



Bridges in Mathematics & Number Corner Second Edition

South Carolina

College- and Career-Ready Standards for Mathematics CORRELATIONS

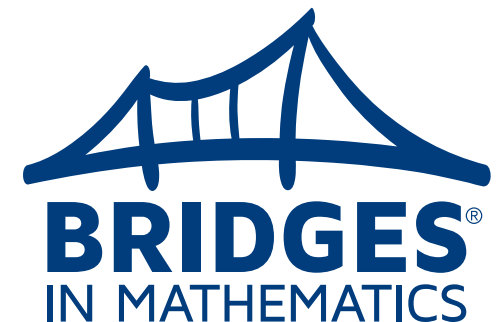
Key Concepts in Mathematics

Content Standards for Mathematics

- Number Sense 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.



NUMBER SENSE AND BASE TEN

2.NSBT.1 Understand place value through 999 by demonstrating that:

a. 100 can be thought of as a bundle (group) of 10 tens called a “hundred”;

Unit 2: M1–S1, S4, S6
Unit 5: M2–S2-HC M3–S1
Unit 7: M1–S1-HC
Unit 8: M1–S2

Nov: NL

b. the hundreds digit in a three-digit number represents the number of hundreds, the tens digit represents the number of tens, and the ones digit represents the number of ones;

Unit 2: M1–S1, S2, S2-WP2A, S3, S4, S5, S6 M2–S1, S3-HC M3–S5-HC, S7
Unit 3: M1–S4 M3–S1, S1-WP3D
Unit 5: M1–S2, S3, S3-HC, S4, S5-HC M2–S2-HC M3–S1, S2, S3, S5 M4–S3-HC **Unit 6:** M1–S1-HC
Unit 7: M1–S1-HC
Unit 8: M1–S1, S2, S3-HC, S4, S4-WP8A, S5-HC, S6

Dec: NL
May: CG

c. three-digit numbers can be decomposed in multiple ways (e.g., 524 can be decomposed as 5 hundreds, 2 tens and 4 ones or 4 hundreds, 12 tens, and 4 ones, etc.).

Unit 2: M1–S1, S3, S4, S5, S6

Nov: NL
Dec: NL
May: CG

2.NSBT.2 Count by tens and hundreds to 1,000 starting with any number.

Unit 1: M2–S3, S3-WP1F, S4-HC
Unit 2: M1–S2-WP2A, S5-HC, S6 M2–S2, S3, S3-HC, S4 M3–S1, S2, S3, S3-WP2E, S4
Unit 3: M1–S1, S1-HC, S2, S3, S3-WP3A, S4 M2–S1, S4-HC, S5 M3–S1, S1-WP3D, S7
Unit 4: M1–S5-HC M4–S3-HC
Unit 5: M1–S2, S3, S3-HC, S4, S5, S5-HC, S5-WP5A M2–S1, S2, S2-HC, S2-WP5B, S3, S3-WP5C, S4 M3–S1, S2, S3, S4, S4-HC, S5, S5-WP5E M4–S3-HC
Unit 7: M3–S1, S1-WP7E
Unit 8: M1–S1, S2, S5 M4–S3-HC

Sep: CC, NL
Oct: NL
Nov: CG, NL
Dec: NL
Jan: NL
Feb: NL
Apr: NL
May: CG, NL

2.NSBT.3 Read, write and represent numbers through 999 using concrete models, standard form, and equations in expanded form

Unit 2: M1–S1, S2, S4, S5, S6 M2–S1 M3–S5-HC, S7
Unit 3: M1–S3, S4 M3–S1, S1-WP3D **Unit 4:** M1–S1-HC M4–S3-HC
Unit 5: M1–S1, S2, S3, S3-HC, S4, S5, S5-HC, S5-WP5A M2–S1, S2, S2-HC M3–S2, S3, S4, S4-HC, S5, S5-WP5E M4–S3-HC
Unit 6: M1–S1-HC
Unit 7: M1–S1-HC, S3-HC M3–S1, S1-WP7E, S3-HC
Unit 8: M1–S1, S2, S3-HC, S5-HC M2–S3-HC M3–S5 M4–S1-HC, S3-HC

Sep: NL
Oct: NL
Nov: NL
Dec: NL
Jan: NL
Feb: NL
Mar: NL
Apr: NL
May: CG, NL

NUMBER SENSE AND BASE TEN

2.NSBT.4 Compare two numbers with up to three digits using words and symbols (i.e., $>$, $=$, or $<$).

