



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)
- Number Sense and Operations – Fractions (NSF)
- 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	
4.NSBT.1 Understand that, in a multi-digit whole number, a digit represents ten times what the same digit represents in the place to its right.	
Unit 2: M1–S1, S1-DP, S2, S2-DP, S4, S4-DP, S4-HC M2–S3, S3-DP, S5, S5-HC M4–S5 Unit 4: M1–S2, S3, S4-HC, S5 M2–S3, S4, S5 M4–S2-HC	Sep: CG, CF, PS Oct: CF Nov: SP Apr: CC
4.NSBT.2 Recognize math periods and number patterns within each period to read and write in standard form large numbers through 999,999,999.	
Unit 2: M1–S1 M2–S3 Unit 4: M1–S1, S2, S2-DP, S2-HC, S3, S3-DP, S4-HC, S5, S5-DP, S7 M2–S2, S2-DP, S3-HC, S4-DP, S5-DP M3–S2, S2-DP, S2-WP4D, S4-DP M4–S1-HC, S2-HC, S3	Sep: CG Oct: CC, CF Nov: CF, PS, SP Dec: CC, PS
4.NSBT.3 Use rounding as one form of estimation and round whole numbers to any given place value.	
Unit 4: M1-S2, S3, S4	Oct: SP, PS, CG
4.NSBT.4 Fluently add and subtract multi-digit whole numbers using strategies to include a standard algorithm.	
Unit 2: M2–S4 Unit 4: M1–S5, S5-DP, S6, S6-DP, S6-HC, S7 M2–S1-HC, S3, S3-DP, S4, S4-DP, S5, S5-DP, S5-HC M3–S2-WP4D M4–S1-HC, S2-HC, S3 Unit 5: M3–S2, S3, S3-DP M4–S2, S3, S3-HC Unit 6: M1–S1, S1-HC M2–S4, S4-WP6B M4–S3 Unit 7: M3–S2-HC M4–S3-DP Unit 8: M2–S2-HC	Nov: PS Dec: CC, PS
4.NSBT.5 Multiply up to a four-digit number by a one-digit number and multiply a two-digit number by a two-digit number using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using rectangular arrays, area models and/or equations.	
Unit 1: M1–S3, S3-DP, S4-DP, S5-DP M4–S1-DP, S2-DP, S3-HC Unit 2: M1–S2, S4, S4-DP, S4-HC, S5, S5-DP M2–S1, S1-DP, S1-HC, S2, S2-DP, S3, S3-DP, S3-HC, S4, S4-DP, S5, S5-DP, S5-HC M3–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S4-WP2C, S5, S5-DP M4–S1-HC, S3-DP, S4, S4-DP, S4-WP2E, S5, S5-DP, S5-HC Unit 3: M1–S2-DP, S2-HC M3–S4-DP Unit 4: M1–S6-HC, S7-DP M3–S2-HC Unit 5: M1–S1-DP, S5-DP M3–S1, S2-DP, S3, S3-DP, S4-DP, S4-HC M4–S2, S2-DP, S3, S3-HC Unit 6: M1–S1, S3, S4, S4-DP, S5, S5-DP, S5-HC, S6, S6-DP, S7, S7-DP, S7-HC M2–S1, S1-DP, S2, S2-HC, S3, S4-HC, S5-DP M3–S3-HC M4–S1, S1-DP, S1-WP6D, S3, S3-DP Unit 7: M1–S1, S1-DP, S2-HC M3–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S4, S4-DP, S4-HC, S5, S5-DP M4–S1, S1-DP, S2, S2-DP, S3, S3-HC, S4, S4-DP	Sep: CF, PS, SP Oct: PS, SP Jan: PS

NUMBER SENSE AND BASE TEN

4.NSBT.6 Divide up to a four-digit dividend by a one-digit divisor using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division.

