GRADE K

Bridges in Mathematics & Number Corner Second Edition

South Carolina

College- and Career-Ready Standards for Mathematics

CORRELATIONS

Key Concepts in Mathematics

Content Standards for Mathematics

- Number Sense (NS)
- Number Sense and Base Ten (NBT)
- Algebraic Thinking and Operations (ATO)
- Geometry (G)
- Measurement and Data Analysis (MDA)

Mathematical Process Standards

1. Make sense of problems and persevere in solving them.
2. Reason both contextually and abstractly.
3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.
4. Connect mathematical ideas and real-world situations through modeling.
5. Use a variety of mathematical tools effectively and strategically.
6. Communicate mathematically and approach mathematical situations with precision.
7. Identify and utilize structure and patterns.

BRIDGES® IN MATHEMATICS

South Carolina College- and Career-Ready Standards for Mathematics (continued)

NUMBER SENSE

K.NS.1 Count forward by ones and tens to 100.

Unit 1: M1–*S1, S2, S3, S3-WP1E, S4, S5* **Unit 2**: M3–*S1, S2* **Unit 3**: M1–*S1* **Unit 4**: M1–*S1, S2, S3, S3-WP4A* M3–*S1, S2* M4–*S2-HC* **Unit 5**: M1–*S4* M2–*S1* **Unit 6**: M1–*S1, S2-HC, S3, S4, S5-HC* M2–*S1, S5-HC* M3–*S1, S4* **Unit 7**: M1–*S1, S2, S3, S4* M2–*S1, S2, S3* M4–*S1, S4, S5* **Unit 8**: M1–*S5-HC* M2–*S1, S4, S4-WP8E*	**Sep:** CC, DS, NL **Oct:** CC, DS, NL **Nov:** DS, NL **Dec:** CC, DS, NL **Jan:** DS, NL **Feb:** DS, NL **Mar:** DS, NL **Apr:** DS, NL **May:** DS, NL

K.NS.2 Count forward by ones beginning from any number less than 100.

Unit 3: M2–*S4, S5-HC* M3–*S1, S2, S3, S4, S5* M4–*S1, S2, S3, S4, S5* **Unit 4**: M1–*S1, S2, S3, S3-WP4A* M2–*S1, S2, S2-HC, S2-WP4B, S3, S4, S5, S5-WP4C* M3–*S1, S2, S3, S4, S5* M4–*S1, S2, S3, S4, S5, S5-WP4D, S5-WP4E* **Unit 5**: M1–*S2-HC, S5, S5-HC* **Unit 6**: M1–*S2, S3, S4, S5* M2–*S2, S3* M3–*S2, S3* **Unit 8**: M1–*S1, S2, S2-HC, S3, S4, S5, S5-HC* M3–*S2, S3*	**Sep:** NL **Oct:** NL **Nov:** NL **Dec:** NL **Jan:** NL **Feb:** CG, CC, NL **Mar:** DS, NL **Apr:** NL **May:** CF, NL

K.NS.3 Read numbers 0–20 and represent a number of objects 0–20 with a written numeral.

Unit 1: M2–*S2-HC, S4, S5-HC* M3–*S3-HC, S6, S6-HC, S6-WP1H* M4–*S4-HC* **Unit 2**: M2–*S2-HC, S5-HC* M4–*S2-HC* **Unit 3**: M2–*S2, S2-WP3C, S5-HC* M3–*S1, S2, S2-HC, S5-HC* M4–*S5-HC* **Unit 4**: M1–*S4, S5, S5-HC* M2–*S2-HC* M3–*S2-HC* **Unit 5**: M1–*S3* M3–*S5-HC* M4–*S1, S5-HC* **Unit 6**: M2–*S5-WP6C* M3–*S1, S2, S2-HC, S4* M4–*S2-HC, S5-HC* **Unit 7**: M1–*S4, S5, S5-WP7B* M2–*S2, S2-WP7C, S5-HC* M3–*S2-HC, S3, S5-HC* M4–*S1, S2, S2-HC, S3, S5-HC* **Unit 8**: M1–*S1, S2, S2-WP8A, S3, S4, S4-WP8B* M2–*S3, S4, S4-WP8E, S5* M3–*S5-HC* M4–*S1*	**Sep:** NL **Oct:** NL **Nov:** NL **Dec:** NL **Jan:** NL **Feb:** NL **Mar:** NL

