on the product when one of the factors is changed. | Unit 1, Session 12 Unit 3, page 285 (Home Connection 19) | | Practice Workbook, pages 11, 122, 138 | |
| 4-2.5 Generate strategies to divide whole numbers by single-digit divisors. | Unit 1, Session 10 Unit 2, session 17–18 Unit 3, Session 12–18 Unit 8, Sessions 14, 17–18 | November Problem Solving February Problem Solving March Problem Solving April Problem Solving Number Corner Student Book, pages 24, 27, 30, 46, 66, 87, 89, 99, 105–106 | Practice Workbook, pages 49, 81–82, 89 | Informal Unit 2, Session 14 (Work Sample) Unit 3, sessions 13 & 17 (Work Samples) |
| | | | | Formal Unit Pre- and Post-Assessments & Student Reflection Sheets Unit 1, Sessions 7 & 21 Unit 3, Session 2 & 20 Unit 1, pages 54–57 (Individual Interview) |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| NUMBER AND OPERATIONS | | | | |
|---|---|--|--|---|
| South Carolina Standard 4-2: The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals. | | | | |
| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
| 4-2.6 Analyze the magnitude of digits through hundredths on the basis of their place value. | Unit 6, Sessions 9–20 Unit 6, pages 724, 730 (Home Connections 47, 48) | December Calendar Collector March–May Number Line Practice Workbook, page 11 | | Informal Unit 6, Sessions 9–10, 13 (Work Samples) |
| | | | | Formal Unit 6, Session 1 (Unit Pre-Assessment) Unit 6, Session 22 (Unit Post-Assessment & Student Reflection Sheet) |
| 4-2.7 Compare decimals through hundredths by using the terms is less than, is greater than, and is equal to and the symbols $<$, $>$, and $=$. | Unit 6, Sessions 9–20 Unit 6, page 724 (Home Connection 47) | December Calendar Collector March–May Number Line Practice Workbook, pages 111, 119, 137 | | Informal Unit 6, Session 10 (Work Sample) |
| | | | | Formal Unit 6, Session 1 (Unit Pre-Assessment) Unit 6, Session 22 (Unit Post-Assessment & Student Reflection Sheet) Number Corner Teacher's Guide, pages 365–369 (Checkup 4) |
| 4-2.8 Apply strategies and procedures to find equivalent forms of fractions. | Unit 3, Sessions 3, 5–9, 11 Unit 6, Sessions 2–3 | October Calendar Collector March Calendar Grid April Calendar Collector | Practice Workbook, pages 41–42, 45, 59, 101, 105, 107, 109 | |
| 4-2.9 Compare the relative size of fractions to the benchmarks 0, $\frac{1}{2}$, and 1. | | | Practice Workbook, pages 42–43, 46–47, 57, 67, 102–103 | |
| 4-2.10 Identify common the fraction/decimal equivalents $\frac{1}{2} = .5$, $\frac{1}{4} = .25$, $\frac{3}{4} = .75$, $\frac{1}{3} = .33$, $\frac{2}{3} = .67$, multiples of $\frac{1}{10}$, and multiples of $\frac{1}{100}$. | Unit 3, Session 3 Unit 5, Sessions 4 Unit 6, Sessions 7-10, 12-14, 18-20 Unit 6, page 715 (Home Connection 46) Unit 8, Session 14 | December Calendar Collector March–May Number Line Number Corner Student Book, page 45 | Practice Workbook, pages 113, 115, 137 | Informal Unit 6, Sessions 9–10, 13 (Work Samples) |
| | | | | Formal Unit 6, Session 1 (Unit Pre-Assessment) Unit 6, Session 22 (Unit Post-Assessment & Student Reflection Sheet) Number Corner Teacher's Guide, pages 211–214, 365–369 (Checkups 2 & 4) |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

NUMBER AND OPERATIONS

South Carolina Standard 4-2: The student will demonstrate through the mathematical processes an understanding of decimal notation as an extension of the place-value system; the relationship between fractions and decimals; the multiplication of whole numbers; and accurate, efficient, and generalizable methods of dividing whole numbers, adding decimals, and subtracting decimals.

| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
|---|---|---|---|---|
| 4-2.11 Represent improper fractions, mixed numbers, and decimals. | Unit 6, Sessions 9–20 Unit 6, pages 724, 730 (Home Connections 47, 48) Unit 8, Session 14 | November Calendar Collector December Calendar Collector March–May Number Line April Calendar Collector | Practice Workbook, pages 31, 44–45, 50, 63, 67, 101–103 | Informal Unit 6, Sessions 9–10, 13 (Work Samples) |
| | | | | Formal Unit Pre- and Post-Assessments Unit 6, Sessions 1 & 22 |
| 4-2.12 Generate strategies to add and subtract decimals through hundredths. | Unit 6, Sessions 15–17 Unit 6, pages 730, 740 (Home Connections 48, 49) | March, April & May Number Line | Practice Workbook, pages 5, 112, 114, 120 | Formal Unit Pre- and Post-Assessments Unit 6, Sessions 1 & 22 |