Unit 1: M1–S5, S6, S6-DP, S6-HC

Unit 2: M1–S2 M3–S3 M4–S1, S1-DP, S2, S2-DP, S3, S3-HC, S3-WP2D, S4, S4-WP2E, S5, S5-DP

Unit 3: M1–S2-HC

Unit 5: M1–S5-DP

Unit 6: M1–S1, S2, S3, S3-DP, S3-HC, S5, S5-DP, S5-HC, S6, S7-DP M2–S1, S1-DP, S2, S2-HC, S3, S4, S4-DP, S4-HC, S4-WP6B, S5

M3–S1-HC, S3-HC, S4, S5, S5-DP M4–S1, S1-DP, S1-WP6D, S2, S2-DP, S2-HC, S3, S3-DP

Unit 7: M3–S2-HC M4–S2-DP

Jan: CF, PS, SP

Apr: PS

NUMBER SENSE AND OPERATIONS – FRACTIONS

4.NSF.1 Explain why a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100), $\frac{a}{b}$, is equivalent to a fraction, $\frac{n \times a}{n \times b}$, by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions.

Unit 3: M1–S1, S3, S4, S4-HC, S5, S5-DP, S6, S6-DP, S6-HC M2–S1, S1-DP, S2-DP, S2-HC, S3, S4, S4-DP, S4-WP3A, S5-DP, S6, S6-HC, S6-WP3B

M3–S4 M4–S4

Unit 6: M3–S3, S3-DP, S3-HC, S3-WP6C, S4-DP

Unit 7: M1–S1, S2, S2-DP, S3, S4, S4-DP, S5, S5-DP, S6, S6-HC, S7, S7-DP M2–S1, S1-HC

Sep: CC

Oct: CG

Nov: CC

Jan: CF

Feb: CF, PS

Mar: CC, CF, PS

Apr: CF

May: PS

4.NSF.2 Compare two given fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) by creating common denominators or numerators, or by comparing to a benchmark fraction such as $\frac{1}{2}$ and represent the comparison using the symbols $>$, $=$, or $<$.

Unit 3: M1–S1, S3, S3-DP, S4-DP, S4-HC, S5-DP, S6-HC M2–S2-DP, S3, S4-DP M3–S4 M4–S2-HC, S3, S3-DP, S3-HC, S4

Unit 4: M2–S1-HC M3–S2-DP

Unit 5: M1–S1-DP

Unit 6: M3–S1-HC, S3-HC, S4-DP

Unit 7: M1–S1, S2, S2-DP, S3, S3-DP, S4, S4-HC, S4-DP, S5-DP, S6, S6-HC, S6-DP, S7, S7-DP M2–S1, S1-HC, S2, S4-HC

Oct: CG

Jan: CF

Feb: CF

Mar: CC

Apr: CF

4.NSF.3 Develop an understanding of addition and subtraction of fractions (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100) based on unit fractions.

Unit 3: M1–S4 M2–S3, S4, S4-WP3A, S5, S6, S6-WP3B

Sep: CC

Feb: PS

Nov: CC

Mar: CC

Jan: CC

NUMBER SENSE AND OPERATIONS – FRACTIONS

4.NSF.4 Apply and extend an understanding of multiplication by multiplying a whole number and a fraction (i.e., denominators 2, 3, 4, 5, 6, 8, 10, 12, 25, 100).

Unit 3: M2–S1, S2, S6 M4–S4-DP	Jan: CC Mar: SP	Apr: CF May: PS
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a. Understand a fraction ab as a multiple of $1b$;

Unit 3: M2–S1, S2, S6 M4–S4-DP	Jan: CC Mar: SP	Apr: CF May: PS
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b. Understand a multiple of ab as a multiple of $1b$, and use this understanding to multiply a fraction by a whole number;

Unit 3: M2–S1, S6-HC Unit 5: M1–S6-DP M4–S2-DP Unit 6: M1–S5-HC M3–S3-HC	Sep: CC Jan: CC Feb: CF	Mar: SP Apr: CF May: PS
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c. Solve real-world problems involving multiplication of a fraction by a whole number (i.e., use visual fraction models and equations to represent the problem).

Unit 3: M4–S4-DP Unit 5: M4–S2-DP Unit 6: M1–S3-HC	Mar: SP May: PS
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4.NSF.5 Express a fraction with a denominator of 10 as an equivalent fraction with a denominator of 100 and use this technique to add two fractions with respective denominators of 10 and 100.