South Carolina College- and Career-Ready Standards for Mathematics (continued)

NUMBER SENSE

K.NS.4 Understand the relationship between number and quantity. Connect counting to cardinality by demonstrating an understanding that:

Unit 4: M3–*S3, S4, S5*	
a. the last number said tells the number of objects in the set (cardinality);	
Unit 1: M1–*S1, S2, S3, S4, S5* M2–*S1, S2, S3, S4, S4, S5* M3–*S1, S2, S3, S4, S5* **Unit 2**: M1–*S1, S2, S2-HC, S3, S4, S5, S5-WP2A* M2–*S1, S2, S3, S4, S4-WP2B, S5* M3–*S1, S2* **Unit 3**: M1–*S1, S2, S4, S5, S5-WP3A* M2–*S1, S1-WP3B, S2, S2-WP3C* M3–*S5* M4–*S3* **Unit 4**: M2–*S1, S2, S2-WP4B, S3, S4, S5, S5-WP4C* **Unit 6**: M1–*S3, S4* M2–*S3, S3-WP6A, S5, S5-WP6C* M4–*S5-HC*	**Sep:** CC, DS, CF, NL **Oct:** CG, CC, DS, CF, NL **Nov:** CC, DS, CF **Dec:** CC, DS, CF **Jan:** CC, DS, CF **Feb:** DS **Mar:** DS **Apr:** DS **May:** DS
b. the number of objects is the same regardless of their arrangement or the order in which they are counted (conservation of number);	
Unit 1: M1–*S1, S2, S3, S4, S5* M2–*S1, S2, S3, S4, S4, S5* M3–*S1, S2, S3, S4, S5* **Unit 2**: M1–*S1, S2, S2-HC, S3, S4, S5, S5-WP2A* M2–*S1, S2, S3, S4, S4-WP2B, S5* M3–*S1, S2* **Unit 3**: M1–*S1, S2, S4, S5, S5-WP3A* M2–*S1, S1-WP3B, S2, S2-WP3C* M3–*S5* M4–*S3* **Unit 4**: M2–*S1, S2, S2-WP4B, S3, S4, S5, S5-WP4C* **Unit 6**: M1–*S3, S4* M2–*S3, S3-WP6A, S5, S5-WP6C* M4–*S5-HC*	**Sep:** CC, DS, CF, NL **Oct:** CG, CC, DS, CF, NL **Nov:** CC, DS, CF **Dec:** CC, DS, CF **Jan:** CC, DS, CF **Feb:** DS **Mar:** DS **Apr:** DS **May:** DS
c. each successive number name refers to a quantity that is one more and each previous number name refers to a quantity that is one less.	
Unit 1: M1–*S5* M3–*S1, S2, S3, S4, S5* **Unit 2**: M3–*S1, S2* **Unit 3**: M4–*S1* **Unit 6**: M3–*S1, S2* **Unit 8**: M3–*S2*	**Sep:** DS, CF **Oct:** CG, DS, CF, NL **Nov:** NL **Dec:** CF, NL **Jan:** CG, NL **Feb:** CG, NL **Apr:** NL

South Carolina College- and Career-Ready Standards for Mathematics (continued)

NUMBER SENSE

K.NS.5 Count a given number of objects 1–20 and connect this sequence in a one-to-one manner.

Unit 1: M1–*S1, S1-WP1A, S2, S3, S3-WP1E, S4, S5* M2–*S1, S2, S3, S4, S4, S5* M3–*S1, S2, S3, S4, S5* **Unit 2**: M1–*S1, S2, S3, S4, S5, S5-WP2A* M2–*S1, S2, S3, S4, S4-WP2B, S5* M3–*S1, S2, S3-HC, S4, S4-WP2C, S6, S6-WP2D* **Unit 3**: M1–*S1, S2* **Unit 4**: M2–*S1, S2, S2-WP4B, S3, S4, S5, S5-WP4C* **Unit 6**: M1–*S3, S4* M2–*S3, S3-WP6A, S5, S5-WP6C* M4–*S5-HC*	**Sep:** CC, DS, CF, NL **Oct:** CG, CC, DS, CF, NL **Nov:** CC, DS, CF **Dec:** CC, DS, CF **Jan:** CC, DS **Feb:** DS **Mar:** DS **Apr:** DS **May:** DS

K.NS.6 Recognize a quantity of up to ten objects in an organized arrangement (subitizing).

