

SUMMER SUCCESS: MATH © 2000
Grades K-6

correlated to

**North Carolina
Mathematics Course of Study
and Grade Level Competencies**



YOUR NORTH CAROLINA GREAT SOURCE REPRESENTATIVES

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NORTH CAROLINA MATHEMATICS COURSE OF STUDY
AND GRADE LEVEL COMPETENCIES

KINDERGARTEN

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will recognize, model, and write numbers through 10.

Grade	Standard	Summer Success
K	1.01 Model numbers in a variety of ways.	This objective is addressed throughout the text. See, for example: PE: 41, 48, 54, 88 TE: 49, 52, 56, 63, 67, 70, 78, 104
	1.02 Read, write and count using whole numbers; rote count forward to 30 or beyond and backward from 10.	This objective is addressed throughout the text. See, for example: PE: 7, 8, 14, 21, 22, 25, 41, 73 TE: 17, 22, 27, 30, 34, 40, 53, 89
	1.03 Use 1-1 correspondence to identify how many (0–10).	PE: 41, 43, 73, 79, 97, 99 TE: 93, 111
	1.04 Recognize numerals and match to sets 0-10.	PE: 41, 43, 71, 73, 99 TE: 82, 88, 118
	1.05 Write numerals 0–9 in meaningful contexts.	This objective is addressed throughout the text. See, for example: PE: 41, 43, 48, 54, 55, 64, 65, 72, 73, 75, 81 TE: 17, 27, 30, 38, 56, 60

1.06	Use ordinals first through fifth.	PE: 25, 32, 71, 105 TE: 40, 43, 82, 121
1.07	Create and identify sets with more, less, or equal members by matching.	PE: 72, 73, 75, 80, 81, 91 TE: 86, 88, 94, 101, 112, 113
1.08	Combine and remove objects from sets, describe results.	PE: 65, 73, 81 TE: 49, 83, 88, 101, 118
1.09	Estimate quantities less than 20.	PE: 103 TE: 119, 122
1.10	Create and solve story problems within a group.	The opportunity to address this objective is available. See, for example: TE: 26, 29, 33, 42, 49, 52, 56, 67, 70, 74, 88, 92, 106
1.11	Share equally (divide) between two people; explain solution.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will explore concepts of geometry and non-standard measurement.

Grade	Standard	Summer Success
K	2.01 Recognize basic two-dimensional (plane) figures: circle, square, triangle, and rectangle. Describe their likenesses and differences and identify them in the environment.	PE: 22, 105, 106 TE: 18, 26, 33, 34, 42, 49, 56, 60, 63, 67, 70, 74, 78, 81, 105, 124
	2.02 Complete simple spatial visualization tasks and puzzles.	TE: 49, 52, 56, 85, 99, 103

2.03	Compare and order objects using appropriate vocabulary.	PE: 87, 89 TE: 42, 49, 67, 70, 74, 84, 88, 106
2.04	Model and use directional and positional words.	PE: 57, 98 TE: 76, 115
2.05	Use non-standard measurement of length, weight, capacity, and time.	TE: 14, 26, 29, 33, 42, 52, 67, 70, 74, 77, 80, 85, 96
2.06	Name the days of the week.	The opportunity to address this objective is available throughout the text. See, for example: TE: 18, 26, 29, 42, 49, 52, 56, 60, 63, 67, 70, 74, 81, 85, 88, 92, 96, 99, 103

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will model simple patterns and sorting activities.

Grade	Standard	Summer Success
K	3.01 Describe likenesses and differences between and among objects.	PE: 15 TE: 29, 31, 63, 81
	3.02 Sort by a given attribute; sort by own rule and explain.	TE: 33, 63, 88, 96, 106
	3.03 Identify, copy, continue, and describe patterns.	PE: 7, 32, 40, 49, 55 TE: 17, 26, 33, 43, 50, 65, 85, 92, 96
	3.04 Create patterns with actions, words and objects.	PE: 40 TE: 50

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will gather and organize data in a group setting.

Grade	Standard	Summer Success
K	4.01 Collect data to create concrete and pictorial graphs and describe the results as a group activity.	TE: 18, 29, 33, 42, 52, 56, 60, 63, 67, 70, 74, 78, 81, 85, 88, 92, 96, 114, 120

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GRADE 1

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will read, write, and model numbers through 100 and compute with whole numbers.