Unit 3: M1–S1 M3–S1, S2, S3, S3-DP, S3-WP3C, S4, S4-HC M4–S1, S1-DP, S2-HC, S3-HC, S4, S4-DP Unit 4: M1–S1-DP M2–S1-DP, S3-HC Unit 7: M1–S1 M2–S1, S1-DP, S2, S2-DP, S3-DP, S4, S4-HC, S4-DP	Oct: CG Feb: CF, PS Mar: CF, PS May: CF
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4.NSF.6 Write a fraction with a denominator of 10 or 100 using decimal notation, and read and write a decimal number as a fraction.

Unit 3: M1–S1 M3–S1, S1-DP, S2, S2-DP, S2-HC, S3, S3-DP, S3-WP3C, S4-HC M4–S1, S1-DP, S2, S2-WP3E, S3-DP, S4, S4-DP Unit 4: M1–S1-DP M2–S1-HC Unit 6: M3–S4 M4–S1 Unit 7: M1–S1 M2–S1-DP, S2-DP, S3, S3-DP, S4-HC, S4-DP Unit 8: M3–S1-HC	Oct: CG Feb: CF Mar: CF Apr: CC May: CF
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4.NSF.7 Compare and order decimal numbers to hundredths, and justify using concrete and visual models.

Unit 3: M1–S1 M3–S2, S2-DP, S2-HC, S3-WP3C, S4, S4-DP, S4-HC, S4-WP3D M4–S2, S2-HC, S2-WP3E, S3, S3-DP, S4 Unit 4: M2–S3-HC Unit 5: M1–S1-DP Unit 7: M1–S1 M2–S3, S3-DP, S4-HC, S4-DP Unit 8: M3–S1-HC	Feb: CF Mar: CF May: CF
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ALGEBRAIC THINKING AND OPERATIONS

4.ATO.1 Interpret a multiplication equation as a comparison (e.g. interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5). Represent verbal statements of multiplicative comparisons as multiplication equations.

Unit 1: M1–S1, S2-HC, S3, S4, S4-DP M3–S2, S3, S3-DP, S4, S4-DP, S4-WP1F, S5 M4–S2-DP
Unit 2: M1–S1-DP, S2, S2-DP M4–S5
Unit 7: M1–S2-HC

Sep: PS, SP
Nov: CC

4.ATO.2 Solve real-world problems using multiplication (product unknown) and division (group size unknown, number of groups unknown).

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

Sep: SP
Apr: CC

4.ATO.3 Solve multi-step, real-world problems using the four operations. Represent the problem using an equation with a variable as the unknown quantity.

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

Oct: CF, SP
Nov: SP
Jan: SP
Feb: SP

4.ATO.4 Recognize that a whole number is a multiple of each of its factors. Find all factors for a whole number in the range 1–100 and determine whether the whole number is prime or composite.

Unit 1: M1–S3 M2–S1, S1-DP, S2, S2-DP, S2-HC, S3-DP, S5, S5-DP, S6-DP
M3–S1, S1-DP, S1-WP1E, S2, S2-DP, S2-HC, S4-HC, S5
Unit 2: M1–S2 M2–S1, S4, S4-DP, S5 M3–S2-DP, S5-DP
Unit 3: M1–S1-DP, S2-HC M2–S2-DP
Unit 4: M3–S4-HC
Unit 5: M1–S1-DP M4–S4-DP
Unit 6: M2–S3-DP, S3-WP6A M3–S1-DP, S3-HC
Unit 7: M2–S1-HC

Sep: CF, SP
Oct: CF
Nov: CF
Dec: CF

ALGEBRAIC THINKING AND OPERATIONS

4.ATO.5 Generate a number or shape pattern that follows a given rule and determine a term that appears later in the sequence.

Unit 1: M2–S2 M3–S1-DP
Unit 2: M1–S1 M2–S5
Unit 5: M3–S2-DP
Unit 6: M1–S1-DP
Unit 7: M4–S3-HC

Sep: CG
Nov: CG
Jan: CG

GEOMETRY

4.G.1 Draw points, lines, line segments, rays, angles (i.e., right, acute, obtuse), and parallel and perpendicular lines. Identify these in two-dimensional figures.