Unit 1: M1–*S1, S2, S3*	**Sep:** CC, DS, CF

K.NS.7 Determine whether the number of up to ten objects in one group is more than, less than, or equal to the number of up to ten objects in another group using matching and counting strategies.

Unit 1: M1–*S1-WP1A, S2, S3, S4, S5* M3–*S4, S5, S5-WP1H* **Unit 2**: M1–*S4, S5, S5-HC, S5-WP2A* M3–*S3, S4, S4-WP2C, S6, S6-HC, S6-WP2D* **Unit 3**: M3–*S3, S4-WP3D, S5-HC* M4–*S1, S2, S2-HC, S3* **Unit 4**: M3–*S1, S2-HC, S3, S4, S5* M4–*S2-HC* **Unit 5**: M1–*S3, S4, S5, S5-WP5A* M2–*S1, S2, S3, S4* M3–*S1, S1-WP5C, S2, S2-WP5D, S3, S3-WP5E, S4, S5, S5-WP5F* M4–*S1* **Unit 6**: M1–*S3, S4, S5* M2–*S5-HC* M3–*S1, S2, S3, S3-WP6D* **Unit 7**: M2–*S3, S4, S4-WP7D* M3–*S1, S2* M4–*S2-HC, S3* **Unit 8**: M1–*S5, S5-WP8C* M2–*S1, S2, S2-HC, S2-WP8D* M3–*S1, S4, S5*	**Oct:** CC **Dec:** CC **Jan:** CC, NL **Feb:** CG **Mar:** CC, NL **Apr:** CC **May:** CC

K.NS.8 Compare two written numerals up to 10 using *more than, less than or equal to.*

Unit 1: M1–*S3, S4, S5* **Unit 3**: M4–*S3, S5-HC* **Unit 4**: M1–*S4, S5, S5-HC* **Unit 5**: M1–*S3* **Unit 6**: M1–*S5, S5-HC* M3–*S5* **Unit 7**: M2–*S2, S2-WP7C, S5* M4–*S1, S2, S3*	**Jan:** NL **Mar:** NL

K.NS.9 Identify first through fifth and last positions in a line of objects.

Unit 1: M4-S3, S4 **Unit 3**: M1-S3, S5 M4-S1, S2 **Unit 4**: M1-S1, S2, S2	**Sep:** CC **Oct:** CC **Jan:** CC **Feb:** CC **Mar:** CC

South Carolina College- and Career-Ready Standards for Mathematics (continued)

NUMBER SENSE AND BASE TEN

K.NSBT.1 Compose and decompose numbers 11–19 separating ten ones from the remaining ones using objects and drawings.

Unit 6: M1–*S3, S4* M3–*S1, S2, S4, S5, S5-HC* **Unit 7**: M1–*S4, S5, S5-WP7B* M2–*S1, S2, S2-WP7C, S3, S4, S4-WP7D* M4–*S1, S2, S2-HC, S3, S4, S5-HC* **Unit 8**: M1–*S2-HC, S5, S5-WP8C* M2–*S4, S4-WP8E* M3–*S1, S2, S2-HC, S3, S4, S5, S5-HC* M4–*S2-HC*	**Sep:** CC **Oct:** CC **Nov:** CC **Dec:** CC, DS **Jan:** CC **Feb:** NL

South Carolina College- and Career-Ready Standards for Mathematics (continued)

ALGEBRAIC THINKING AND OPERATIONS

K.ATO.1 Model situations that involve addition and subtraction within 10 using objects, fingers, mental images, drawings, acting out situations, verbal explanations, expressions, and equations.

Unit 2: M1–*S1, S2* M2–*S5* M3–*S1*	**Dec:** DS, CF
Unit 3: M1–*S1, S2, S3, S4, S5, S5-HC, S5-WP3A* M2–*S1, S2, S2-HC, S3, S4, S5* M3–*S1, S2, S2-HC, S5, S5-WP3E*	**Jan:** CG, DS, CF
Unit 4: M2–*S1, S2, S2-WP4B, S3, S4, S5, S5-HC, S5-WP4C* M4–*S1, S2, S3, S4, S5, S5-WP4D*	**Feb:** CC, CF
Unit 5: M1–*S5-HC*	**Mar:** CG, CC, CF
Unit 6: M1–*S2* M3–*S2-HC* M4–*S1, S2, S3, S4, S5, S5-HC*	**Apr:** CC, CF
Unit 7: M1–*S5-HC* M2–*S2-HC, S5-HC* M3–*S1, S2, S3, S4, S5* M4–*S3*	**May:** CG, CC, CF
Unit 8: M1–*S1, S2, S2-WP8A, S3, S4, S4-WP8B, S5-HC* M2–*S3, S4, S4-WP8E* M4–*S2, S3*	

K.ATO.2 Solve real-world/story problems using objects and drawings to find sums up to 10 and differences within 10.