Unit 2: M1–S1, S2-WP2A M2–S3-HC
Unit 3: M3–S1, S1-WP3D
Unit 4: M2–S4, S4-WP4C
Unit 5: M1–S2, S3-HC, S4, S5, S5-WP5A M2–S6, S6-WP5D M3–S4-HC, S5, S5-WP5E
Unit 7: M1–S3-HC M3–S1, S1-WP7E
Unit 8: M1–S1, S2, S4, S4-WP8A, S5, S5-HC, S6, S6-WP8B M3–S5 M4–S1-HC

Oct: NL
Nov: DR
Dec: NL

2.NSBT.5 Add and subtract fluently through 99 using knowledge of place value and properties of operations

Unit 1: M2–S4-HC M3–S3-HC
Unit 2: M1–S2, S5-HC M2–S4-WP2D M3–S3, S3-WP2E, S4, S5, S5-HC, S6, S7 M4–S2-HC
Unit 3: M1–S1, S1-HC, S3, S3-HC, S3-WP3A, S4, S5, S5-WP3B M2–S5 M3–S2, S3, S3-HC, S5, S5-HC, S6, S7, S7-HC **Unit 4:** M1–S1-HC, S3-HC M2–S4-HC M3–S1-HC, S2, S3-HC, S5-HC M4–S1-HC
Unit 5: M1–S1-HC M4–S1-HC
Unit 6: M1–S1-HC M3–S3-HC M4–S1-HC **Unit 7:** M1–S5-HC M2–S2-HC M4–S2-HC **Unit 8:** M1–S1-HC M2–S1-HC, S5-HC M3–S2-HC, S4-HC M4–S3-HC

Jan: DR
Feb: CG
Mar: NL
Apr: NL

2.NSBT.6 Add up to four two-digit numbers using strategies based on knowledge of place value and properties of operations

Unit 2: M3–S4, S5, S6
Unit 3: M1–S1 M3–S2, S3-HC, S7, S7-HC M4–S1
Unit 4: M2–S4, S4-WP4C M3–S2, S6
Unit 6: M3–S1-HC
Unit 7: M2–S4, S5 M3–S3-HC M4–S4-HC **Unit 8:** M1–S1-HC, S3-HC M3–S2-HC

Dec: DR
Jan: DR, CF
Mar: NL

2.NSBT.7 Add and subtract through 999 using concrete models, drawings, and symbols which convey strategies connected to place value understanding

Unit 2: M1–S2-WP2A M3–S7
Unit 5: M1–S1, S1-HC, S2, S3, S5-HC M2–S4-HC M3–S3, S4, S5 M4–S3-HC **Unit 6:** M3–S1-HC, S3-HC M4–S1-HC
Unit 7: M1–S1, S1-WP7A, S3-HC, S5, S5-WP7C M2–S4, S5 M3–S1, S1-WP7E, S3, S3-HC, S4, S5 M4–S2, S3, S4, S5 **Unit 8:** M1–S1, S3, S4, S4-WP8A, S5, S6, S6-WP8B M2–S5-HC M3–S4-HC, S5 M4–S1-HC

Sep: CC **Jan:** NL
Oct: NL **Feb:** CG, DR
Nov: NL **Mar:** DR, NL
Dec: NL **Apr:** NL
 May: CG, NL

2.NSBT.8 Determine the number that is 10 or 100 more or less than a given number through 1,000 and explain the reasoning verbally and in writing.