Unit 5: M1–S2, S2-DP, S3, S4-DP, S4-HC, S5 M2–S1, S1-DP, S2, S2-HC, S3-WP5B, S4, S4-DP, S5, S5-WP5C, S6, S6-DP, S6-HC, S6-WP5D
M3–S2, S4 M4–S3-HC, S4
Unit 6: M1–S1-DP
Unit 8: M1–S5, S5-DP, S6, S6-DP M2–S1 M3–S1, S2, S3, S5-HC M4–S1, S1-HC, S2, S3

Dec: CG, SP
Feb: CG
May: CG

4.G.2 Classify quadrilaterals based on the presence or absence of parallel or perpendicular lines.

Unit 5: M1–S1 M2–S2-DP, S4, S5, S5-WP5C, S6, S6-DP, S6-HC, S6-WP5D M3–S2, S4 M4–S2-HC, S3-HC, S4, S4-DP
Unit 6: M1–S1-DP
Unit 8: M4–S2, S3

Dec: SP
Feb: CG
Apr: CG
May: CG

4.G.3 Recognize right triangles as a category, and identify right triangles.

Unit 5: M2-S2, S4, S5, S6

Unit 5: M2-S2, S4, S5, S6

4.G.4 Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

Unit 5: M1–S1 M2–S3, S3-DP, S3-WP5B, S4-HC, S5-DP, S5-WP5C, S6, S6-WP5D M3–S2 M4–S2-HC, S3-HC, S4
Unit 8: M1–S6, S6-DP

Dec: CG, SP
Apr: CG
May: CG

MEASUREMENT AND DATA ANALYSIS

4.MDA.1 Convert measurements within a single system of measurement, customary (i.e., in., ft., yd., oz., lb., sec., min., hr.) or metric (i.e., cm, m, km, g, kg, mL, L) from a larger to a smaller unit.

<p>Unit 1: M4–S1, S1–DP, S1–HC, S2, S3, S3–HC Unit 2: M1–S1, S3, S3–DP M3–S4 Unit 3: M1–S1–DP M2–S1–DP M3–S4–DP Unit 4: M1–S1 M3–S1, S2, S2–DP, S2–HC, S3, S3–DP, S4, S4–DP, S4–HC, S5, S5–DP M4–S2–HC, S3 Unit 5: M3–S4–HC Unit 6: M2–S1, S2–HC Unit 7: M1–S2–HC Unit 8: M1–S2, S3, S3–DP, S4–HC, S5, S5–DP M2–S1 M3–S2, S2–DP, S3, S3–HC, S5, S5–DP M4–S1, S1–DP, S2, S3</p>	<p>Sep: CC Nov: CG, CC Apr: CC May: CC, SP</p>
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4.MDA.2 Solve real-world problems involving distance/length, intervals of time within 12 hours, liquid volume, mass, and money using the four operations.

<p>Unit 1: M1–S6–HC M4–S2, S2–DP, S3–DP, S3–HC Unit 2: M1–S2 M2–S3–HC M3–S4–DP, S4–HC, S4–WP2C, S5, S5–DP M4–S5–HC Unit 3: M1–S2–HC Unit 4: M1–S1 M3–S1, S2, S2–DP, S3, S3–DP, S4, S4–DP, S4–HC, S5, S5–DP M4–S1, S1–DP, S2, S2–HC, S3 Unit 6: M2–S2–DP M3–S1, S1–HC, S3–HC Unit 7: M1–S1–DP, S2–HC M4–S3 Unit 8: M1–S2, S2–DP, S2–HC, S3, S3–DP, S4–HC, S5, S5–DP, S6, S6–HC M2–S1, S1–DP, S2–DP, S4, S4–DP, S4–HC, S5–DP M3–S1, S1–DP, S2, S2–DP, S3, S3–DP, S3–HC, S4, S5, S5–DP, S5–HC, S6, S6–DP M4–S1, S1–DP, S1–HC, S2, S2–DP, S3, S3–DP</p>	<p>Sep: CC Nov: CG, CC, PS Dec: PS Jan: CC Apr: CC, SP May: CC, SP</p>
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4.MDA.3 Apply the area and perimeter formulas for rectangles.