Unit 2: M3–*S3-HC*	**Jan:** CG
Unit 3: M2–*S2, S2-HC, S5-HC* M3–*S2, S4*	**Feb:** CC, CF
Unit 4: M2–*S2, S3, S4, S5, S5-HC, S5-WP4C* M4–*S5-HC*	**Mar:** CG, CC, CF
Unit 6: M1–*S2* M3–*S3, S3-WP6D* M4–*S1, S2, S3, S4, S5*	**Apr:** CC, CF
Unit 7: M1–*S5-HC* M2–*S5-HC* M3–*S1, S2, S2-HC, S3, S4, S5, S5-HC* M4–*S5-HC*	**May:** CG, CC
Unit 8: M1–*S1, S2, S2-WP8A, S3, S4, S4-WP8B* M2–*S2-HC, S3, S5-HC* M3–*S2, S2-HC, S3* M4–*S1, S2, S2-HC*	

K.ATO.3 Compose and decompose numbers up to 10 using objects, drawings, and equations.

Unit 1: M2–*S1, S2, S3, S4, S4-WP1F, S5* M3–*S4, S5, S5-WP1G*	**Oct:** CC, CF
Unit 2: M1–*S1, S2, S3, S5-HC* M2–*S1, S2-HC, S5, S5-HC* M3–*S3, S4, S4-WP2C, S5, S6, S6-HC, S6-WP2D*	**Nov:** CF
Unit 3: M1–*S1, S2, S4, S5, S5-WP3A* M2–*S1, S1-WP3B, S2, S4* M3–*S1, S2* M4–*S4, S5, S5-WP3F*	**Dec:** CF
Unit 5: M1–*S4, S5, S5-WP5A*	**Jan:** CG, CF
Unit 6: M2–*S5, S5-WP6C* M3–*S3, S3-WP6D* M4–*S1, S2, S3, S4, S5*	**Feb:** CC
Unit 7: M1–*S4* M3–*S5, S5-HC*	**Mar:** CC, CF
Unit 8: M1–*S1, S2, S2-WP8A, S4, S4-WP8B, S5-HC* M2–*S5* M3–*S5* M4–*S1, S2, S3*	**Apr:** CC
	May: CC, CF

K.ATO.4 Create a sum of 10 using objects and drawings when given one of two addends 1–9.

Unit 2: M1–*S3*	**Sep:** CF
Unit 3: M2–*S1* M3–*S5* M4–*S4, S5, S5-WP3F*	**Oct:** DS
Unit 5: M3–*S3, S3-WP5E*	**Nov:** DS
Unit 6: M3–*S5*	**Jan:** DS
Unit 7: M3–*S1, S2*	**Feb:** DS, CF
Unit 8: M1–*S1, S3* M2–*S2-HC, S5* M3–*S5* M4–*S1*	**Mar:** CG, DS, NL
	Apr: DS, NL
	May: DS, CF

M–Module, **S**–Session, **HC**–Home Connection, **WP**–Work Place Number Corner: **CG**–Calendar Grid, **CC**–Calendar Collector, **DR**–Daily Rectangle, **CF**–Computational Fluency, **NL**–Number Line

South Carolina College- and Career-Ready Standards for Mathematics (continued)

K.ATO.5 Add and subtract fluently within 5.		
Unit 4: M2–*S2-HC* M3–*S5-HC* M4–*S2-HC* **Unit 6**: M2–*S5, S5-WP6C* M3–*S2-HC* M4–*S2* **Unit 7**: M2–*S2-HC* M3–*S1, S2, S5, S5-HC* M4–*S5-HC* **Unit 8**: M1–*S1, S2, S2-WP8A, S3, S4, S4-WP8B* M3–*S2-HC* M4–*S2-HC, S3*	**Feb:** CC **Mar:** CC **Apr:** CC **May:** CF	
K.ATO.6 Describe simple repeating patterns using AB, AAB, ABB, and ABC type patterns.		
Unit 1: M4-S1-4	**Sep:** CG **Oct:** CG **Nov:** CG **Dec:** CG	