Unit 2: M3–S2
Unit 5: M1–S5, S5-WP5A M2–S1, S4-HC M3–S1, S2, S3, S4, S5, S5-WP5E M4–S3-HC
Unit 7: M1–S1, S1-WP7A
Unit 8: M1–S5, S6, S6-WP8B

Sep: NL **Jan:** NL
Oct: NL **Feb:** NL
Nov: NL **Apr:** NL
Dec: NL **May:** CG, NL

ALGEBRAIC THINKING & OPERATIONS

2.ATO.1 Solve one- and two-step real-world/story problems using addition (as a joining action and as a part-part-whole action) and subtraction (as a separation action, finding parts of the whole, and as a comparison) through 99 with unknowns in all positions.

Unit 1: M1–S5, S5-HC M2–S2-HC M3–S3, S5-HC, S5-WP1J M4–S2, S2-HC, S5
Unit 2: M1–S3, S3-HC M3–S1-HC, S5, S6 **Unit 3:** M1–S1 M2–S1, S2, S2-HC, S3, S4-HC, S5 M3–S1-HC, S2, S3, S3-HC, S4, S5, S5-HC, S6, S7, S7-HC
Unit 4: M1–S1-HC, S3-HC M2–S4-HC M3–S2, S3-HC, S5, S5-HC, S6 M4–S1-HC, S3-HC
Unit 5: M1–S1-HC
Unit 6: M3–S1-HC, S5-HC M4–S1-HC
Unit 7: M1–S5-HC M2–S2-HC M3–S2, S3 M4–S1, S2, S2-HC
Unit 8: M1–S1-HC, S3-HC M2–S3-HC, S5-HC M3–S2-HC M4–S1-HC, S3-HC

Sep: CG
Jan: CG
Feb: CG
Mar: NL

2.ATO.2 Demonstrate fluency with addition and related subtraction facts through 20.

Unit 1: M1–S5, S5-HC M2–S2, S4, S5, S5-WP1G M3–S1, S1-WP1H, S2, S3, S4, S4-WP1I, S5 M4–S1, S2, S3, S3-WP1K, S4, S4-HC, S5
Unit 2: M1–S1-HC, S3-HC, S5, S5-HC, S5-WP2B M2–S1, S1-HC, S1-WP2C, S4, S4-WP2D M3–S1-HC, S3, S3-HC, S3-WP2E, S5-HC, S7-HC
Unit 3: M1–S1-HC, S3, S3-HC, S3-WP3A, S5-HC M2–S4, S4-HC, S4-WP3C M3–S5, S5-WP3E
Unit 4: M2–S5, S5-WP4D M3–S1-HC, S3-HC
Unit 5: M1–S3-HC
Unit 6: M1–S5-HC M3–S1-HC, S3-HC M4–S1-HC
Unit 7: M4–S2-HC

Sep: CG, DR, CF
Oct: CF
Nov: CF
Dec: CF
Jan: CF
Feb: CF
Mar: CF
Apr: CF
May: CF

2.ATO.3 Determine whether a number through 20 is odd or even using pairings of objects, counting by twos, or finding two equal addends to represent the number (e.g., $3 + 3 = 6$).

Unit 1: M1–S5 M3–S2, S3-HC M4–S5
Unit 2: M4–S3
Unit 3: M4–S1
Unit 4: M4–S4
Unit 5: M2–S2-HC M4–S1, S2, S3, S4
Unit 8: M1–S3-HC

Sep: CG, DR
Oct: CG, DR
Nov: CF
Jan: CC

2.ATO.4 Use repeated addition to find the total number of objects arranged in a rectangular array with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends.

Unit 1: M2–S1, S3-WP1F
Unit 2: M2–S1 M4–S1, S2, S3
Unit 4: M4–S2, S3, S4
Unit 6: M2–S3, S4, S4-WP6B, S4-WP6C, S5 M3–S2, S3, S5, S5-WP6D

Sep: DR
Oct: CG, DR
Nov: DR
Dec: DR
Jan: DR
Apr: DR
May: DR



GEOMETRY

2.G.1 Identify triangles, quadrilaterals, hexagons, and cubes. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces.