<p>Unit 2: M1–S1, S3, S3–DP, S4, S5 M4–S5 Unit 3: M1–S2–HC Unit 5: M1–S1 M3–S1, S1–DP, S2, S2–DP, S2–HC, S3, S3–DP, S4, S4–DP, S4–HC M4–S2, S3–HC, S4 Unit 6: M1–S1, S1–DP, S1–HC, S7–HC M2–S1, S1–DP, S2, S2–DP, S2–HC, S3, S4, S4–DP, S4–HC, S4–WP6B, S5, S5–DP M3–S5–DP M4–S2–HC, S3 Unit 7: M1–S1 Unit 8: M1–S2, S2–DP, S2–HC M2–S1, S1–DP M3–S1, S1–DP, S2, S2–DP, S3, S3–HC, S5, S5–DP, S5–HC, S6, S6–DP</p>	<p>Dec: CG, CF Jan: CG Apr: CG</p>
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4.MDA.4 Create a line plot to display a data set (i.e., generated by measuring length to the nearest quarter-inch and eighth-inch) and interpret the line plot.

<p>Unit 4: M4–S2 Unit 6: M3–S1, S1–HC, S2, S2–DP, S5–HC Unit 8: M3–S4, S4–DP</p>	<p>Apr: SP</p>
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4.MDA.5 Understand the relationship of an angle measurement to a circle.

<p>Unit 5: M1–S3, S3–DP, S5, S6 M2–S2 M4–S1, S1–DP, S2–HC Unit 8: M1–S6–HC</p>	<p>Feb: CC</p>
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MEASUREMENT AND DATA ANALYSIS

4.MDA.6 Measure and draw angles in whole number degrees using a protractor.

Unit 5: M1–S1, S6, S6-DP, S6-HC M2–S2 M4–S1, S1-DP, S4, S4-DP
Unit 8: M1–S4, S5, S5-DP, S6, S6-DP M4–S1, S1-HC, S2, S2-DP, S3

Feb: CC

4.MDA.7 Solve addition and subtraction problems to find unknown angles in real-world and mathematical problems.

Unit 5: M1–S3, S4, S5, S6

Feb: CC

4.MDA.8 Determine the value of a collection of coins and bills greater than \$1.00.

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

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

MATHEMATICAL PROCESS STANDARDS

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

Sep: CC
Oct: CG
Jan: CG
Feb: CF
Mar: CC, PS, SP
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 1: M1–S1, S2, S6 M3–S1, S3
Unit 2: M3–S2, S3, S5 M4–S3, S4
Unit 3: M2–S6 M3–S2, S3
Unit 4: M1–S4, S5, S6, S7 M2–S1, S2, S3, S4, S5 M4–S1
Unit 5: M2–S2, S3, S4, S5, S6 M3–S3 M4–S3
Unit 6: M1–S3, S4 M2–S2, S3, S4, S5 M3–S5
Unit 7: M1–S3 M2–S2, S4 M3–S1, S3 M4–S3
Unit 8: M1–S1 M2–S2, S5 M3–S6

Sep: CG, SP
Oct: CF, SP
Nov: CG, PS, SP
Dec: CC, CF
Jan: SP
Feb: CF, SP
Mar: CC, CF, SP
May: CG

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

Sep: CF, PS
Oct: CG, CC
Nov: CF, PS
Jan: CC, CF
Feb: PS
Mar: CG, CC, CF, PS, SP
Apr: CF, PS, SP
May: CF, PS

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

Oct: PS
Nov: CG, CC
Dec: CC, PS
Jan: SP
Feb: CG, 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: M2–S2, S6 M4–S2, S3
Unit 2: M2–S4 M3–S2
Unit 3: M1–S1 M4–S3, S4
Unit 4: M1–S1, S7 M2–S4 M3–S1, S2, S4, S5 M4–S3
Unit 5: M1–S1, S5 M4–S4
Unit 6: M4–S3
Unit 7: M1–S1, S3, S6, S7 M2–S3, S4 M4–S4
Unit 8: M1–S2, S3, S4, S5, S6 M2–S1 M3–S2, S3, S4 M4–S2, S3

Sep: CC, PS
Oct: CC
Nov: CF
Dec: SP
Jan: CF, PS
Feb: CC, PS
Apr: SP
May: CC

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

Sep: CG
Oct: CF, PS
Nov: CF
Dec: CG, PS, SP
Jan: CC
Feb: CG
Mar: CG, CF, PS
Apr: CG, CC, SP
May: CG, CF, PS, SP