South Carolina College- and Career-Ready Standards for Mathematics (continued)

GEOMETRY

K.G.1 Describe positions of objects by appropriately using terms, including *below, above, beside, between, inside, outside, in front of, or behind.*	
Unit 1: M1–*S1-WP1B, S1-WP1C, S2, S2-WP1D* **Unit 2**: M4–*S1, S2, S3, S4, S4-HC, S4-WP2E* **Unit 5**: M1–*S1, S2, S2-HC* M2–*S1, S2, S2-HC, S3, S4, S5, S5-WP5B* M3–*S1, S1-WP5C, S2, S2-HC, S2-WP5D, S3, S3-WP5E, S4, S5, S5-WP5F* M4–*S1, S2, S3, S4, S5* **Unit 6**: M1–*S1, S2, S2-HC, S5* M2–*S1, S2, S2-HC, S4, S4-WP6B*	**Sep:** CG **Oct:** CG **Nov:** CG, NL **Dec:** CG, CC, NL
K.G.2 Identify and describe a given shape and shapes of objects in everyday situations to include two-dimensional shapes (i.e., triangle, square, rectangle, hexagon, and circle) and three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	
Unit 5: M2–*S1, 2, 3* **Unit 6**: M2–*S1, 2, 4*	**Sep:** CG **Oct:** CG **Nov:** CG **Dec:** CG
K.G.3 Classify shapes as two-dimensional/flat or three-dimensional/solid and explain the reasoning used.	
Unit 5: M4–*S2, S3, S4*	**Sep:** CG **Nov:** CG
K.G.4 Analyze and compare two- and three-dimensional shapes of different sizes and orientations using informal language.	
Unit 1: M1–*S1-WP1B, S1-WP1C, S2-WP1D* **Unit 2**: M4–*S1, S2* **Unit 5**: M1–*S1, S2* M2–*S1, S2, S2-HC, S3, S4, S5, S5-HC, S5-WP5B* M3–*S1, S1-WP5C, S4, S5, S5-HC, S5-WP5F* M4–*S1, S2, S2-HC, S3, S4, S5* **Unit 6**: M1–*S1, S2, S3, S5* M2–*S1, S2, S2-HC, S3, S3-WP6A, S4, S4-WP6B*	**May:** CC, CF
K.G.5 Draw two-dimensional shapes (i.e., square, rectangle, triangle, hexagon, and circle) and create models of three-dimensional shapes (i.e., cone, cube, cylinder, and sphere).	
Unit 1: M1–*S1-WP1C* **Unit 5**: M3–*S1-WP5C, S3* **Unit 6**: M1–*S3, S4* M2–*S3, S3-WP6A*	**Nov:** CG

South Carolina College- and Career-Ready Standards for Mathematics (continued)

MEASUREMENT AND DATA ANALYSIS

K.MDA.1 Identify measurable attributes (length, weight) of an object.	
Unit 3: M3–*S3, S4-WP3D* **Unit 4**: M1–*S1* M3–*S1, S2, S3, S4, S5, S5-HC* **Unit 7**: M1–*S1, S2, S2-HC, S3, S3-WP7A* M3–*S2-HC* **Unit 8**: M2–*S1, S2, S2-WP8D, S4, S4-WP8E*	**Apr:** CG
K.MDA.2 Compare objects using words such as *shorter/longer, shorter/taller,* and *lighter/heavier.*	
Unit 1: M1–*S1-WP1A* **Unit 3**: M3–*S3, S4-WP3D* **Unit 4**: M3–*S1, S2, S2-HC, S3, S4, S5* **Unit 7**: M1–*S1, S2, S2-HC, S3, S3-WP7A* **Unit 8**: M2–*S1, S2, S2-WP8D, S4, S4-WP8E*	**Nov:** CC **Apr:** CG
K.MDA.3 Sort and classify data into 2 or 3 categories with data not to exceed 20 items in each category.	
Unit 1: M1–*S1, S2, S3, S4, S5* M2–*S4, S4-WP1C, S5* M3–*S6, S6-WP1H* **Unit 2**: M3–*S3, S4* **Unit 4**: M4–*S1, S2, S2-WP4D, S5, S5-WP4D* **Unit 5**: M1–*S1, S2, S3, S5-HC* M2–*S1, S2, S3, S4, S5-HC* M3–*S1, S1-WP5C, S2, S2-HC, S2-WP5D, S3, S3-WP5E* M4–*S1* **Unit 6**: M1–*S1, S5* M2–*S4, S4-WP6B, S5-HC* **Unit 7**: M1–*S1, S2, S2-HC, S3, S3-WP7A* **Unit 8**: M2–*S2-HC*	**Oct:** CC **Dec:** CC **Jan:** CC **Mar:** CC **Apr:** CG, CC **May:** CC
K.MDA.4 Represent data using object and picture graphs and draw conclusions from the graphs.	
Unit 4: M4–*S1, S2, S5* **Unit 5**: M2–*S1, S2, S3*	**Oct:** CC **Dec:** CC **Jan:** CC