Grade	Standard	Every Day Counts
1	1.01 Count using one-to-one correspondence to 30.	PE: 13, 21, 27, 29, 30, 39, 51, 85, 90 TE: 75, 119, 124
	1.02 Rote count by 1's, 5's and 10's to 100; by 2's to 20.	PE: 13, 21, 27, 29, 30, 39, 45, 75, 90 TE: 71, 107, 124
	1.03 Make sets and match numerals up to 30.	PE: 25, 37, 43 TE: 57
	1.04 Compare and order sets and numerals up to 30.	PE: 8, 11, 25, 75, 77 TE: 21, 25, 77, 107
	1.05 Read and write numerals to 100.	This objective is addressed throughout the text. See, for example: PE: 7, 8, 12, 13, 17, 21, 30, 33, 37, 39, 44, 45, 52, 63, 74, 85, 90 TE: 14, 18, 25, 26, 28, 29, 30, 33, 38, 42, 45, 49, 52, 56, 60, 63, 67, 70, 74, 77, 78, 81, 85, 88
	1.06 Read number words zero to ten.	PE: 17, 21, 28, 43, 44, 45 TE: 25, 30, 52, 64

1.07	Use ordinal numbers first through tenth.	PE: 13, 25, 59 TE: 31, 39, 46, 69, 82
1.08	Group and count objects by 2's, 5's, and 10's.	PE: 27, 29, 39, 45, 68, 74, 75, 90 TE: 33, 45, 47, 50, 70
1.09	Identify one more/less/before/after/between.	PE: 7, 8, 11, 19, 21, 46, 62, 75 TE: 17, 21, 22, 26, 29, 40, 59, 62, 63, 107, 113
1.10	Identify equal and unequal numerals and sets.	PE: 8, 18, 37, 61, 62, 67 TE: 22, 33, 57, 103
1.11	Represent numbers in a variety of ways: using tallies, building models to 100.	PE: 18, 19, 46, 47, 89 TE: 40, 45, 49, 52, 60, 63, 67, 70, 74, 81, 85, 88, 92, 99
1.12	Estimate quantities up to 30. Recognize when solutions to problems are reasonable.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
1.13	Group objects into tens and ones, recognize models; record.	PE: 44, 47, 85 TE: 68, 76, 118
1.14	Model concept of addition; know the combinations for sums to 10.	PE: 12, 18, 26, 33, 45, 55, 60, 63, 68, 73, 89 TE: 27, 29, 52, 71, 97, 100
1.15	Model concept of subtraction as take-away, comparison, and missing addends.	PE: 52, 61, 63, 74, 89 TE: 67, 79, 89

1.16	Model the division of sets into two, three or four equal parts; explain solution.	PE: 38 TE: 61
1.17	Relate addition and subtraction to symbolic notation and write equations.	PE: 18, 47, 68, 69 TE: 35, 76, 99
1.18	Find sums and differences using counting strategies such as counting on and counting back.	PE: 18, 33, 51, 61, 68 TE: 57, 58, 66, 75, 119
1.19	Memorize addition and subtraction facts to 10.	PE: 18, 26, 33, 60, 63, 69, 74 TE: 43, 63, 67, 78, 85, 86, 87, 101, 104
1.20	Model 10 more/less to 100.	PE: 19, 33, 68 TE: 58
1.21	Model 2-digit addition/subtraction with multiples of 10 to 100.	PE: 19, 33, 68 TE: 58, 88, 104
1.22	Create and solve problems using addition and subtraction. Use problem-solving strategies: modeling with manipulatives, acting out, drawing, using diagrams; use calculators as appropriate. Explain solutions.	TE: 18, 26, 49, 78, 85, 92, 103

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will recognize, describe and identify simple geometric shapes and forms, and exhibit skills in using measurement.

Grade	Standard	Every Day Counts
1	2.01 Recognize, identify, and describe plane geometric figures: circle, square, triangle, rectangle.	PE: 12, 21, 31, 26, 44 TE: 26, 27, 42, 43, 68, 70, 114
	2.02 Recognize plane geometric figures: hexagon, trapezoid, and parallelogram.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.03 Recognize basic three-dimensional (solid) figures: sphere, cube, cylinder and cone.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.04 Identify open and closed figures.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.05 Use directional and positional words.	TE: 85
	2.06 Describe and compare characteristics of geometric figures.	PE: 26, 63 TE: 43, 67, 70, 94
	2.07 Identify equal and unequal measures and regions.	PE: 26 TE: 43
	2.08 Divide regions into two, three, and four equal parts.	TE: 67, 70
	2.09 Use non-standard units to estimate and measure length, weight, and capacity; record results.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.10 Use calendar language appropriately, e.g. seasons and months of the year, today, yesterday, tomorrow, next week, last month.	PE: 38, 55 TE: 42, 45, 61, 83

- 2.11 Tell time to nearest hour using digital and analog clocks. **PE:** 30, 39, 84
TE: 14, 18, 29, 52, 63, 65, 67, 74, 81, 88
- 2.12 Solve problems involving non-standard measurement and explain strategy. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.
- 2.13 Solve spatial visualization puzzles and tasks; use visual memory. **PE:** 59
TE: 49, 63, 74, 82, 106, 110

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will demonstrate an understanding of classification, patterning, and seriation.