ALGEBRA

South Carolina Standard 4-3: The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.

| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
|---|---|---|--------------------------------------|---|
| 4-3.1 Analyze numeric, nonnumeric, and repeating patterns involving all operations and decimal patterns through hundredths. | Unit 2, Sessions 1–2 Unit 3, Sessions 12, 18 Unit 7, Sessions 1–3, 5–9, 13 Unit 7, pages 793, 800, 853 (Home Connections 50, 51, 54) | September Calendar Collector September–October Calendar Grid December–March Calendar Grid September–March Number Line Number Corner Student Book, p. 56 | | Formal Unit Pre- and Post-Assessments Unit 7, Sessions 4 & 14 |
| 4-3.2 Generalize a rule for numeric, nonnumeric, and repeating patterns involving all operations. | Unit 2, Session 2 Unit 3, sessions 12, 18 Unit 7, Sessions 1–3, 5–9, 13 Unit 7, pages 793, 800, 853 (Home Connections 50, 51, 54) | September Calendar Collector September–October Calendar Grid December–March Calendar Grid | Practice Workbook, page 125 | Formal Unit Pre- and Post-Assessments Unit 7, Sessions 4 & 14 |
| 4-3.3 Use a rule to complete a sequence or a table. | Unit 3, Session 12 Unit 7, Sessions 1–3, 5–9, 13 Unit 7, pages 793, 800, 853 (Home Connections 50, 51, 54) | September Calendar Grid September–November Calendar Collector February Calendar Grid Number Corner Student Book, page 66 | Practice Workbook, page 15, 125, 129 | Formal Unit Pre- and Post-Assessments Unit 7, Sessions 4 & 14 |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

ALGEBRA

South Carolina Standard 4-3: The student will demonstrate through the mathematical processes an understanding of numeric and nonnumeric patterns, the representation of simple mathematical relationships, and the application of procedures to find the value of an unknown.

| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
|---|--|---|---------------------------------------|--|
| 4-3.4 Translate among, letters, symbols, and words to represent quantities in simple mathematical expressions or equations. | Unit 7, Sessions 8, 9, 10, 13 Unit 7, pages 798–800 (Challenge) | September Problem Solving February Calendar Grid Number Corner Student Book, pages 1–3, 5, 66, 68 | Practice Workbook, pages 123–124, 128 | Formal Number Corner Teacher’s Guide, pages 282–292 (Checkup 3) |
| 4-3.5 Apply procedures to find the value of an unknown letter or symbol in a whole-number equation. | Unit 7, Sessions 8, 9, 10, 13 Unit 7, pages 798–800 (Challenge) | September Problem Solving February Calendar Grid Number Corner Student Book, pages 1–3, 5, 66, 68 | Practice Workbook, pages 123–124 | Formal Number Corner Teacher’s Guide, pages 282–292 (Checkup 3) |
| 4-3.6 Illustrate situations that show change over time as either increasing, decreasing, or varying. | Unit 7, Sessions 11–12 Unit 7, page 844 (Home Connection 53) | March Calendar Collector Number Corner Student Book, p. 77 | | |

GEOMETRY

South Carolina Standard 4-4: The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system.

| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
|---|---|---------------|--|--|
| 4-4.1 Analyze the quadrilaterals squares, rectangles, trapezoids, rhombuses, and parallelograms according to their properties. | Unit 1, Sessions 2–3 Unit 4, Sessions 2, 9–10, 12 Unit 4, page 458 (Home Connection 31) | | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheets 1 & 2 | Formal Unit Pre- and Post-Assessments Unit 1, Sessions 1 & 21 Unit 4, Sessions 3 & 21 |
| 4-4.2 Analyze the relationship between three-dimensional geometric shapes in the form of cubes, rectangular prisms, and cylinders and their two-dimensional nets. | Unit 4, Sessions 13, 16–19 Unit 4, page 507 (Home Connection 34) | | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheet 3 | Formal Unit Pre- and Post-Assessments Unit 4, Sessions 3 & 21 |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| GEOMETRY | | | | |
|--|--|--|--|---|
| South Carolina Standard 4-4: The student will demonstrate through the mathematical processes an understanding of the relationship between two- and three-dimensional shapes, the use of transformations to determine congruency, and the representation of location and movement within the first quadrant of a coordinate system. | | | | |
| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
| 4-4.3 Predict the results of multiple transformations of the same type—translation, reflection, or rotation—on a two-dimensional geometric shape. | Unit 4, Sessions 5–8, 12 | November Calendar Grid | | Formal Unit Pre- and Post-Assessments Unit 4, Sessions 3 & 21 |
| 4-4.4 Represent the two-dimensional shapes trapezoids, rhombuses, and parallelograms and the three-dimensional shapes cubes, rectangular prisms, and cylinders. | Unit 4, Sessions 2, 6, 8, 12 Unit 4, pages 446, 481, 507 (Home Connections 30, 32, 34) | | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheets 1 & 3 | |
| 4-4.5 Use transformation(s) to prove congruency. | Unit 3, Session 1 Unit 4, Sessions 5–7 Unit 5, Session 14 | November Calendar Grid | | |
| 4-4.6 Represent points, lines, line segments, rays, angles, and polygons. | Unit 4, Sessions 4, 5, 14 Unit 4, pages 432, 446 (Home Connections 29, 30) | April Calendar Grid Number Corner Student Book, page 91 | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheets 1 & 3 | Formal Unit Pre- and Post-Assessments Unit 4, Sessions 3 & 21 |
| 4-4.7 Represent with ordered pairs of whole numbers the location of points in the first quadrant of a coordinate grid. | Unit 4, Session 4 Unit 4, page 458 (Home Connection 31) Unit 7, Sessions 2–3, 6, 8–9, 13 Unit 7, page 853 (Home Connection 54) Unit 8, Sessions 9–11 Unit 8, pages 925, 934 (Home Connections 56, 57) | | | Formal Unit Pre- and Post-Assessments Unit 4, Sessions 3 & 21 |
| 4-4.8 Illustrate possible paths from one point to another along vertical and horizontal grid lines in the first quadrant of the coordinate plane. | Unit 4, Session 4 | | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheet 4 | |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| MEASUREMENT | | | | |
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| South Carolina Standard 4-5: The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area. | | | | |
| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
| 4-5.1 Use appropriate tools to measure objects to the nearest unit: measuring length in quarter inches, centimeters, and millimeters; measuring liquid volume in cups, quarts, and liters; and measuring weight and mass in pounds, milligrams, and kilograms. | Unit 2, Sessions 3, 5 Unit 4, Session 16 Unit 8, Sessions 10, 13 | September Calendar Collector October Calendar Collector | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheets 1 & 3 Set D1 Measurement: Weight & Mass Set D3 Measurement: Capacity in Metric Units Practice Workbook, page 22 | |
| 4-5.2 Compare angle measures with referent angles of 45 degrees, 90 degrees, and 180 degrees to estimate angle measures. | Unit 1, Sessions 2–3 Unit 4, Session 1 | | Set C2 Geometry: 2- and 3-Dimensional Shapes, Independent Worksheet 4 | |
| 4-5.3 Use equivalencies to convert units of measure within the U.S. Customary System: converting length in inches, feet, yards, and miles; converting weight in ounces, pounds, and tons; converting liquid volume in cups, pints, quarts, and gallons; and converting time in years, months, weeks, days, hours, minutes, and seconds. | Unit 6, pages 685 (Home Connection 44) Unit 8, Sessions 8, 12–13 | September Calendar Collector October Calendar Collector November Calendar Collector November Problem Solving Number Corner Student Book, pages 20–21, 27, 30, 33, 105 | Practice Workbook, page 62 | Informal Unit 8, Sessions 8 & 13 (Work Samples) |
| | | | | Formal Unit 8, Session 19 (Unit Post-Assessment) Number Corner Teacher's Guide, pages 97–101, 211–214 (Checkups 1 & 2) |
| 4-5.4 Analyze the perimeter of a polygon. | Unit 1, Sessions 18–20 | January Problem Solving April Calendar Grid | Practice Workbook, pages 19–22, 88, 139 | Formal Number Corner Teacher's Guide, pages 211–214, 282–292 (Checkups 2 & 3) |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| MEASUREMENT | | | | |
|---|---|---|---|--|
| South Carolina Standard 4-5: The student will demonstrate through the mathematical processes an understanding of elapsed time; conversions within the U.S. Customary System; and accurate, efficient, and generalizable methods of determining area. | | | | |
| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
| 4-5.5 Generate strategies to determine the area of rectangles and triangles. | Unit 1, Sessions 1, 6, 18–20 Unit 1, pages 123–124 (Home Connection 10) Unit 2, Sessions 3–4, 6 Unit 3, page 285 (Home Connection 19) Unit 4, Sessions 10–11, 16, 18 Unit 4, pages 515–516 (Challenge) Unit 5, Session 14 Unit 6, Sessions 1–3 | January Problem Solving April Calendar Grid April Problem Solving Number Corner Student Book, pages 55, 56, 60, 84, 87, 91 | Practice Workbook, pages 19–20, 22, 64, 88, 121, 130, 138–139 | Formal Unit Pre- and Post-Assessments & Student Reflection Sheet Unit 2, Sessions 5 & 21 Number Corner Teacher’s Guide, pages 211–214, 282–292 (Checkups 2 & 3) |
| 4-5.6 Apply strategies and procedures to determine the amount of elapsed time in hours and minutes within a 12-hour period, either a.m. or p.m. | Unit 3, Session 9 Unit 3, page 329 (Home Connection 23) | January Calendar Grid January Problem Solving Number Corner Student Book, pages 47–48, 56–58, 60 | Practice Workbook, pages 7, 27–28, 50, 93, 100 | Formal Number Corner Teacher’s Guide, pages 60–63, 211–214 (Baseline Assessment, Checkup 2) |
| 4-5.7 Use Celsius and Fahrenheit thermometers to determine temperature changes during time intervals. | | | Set D8 Measurement: Temperature, Activities 1, 2 & 3 | |
| 4-5.8 Recall equivalencies associated with liquid volume, time, weight, and length: 8 liquid ounces = 1 cup, 2 cups = 1 pint, 2 pints = 1 quart, 4 quarts = 1 gallon; 365 days = 1 year, 52 weeks = 1 year; 16 ounces = 1 pound, 2,000 pounds = 1 ton; and 5,280 feet = 1 mile. | Unit 6, page 685 (Home Connection 44) Unit 8, Session 12 | October Calendar Grid | Practice Workbook, pages 9, 104, 106, 108, 110, 127 | |
| 4-5.9 Exemplify situations in which highly accurate measurements are required. | Unit 8, Session 13 | March Calendar Collector | Practice Workbook, page 135 | |