South Carolina College- and Career-Ready Standards for Mathematics (continued)

MATHEMATICAL PROCESS STANDARDS

1. Make sense of problems and persevere in solving them.

a. Relate a problem to prior knowledge.
b. Recognize there may be multiple entry points to a problem and more than one path to a solution.
c. Analyze what is given, what is not given, what is being asked, and what strategies are needed, and make an initial attempt to solve a problem.
d. Evaluate the success of an approach to solve a problem and refine it if necessary.

Unit 2: M4–*S3, S4* **Unit 3**: M1–*S1, S2* M3–*S2, S5* M4–*S4, S5* **Unit 4**: M3–*S1, S2* **Unit 5**: M2–*S5* M3–*S4, S5* M4–*S1, S2, S3* **Unit 6**: M1–*S1* M3–*S1, S2* **Unit 7**: M3–*S1, S2, S3, S4* **Unit 8**: M1–*S1, S2*	**Oct:** DS **Nov:** DS **Mar:** CG **Apr:** CF **May:** CG, CF

2. Reason both contextually and abstractly.

a. Make sense of quantities and their relationships in mathematical and real-world situations.
b. Describe a given situation using multiple mathematical representations.
c. Translate among multiple mathematical representations and compare the meanings each representation conveys about the situation.
d. Connect the meaning of mathematical operations to the context of a given situation.

Unit 1: M1–*S5* **Unit 3**: M2–*S1, S2* M3–*S1, S4* M4–*S1, S2, S3* **Unit 4**: M1–*S1, S2, S3, S4, S5* **Unit 5**: M1–*S3, S4, S5* **Unit 6**: M1–*S2, S5* M2–*S5* M3–*S1, S2, S3, S4, S5* M4–*S1, S2, S3, S4, S5* **Unit 7**: M1–*S4, S5* M2–*S1, S2, S3, S4, S5* M3–*S5* M4–*S1, S2, S3, S4, S5* **Unit 8**: M1–*S4, S5* M2–*S5* M3–*S1, S2, S3* M4–*S1, S3*	**Sep:** CC **Oct:** CC **Nov:** CC, CF **Dec:** CC, DS, CF **Jan:** CG, CC, DS, CF **Feb:** CC, CF **Mar:** CG, CC, CF **Apr:** CC **May:** CC

3. Use critical thinking skills to justify mathematical reasoning and critique the reasoning of others.

a. Construct and justify a solution to a problem.
b. Compare and discuss the validity of various reasoning strategies.
c. Make conjectures and explore their validity.
d. Reflect on and provide thoughtful responses to the reasoning of others.

Unit 2: M1–*S2, S3* M2–*S1* M3–*S4* M4–*S2* **Unit 5**: M4–*S2* **Unit 7**: M4–*S1* **Unit 8**: M4–*S3*	**Oct:** CG **Nov:** DS **Mar:** CG, NL **Apr:** CF **May:** CG, NL

M–Module, **S**–Session, **HC**–Home Connection, **WP**–Work Place Number Corner: **CG**–Calendar Grid, **CC**–Calendar Collector, **DR**–Daily Rectangle, **CF**–Computational Fluency, **NL**–Number Line

South Carolina College- and Career-Ready Standards for Mathematics (continued)

MATHEMATICAL PROCESS STANDARDS

4. Connect mathematical ideas and real-world situations through modeling.

a. Identify relevant quantities and develop a model to describe their relationships.
b. Interpret mathematical models in the context of the situation.
c. Make assumptions and estimates to simplify complicated situations.
d. Evaluate the reasonableness of a model and refine if necessary.