Grade	Standard	Every Day Counts
1	3.01 Describe and compare objects by their attributes; order sets.	PE: 63 TE: 29, 52, 94
	3.02 Sort a set of objects in more than one way; sort by own rules and explain.	TE: 41, 44
	3.03 Copy, continue, and record patterns with actions, words and objects; translate into other forms.	PE: 7, 47 TE: 41, 76
	3.04 Create and record patterns. Identify and name the pattern unit of numerical sequence.	TE: 52, 63, 81
	3.05 Solve problems by identifying and correcting errors in repeating patterns.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	3.06 Identify patterns in the environment.	TE: 14, 45, 81, 96

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will demonstrate an understanding of data collection, display, and interpretation.

Grade	Standard	Every Day Counts
1	4.01 Gather, organize and display information as a group activity.	TE: 14, 33, 49, 60, 63, 74, 92, 110
	4.02 Answer questions about charts and graphs.	TE: 29, 42, 70, 99, 103
	4.03 Make predictions based on experiences.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	4.04 Create concrete, pictorial, and symbolic graphs using prepared grids.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

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GRADE 2

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will read, write, and model numbers through 1000, and compute with numbers less than 1000.

Grade	Standard	Summer Success
2	1.01 Rote count up to 1000.	Although rote counting is not part of the <i>Summer Success</i> program, students are provided with opportunities to count throughout the program.
	1.02 Identify and use 10 more and 10 less.	TE: 63
	1.03 Compare and order numbers; identify missing numbers in a sequence to 100.	PE: 31, 51, 67, 71, 73, 84, 91 TE: 39
	1.04 Read word names for numbers to 100.	TE: 14, 18, 26, 29, 33, 38, 42, 45, 49, 52, 74
	1.05 Use counting strategies such as skip counting by 2's, 5's, and 10's and grouping objects by 3's and 4's.	PE: 32, 43, 61, 65, 66, 67, 72 TE: 43, 75, 76, 79, 83, 86
	1.06 Identify odd and even numbers using objects.	The opportunity to address this objective is available on the following pages: PE: 7, 8, 16, 17, 22, 25, 32, 35 TE: 17, 22, 27, 31, 34, 43, 47, 50, 56
	1.07 Group objects into ones, tens, and hundreds and record in standard form.	PE: 24, 43, 45, 94, 97 TE: 32, 35

1.08	Model 3, digit numbers; identify, read, and write correct numerals.	TE: 35
1.09	Indicate the value of each digit in any 2 or 3, digit number.	PE: 43, 94, 97 TE: 32, 53, 88, 110, 121
1.10	Use problem, solving strategies such as diagrams, organized lists, manipulatives, act out, guess and check, pictures; use calculators when appropriate.	PE: 78, 83 TE: 92, 97, 99, 100, 103, 110, 116
1.11	Explain solutions to problems using words, pictures, and numbers.	PE: 7, 51, 83, 87 TE: 27, 51, 64, 92, 99, 100, 103, 110, 116
1.12	make reasonable estimates up to 100 objects.	TE: 41
1.13	Identify missing addends for addition facts to 18.	PE: 21, 41, 79 TE: 29, 30, 46, 101
1.14	Add 3 single, digit numbers.	PE: 66, 78, 79, 84, 85, 95 TE: 79, 97, 101, 104, 107, 124
1.15	Model 2, digit addition and subtraction using manipulatives and alternative strategies; record, and explain.	PE: 58, 59, 61, 72, 87 TE: 51, 64
1.16	Memorize addition/subtraction facts up to 18.	PE: 25, 31, 32, 51, 71, 83 TE: 25, 40, 43, 46, 51, 59, 60, 62
1.17	Add 2, and 3, digit numbers with and without regrouping.	PE: 31, 87, 92, 93, 94, 95, 100 TE: 39, 112, 115, 118, 121, 124

1.18	Use addition/subtraction strategies to solve problems.	PE: 45, 52, 53, 58 TE: 49, 52, 58, 60, 61, 63, 65, 68
1.19	Divide regions/sets into halves, thirds, and fourths. Record in fractional form.	PE: 66 TE: 87
1.20	Model repeated addition (multiplication) and sharing equally (division); record solutions.	PE: 4 TE: 88

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement.