Unit 1: M1–S2-WP1B, S2-WP1D Unit 6: M1–S1, S1-WP6A, S2, S3, S3-HC, S4, S5, S5-HC M2–S1, S2, S2-HC, S4, S4-HC, S4-WP6B, S4-WP6C M3–S1, S1-WP6D, S2, S4, S6 M4–S3-HC, S4	Dec: CG Mar: CG
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2.G.2 Partition a rectangle into rows and columns of same-size squares to form an array and count to find the total number of parts.

Unit 1: M1–S2-WP1C, S2-WP1D Unit 6: M1–S1 M2–S3, S4, S4-WP6B, S4-WP6C, S5 M3–S1, S1-WP6D, S2, S3, S4, S5, S5-WP6D, S6 M4–S1, S4	Apr: DR May: DR
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2.G.3 Partition squares, rectangles and circles into two or four equal parts, and describe the parts using the words halves, fourths, a half of, and a fourth of. Understand that when partitioning a square, rectangle or circle into two or four equal parts, the parts become smaller as the number of parts increases.

Unit 1: M1–S2-WP1B, S2-WP1D Unit 6: M3–S2, S3-HC, S5, S5-HC M4–S1, S2, S3, S4 Unit 7: M1–S1 M2–S2, S3, S4, S4-HC, S4-WP7D, S5 M3–S1, S1-WP7E, S5, S5-HC Unit 8: M3–S4-HC	Nov: CG Dec: CG Jan: CC	Feb: CG, CC Mar: CC Apr: CG
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MEASUREMENT AND DATA ANALYSIS

2.MDA.1 Select and use appropriate tools (e.g., rulers, yardsticks, meter sticks, measuring tapes) to measure the length of an object.

Unit 1: M1–S2-WP1C Unit 3: M1–S2 M2–S3 Unit 4: M1–S1, S2, S4, S5, S5-HC, S5-WP4A M2–S1, S2, S2-HC, S2-WP4B, S3, S4, S4-HC, S4-WP4C, S5 M3–S1, S5, S6 Unit 7: M1–S1, S2, S3, S3-HC, S3-WP7B, S4, S5, S5-HC, S5-WP7C M2–S2-HC M3–S1-HC, S5 M4–S4-HC Unit 8: M2–S1, S2, S3, S4 M3–S1, S3, S6 M4–S1	Apr: CC May: CC
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2.MDA.2 Measure the same object or distance using a standard unit of one length and then a standard unit of a different length and explain verbally and in writing how and why the measurements differ.

Unit 4: M1–S1, S2 M2–S1, S5 M3–S1, S2, S3, S4, S5, S6 Unit 8: M2–S1-HC	Nov: CC
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2.MDA.3 Estimate and measure length/distance in customary units (i.e., inch, foot, yard) and metric units (i.e., centimeter, meter).

Unit 3: M2–S3 Unit 4: M1–S2, S3, S4, S5, S5-WP4A M2–S1, S2, S2-HC, S2-WP4B, S5 M3–S1, S4, S6 Unit 7: M1–S2, S3, S3-WP7B, S4, S5, S5-WP7C M2–S2-HC M3–S1-HC M4–S4-HC Unit 8: M2–S1, S1-HC, S2, S3 M3–S5, S6 M4–S1	Nov: CC
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MEASUREMENT AND DATA ANALYSIS

2.MDA.4 Measure to determine how much longer one object is than another, using standard length units.

Unit 2: M1–S2 M2–S2, S4 M3–S7 **Unit 3:** M2–S3
Unit 4: M2–S4, S4-WP4C, S5 M3–S5, S6 **Unit 5:** M3–S2
Unit 7: M1–S5, S5-HC, S5-WP7C M3–S1-HC M4–S4-HC
Unit 8: M2–S5 M3–S2, S4

Apr: CC
May: CC

2.MDA.5 Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences through 99 on a number line diagram.