Unit 3: M1–*S1, S2, S3, S4* M3–*S2, S5* **Unit 5**: M2–*S3* **Unit 6**: M3–*S3* **Unit 8**: M1–*S1, S2, S3, S4* M4–*S1, S2*	**Sep:** DS **Nov:** CG **Dec:** CF **Jan:** CG **Feb:** CF **Mar:** CC, CF **Apr:** CG, CC, DS **May:** CC, DS

5. Use a variety of mathematical tools effectively and strategically.

a. Select and use appropriate tools when solving a mathematical problem.
b. Use technological tools and other external mathematical resources to explore and deepen understanding of concepts.

Unit 1: M1–*S1, S2* **Unit 2**: M2–*S2, S3, S4, S5* **Unit 7**: M1–*S1, S2, S3* M3–*S1, S2, S3, S4, S5* **Unit 8**: M2–*S1, S2, S4*	**Apr:** CG, CF **May:** CG

6. Communicate mathematically and approach mathematical situations with precision.

a. Express numerical answers with the degree of precision appropriate for the context of a situation.
b. Represent numbers in an appropriate form according to the context of the situation.
c. Use appropriate and precise mathematical language.
d. Use appropriate units, scales, and labels.

Unit 1: M1–*S1, S2, S3, S4, S5* M2–*S1, S2, S3, S4, S5* M3–*S1, S2, S3, S4, S5, S6* M4–*S1, S2, S3, S4* **Unit 2**: M1–*S1, S3, S4, S5* M3–*S1, S2, S3, S6* **Unit 3**: M3–*S1, S3* **Unit 4**: M2–*S1, S2, S3, S4, S5* M3–*S1, S2, S3, S4, S5* **Unit 5**: M1–*S1, S2, S3* M2–*S5* M4–*S4* **Unit 6**: M2–*S1, S3* **Unit 7**: M2–*S1, S2, S5* **Unit 8**: M2–*S1, S2* M4–*S4, S5*	**Dec:** CG, CC **Jan:** CC **Feb:** CG, NL **Mar:** NL **Apr:** NL

M–Module, **S**–Session, **HC**–Home Connection, **WP**–Work Place Number Corner: **CG**–Calendar Grid, **CC**–Calendar Collector, **DR**–Daily Rectangle, **CF**–Computational Fluency, **NL**–Number Line

South Carolina College- and Career-Ready Standards for Mathematics (continued)

MATHEMATICAL PROCESS STANDARDS

7. Identify and utilize structure and patterns.

a. Recognize complex mathematical objects as being composed of more than one simple object.
b. Recognize mathematical repetition in order to make generalizations.
c. Look for structures to interpret meaning and develop solution strategies.

Unit 1: M1–*S3, S4* M2–*S1, S2, S3, S4, S5* M3–*S1, S2, S3, S4, S5, S6* M4–*S1, S2, S3, S4*	**Sep:** CG, CC, CF, DS, NL
Unit 2: M1–*S1, S2, S3, S4, S5* M2–*S1, S2, S3, S4, S5* M3–*S1, S2, S5, S6* M4–*S1, S2*	**Oct:** CG, CC, DS, CF, NL
Unit 3: M1–*S4, S5* M2–*S1, S2, S3, S4, S5* M3–*S4* M4–*S1, S2, S3*	**Nov:** CG, DS, NL
Unit 4: M1–*S1, S2, S3, S4, S5* M2–*S1, S2, S3, S4, S5* M3–*S3, S4, S5* M4–*S1, S2, S3, S4, S5*	**Dec:** CG, DS, NL
Unit 5: M1–*S1, S2, S4, S5* M2–*S1, S2, S3, S4* M3–*S1, S2, S3, S4, S5* M4–*S1, S4, S5*	**Jan:** CG, DS, NL
Unit 6: M1–*S1, S3, S4, S5* M2–*S1, S2, S3, S4, S5* M3–*S5* M4–*S1, S2, S3, S4, S5*	**Feb:** CG, DS, NL
Unit 7: M1–*S1, S2, S3, S4, S5* M2–*S3, S4* M4–*S1, S2, S3, S4, S5*	**Mar:** DS, NL
Unit 8: M2–*S3* M3–*S5* M4–*S2, S5*	**Apr:** CG, NL
	May: DS, CF, NL