Bridges Grade 4 Correlations to South Carolina Mathematics Standards (cont.)

| DATA ANALYSIS AND PROBABILITY | | | | |
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| South Carolina Standard 4-6: The student will demonstrate through the mathematical processes an understanding of the impact of data-collection methods, the appropriate graph for categorical or numerical data, and the analysis of possible outcomes for a simple event. | | | | |
| Indicators | Bridges | Number Corner | Bridges Supplement | Assessments |
| 4-6.1 Compare how data-collection methods impact survey results. | Unit 8, Sessions 15–18 | | | |
| 4-6.2 Interpret data in tables, line graphs, bar graphs, and double bar graphs whose scale increments are greater than or equal to 1. | Unit 5, Sessions 5, 13 Unit 7, Sessions 11–12 Unit 7, page 844 (Home Connection 53) Unit 8, Sessions 3, 5–6, 10–11, 17–18 | January Calendar Collector February Calendar Collector | Practice Workbook, pages 85, 131–132, 134 | Formal Unit Pre- and Post-Assessments Unit 5, Sessions 1 & 18 Unit 7, Sessions 4 & 14 Unit 8, Sessions 1 & 19 Number Corner Teacher's Guide, pages 282–294, 365–369 (Checkups 3, 4) |
| 4-6.3 Organize data in tables, line graphs, and bar graphs whose scale increments are greater than or equal to 1. | Unit 5, Sessions 3, 5, 12–13 Unit 8, Sessions 2, 4, 7, 9, 11, 16–18 | January Calendar Collector February Calendar Collector March Calendar Collector | Practice Workbook, pages 89, 132 | Unit 5, Session 18 (Unit Post-Assessment) Unit 8, Session 19 (Unit Post-Assessment) |
| 4-6.4 Distinguish between categorical and numerical data. | | | Practice Workbook, page 133 | |
| 4-6.5 Match categorical and numerical data to appropriate graphs. | | | Practice Workbook, page 133 | |
| 4-6.6 Predict on the basis of data whether events are likely, unlikely, certain, impossible, or equally likely to occur. | Unit 5, Sessions 2–5, 12–14 Unit 5, page 600 (Home Connection 39) | January Calendar Collector February Calendar Collector Number Corner Student Book, pages 59, 63 | Practice Book, pages 84, 86, 90 | Informal Unit 5, Session 4 (Work Sample) |
| | | | | Formal Unit Pre- and Post-Assessments Unit 5, Sessions 1 & 18 Number Corner Teacher's Guide, pages 289–292 (Checkup 3) |
| 4-6.7 Analyze possible outcomes for a simple event. | Unit 5, Sessions 2–5, 12–14 Unit 5, pages 556–557, 572, 583 (Home Connections 36, 37, 38) | January Calendar Collector February Calendar Collector | Practice Workbook, pages 86, 90 | Formal Unit Pre- and Post-Assessments Unit 5, Sessions 1 & 18 |