Unit 1: M3–S1-HC M4–S1, S2
Unit 2: M1–S2, S5-HC M2–S1, S1-WP2C M3–S1, S2, S4, S5, S6, S7, S7-HC
Unit 3: M1–S1, S2, S5-HC M2–S1, S2, S2-HC, S3, S4, S4-WP3C, S5 M3–S5, S6, S7
Unit 4: M1–S5-HC M2–S4, S4-WP4C
Unit 5: M3–S3, S4, S5, S5-WP5E
Unit 7: M1–S1, S1-WP7A, S5, S5-HC, S5-WP7C
Unit 8: M2–S5 M3–S2, S4

Sep: CF, NL
Oct: NL
Nov: NL
Dec: NL
Jan: CF, NL
Feb: NL
Apr: NL
May: NL

2.MDA.6 Use analog and digital clocks to tell and record time to the nearest five-minute interval using a.m. and p.m.

Unit 5: M3–S2-HC
Unit 8: M2–S3-HC

Sep: CC
Oct: CC
Nov: CG
Feb: CC

2.MDA.7 Solve real-world/story problems involving dollar bills using the \$ symbol or involving quarters, dimes, nickels, and pennies using the ¢ symbol.

Unit 1: M1–S3-HC, S5-HC M2–S3-WP1F
Unit 3: M1–S3-HC, S5-HC M2–S4-HC M3–S1-HC, S3-HC, S7-HC
Unit 4: M2–S2-HC M3–S1-HC, S3-HC
Unit 5: M1–S1 M2–S1, S2, S2-WP5B, S3, S3-WP5C, S4, S4-HC, S5, S6, S6-HC, S6-WP5D M3–S2-HC, S5
Unit 6: M1–S5-HC
Unit 7: M1–S1 M3–S2, S3, S5, S5-HC M4–S1, S2, S4, S5
Unit 8: M1–S1-HC, S3-HC M2–S3-HC, S5-HC M3–S2-HC

Mar: CC, NL

2.MDA.8 Generate data by measuring objects in whole unit lengths and organize the data in a line plot using a horizontal scale marked in whole number units.

Unit 8: M2–S4, S5 M3–S1, S2, S3, S4, S5 M4–S1

Apr: CC
May: CC

2.MDA.9 Collect, organize, and represent data with up to four categories using picture graphs and bar graphs with a single-unit scale.

Unit 7: M4–S4-HC
Unit 8: M4–S3

Dec: CC
Jan: CG, CC

MEASUREMENT AND DATA ANALYSIS

2.MDA.10 Draw conclusions from t-charts, object graphs, picture graphs, and bar graphs.

Unit 3: M4–S2
Unit 3: M4–S3
Unit 4: M1–S3-HC

Dec: CC
Jan: CG
Jan: CC

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 1: M2–S2-HC M3–S1-HC, S3, S5 M4–S2, S2-HC
Unit 2: M2–S1 M3–S5
Unit 3: M1–S2 M2–S2, S3 M3–S2, S3, S4, S5, S5-HC, S6, S7 M4–S1
Unit 4: M3–S1-HC M4–S1
Unit 5: M2–S4 M3–S2-HC M4–S1-HC, S3-HC
Unit 6: M1–S1, S1-HC, S1-WP6A, S4, S5 M2–S2-HC, S3 M3–S1, S1-WP6D, S5-HC, S6 M4–S1, S1-HC, S2, S4
Unit 7: M1–S5 M2–S1, S2 M3–S2, S3, S4, S5 M4–S2, S3, S4, S5
Unit 8: M1–S3, S3-HC M2–S1, S2, S3 M3–S5, S6 M4–S1

Sep: CG
Dec: CG
Feb: CG
Mar: NL
Apr: CG

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: M4–S3
Unit 2: M2–S4 M3–S1
Unit 3: M1–S3, S5, S5-WP3B M2–S4 M3–S1, S1-WP3D M4–S3
Unit 4: M2–S3 M3–S1, S2, S3, S4, S5, S6
Unit 5: M1–S1, S4 M2–S2, S3, S5, S6 M4–S1, S2, S3, S4
Unit 6: M2–S2
Unit 7: M2–S4, S5
Unit 8: M1–S4, S5, S6 M2–S5 M3–S2, S4

Sep: CF, NL
Oct: CG, CF, NL
Nov: CG, CF
Dec: CC
Jan: CG, CC, NL
Feb: CG, DR
Mar: CC, DR
Apr: NL
May: CG, DR, NL

MATHEMATICAL PROCESS STANDARDS

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 1: M1–S4
Unit 2: M3–S6 M4–S2
Unit 3: M2–S2, S3 M3–S5
Unit 4: M4–S1
Unit 5: M1–S3 M2–S1, S2, S3, S4, S6-WP5D M4–S1, S2, S3, S4
Unit 6: M1–S2, S3, S4, S5 M2–S1, S2, S3, S5 M3–S1, S4, S5 M4–S2, S4
Unit 7: M1–S1, S5 M2–S2, S3, S4, S5 M3–S4 M4–S1, S2, S3
Unit 8: M1–S4, S5, S6 M2–S2, S3, S5 M3–S2, S4, S5, S6

Dec: CG
Jan: CC, CF
Feb: CG, DR
Mar: DR

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 1: M1–S1, S3, S4 M2–S1 M4–S2, S2-HC
Unit 2: M1–S1, S2, S3, S4, S5 M2–S1, S4 M4–S1
Unit 3: M1–S4 M2–S1, S4 M3–S3, S4 M4–S2, S2-HC, S3
Unit 4: M4–S1, S2, S3
Unit 5: M1–S1, S2, S4 M3–S5
Unit 6: M1–S2, S3 M2–S1, S2, S3, S4, S5 M3–S3, S5, S6
Unit 7: M1–S5 M3–S2, S3, S5 M4–S1, S3
Unit 8: M1–S1, S2 M4–S3

Sep: CG, DR, NL
Oct: DR, CF, NL
Nov: DR, CF, NL
Dec: CC, DR, CF, NL
Jan: CG, DR, CF, NL
Mar: CG, CC
Apr: CG, CC, DR
May: CG, CC

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: M2–S2 M3–S1, S2 M4–S1, S4
Unit 2: M2–S2 M3–S4
Unit 3: M1–S2 M2–S1
Unit 4: M1–S1, S2, S3, S4, S5 M2–S1, S2, S3, S4, S5 M3–S1, S2
Unit 6: M2–S4
Unit 7: M1–S2, S3, S4 M2–S1
Unit 8: M2–S1, S2, S3, S4 M3–S1, S3 M4–S1, S2

Mar: NL
Apr: CC
May: CC

MATHEMATICAL PROCESS STANDARDS

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–S4
Unit 2: M1–S3, S5, S6 M2–S2, S3 M3–S2
Unit 3: M3–S2, S6, S7 M4–S1
Unit 4: M1–S1, S2, S3, S4, S5, S5-WP4A M2–S1, S2, S3, S4, S5 M3–S1, S6
Unit 5: M1–S2, S3, S5 M2–S6 M3–S1, S2, S3, S4
Unit 6: M3–S2, S6
Unit 7: M1–S2, S3, S3-WP7B, S4, S5, S5-WP7C M3–S1, S1-WP7E, S5
Unit 8: M2–S4 M3–S1, S3 M4–S2, S3

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–S1, S2, S3 M2–S1, S2, S2-WP1E, S3, S4, S5 M3–S1, S2, S3, S4 M4–S1, S3, S4
Unit 2: M1–S1, S1-HC, S2, S4, S6 M2–S3 M3–S1, S2, S3, S4, S5, S7 M4–S1, S2, S2-HC, S3
Unit 3: M1–S3 M4–S2
Unit 4: M3–S3, S4, S5, S6 M4–S2, S3, S4
Unit 5: M1–S5 M2–S1 M3–S1, S2, S3, S4
Unit 6: M3–S2, S3, S4, S6 M4–S3
Unit 7: M1–S1, S1-WP7A M2–S3 M3–S1
Unit 8: M1–S2 M4–S3

Sep: CG, CC, DR
Oct: CG, CC, DR, CF
Nov: CG, CC, DR, CF, NL
Dec: CG, CC, DR, CF, NL
Jan: CG, CF, NL
Feb: CC, CF, NL
Mar: CG, CC, CF
Apr: CG, CF, NL
May: CG, DR, CF, NL