Grade	Standard	Summer Success
2	2.01 Describe and make plane figures: squares, rectangles, triangles, circles, hexagons, trapezoids, and parallelograms.	PE: 8, 17, 35, 53, 75 TE: 18, 26, 31, 38
	2.02 Describe and make solid figures: cubes, rectangular prisms, spheres, cylinders, cones, and pyramids.	TE: 56, 60, 70, 74, 78, 88, 92, 94, 95, 98, 114
	2.03 Identify and make figures with line symmetry.	TE: 42, 60, 63, 99, 117
	2.04 Identify and make congruent figures.	TE: 29, 67, 85
	2.05 Use spatial visualization to solve problems; demonstrate visual memory.	PE: 53, 66 TE: 67
	2.06 Measure lengths in inches/centimeters; record results.	PE: 33 TE: 33, 41, 44, 52

2.07	Measure capacity to the nearest cup/liter; record results.	The opportunity to address this objective is available on the following page: TE: 120
2.08	Weigh objects to the nearest pound/kilogram; record results.	TE: 78
2.09	Read Fahrenheit thermometers in increments of 1's, 2's, and 5's; record results.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
2.10	Sequence months; use the calendar to solve problems.	PE: 58 TE: 52, 68, 70, 106, 123
2.11	Tell time to the nearest half, hour using digital and analog clocks; record. Solve problems related to time.	PE: 16, 55, 99 TE: 27, 33, 42, 52, 60, 66, 69, 85, 96, 117, 123
2.12	Determine the value of sets of coins (pennies, nickels, dimes, quarters); record using appropriate notation.	PE: 22, 42, 61, 74, 77, 98 TE: 34, 74, 114
2.13	Make different sets of coins with equivalent values.	PE: 22, 61, 77 TE: 34, 56, 93, 106, 123
2.14	Identify coins needed to buy items priced at \$1.00 or less.	PE: 85, 92 TE: 107
2.15	Solve problems using money. Estimate costs and make change using coins up to \$1.00.	The opportunity to address this objective is available on the following pages: PE: 22, 42, 61, 67, 74, 77, 85, 100 TE: 38

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will demonstrate an understanding of classification, patterning, and seriation.

Grade	Standard	Summer Success
2	3.01	Sort by one or more attributes; describe rules used. <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	3.02	Identify classification and patterning in the environment. <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	3.03	Define, continue, and describe rules for geometric patterns. PE: 8 TE: 22
	3.04	Use patterns to continue numerical sequences; identify the rule. PE: 59, 84 TE: 14, 18, 49, 56, 60, 63, 71, 85, 104, 110, 114
	3.05	Identify and correct errors in numerical and geometric patterns. <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	3.06	Solve simple logic problems. TE: 96
	3.07	Define and continue pattern units; translate into other forms. <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will demonstrate an understanding of data collection, display, and interpretation.

Grade	Standard	Summer Success
2	4.01	Collect, sort, organize, and display information in charts, graphs, and tables with correct labeling. TE: 14, 18, 38, 42, 45, 49, 52, 56, 85, 88
	4.02	Summarize and interpret information in charts, graphs, and tables; make predictions. TE: 29, 49, 52, 67, 70, 110, 120, 123

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| 4.03 | Collect and display data over a period of time. | <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics. |
| 4.04 | Locate points on the number line and positions on a grid. | <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics. |
| 4.05 | Complete simple probability experiments; describe results and make predictions. | <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics. |

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GRADE 3

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will model, identify and compute with numbers less than 10,000.

Grade	Standard	Summer Success
3	1.01 Read and write word names for numbers to 1,000.	PE: 12, 20, 64, 88, 105 TE: 27, 29, 70, 72, 79, 104
	1.02 Relate standard and expanded notation to 3- and 4-digit numbers.	PE: 23, 56, 64 TE: 40, 68, 79
	1.03 Compare and order numbers less than 10,000.	PE: 8, 39, 59, 83 TE: 21, 22, 58
	1.04 Use estimation techniques in determining solutions to problems.	PE: 73 TE: 89
	1.05 Identify odd and even numbers; generalize ways to determine odd or even.	PE: 7, 11, 35 TE: 14, 17, 18, 21, 26, 29, 33, 46, 49, 79, 85, 95-97
	1.06 Model fractions and mixed numbers using regions and sets; describe relationships of parts to whole; record.	PE: 46, 65, 81, 106, 111 TE: 26, 33, 38, 61, 74, 83, 113, 116, 124

- 1.07 Compare and order fractions using models; describe comparisons. **PE:** 65, 91
TE: 92, 103, 107
- 1.08 Model equivalent fractions using manipulatives and pictures. **TE:** 95
- 1.09 Subtract 2- and 3-digit numbers. **PE:** 46, 47, 55, 56, 59, 65, 75, 80
TE: 61, 64, 65, 68, 76, 83, 94, 97
- 1.10 Model and explain multiplication in a variety of ways including repeated addition, rectangular arrays, and skip counting. **TE:** 29, 33, 42, 52, 56
- 1.11 Model and use the identity and commutative properties for addition and multiplication. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.
- 1.12 Model and explain division in a variety of ways including sharing equally, repeated subtraction, rectangular arrays, and its relationship to multiplication. **TE:** 38, 42, 45, 49, 52, 88
- 1.13 Memorize multiplication facts/tables through 10. **PE:** 7, 8, 12, 13, 20, 23, 28, 57, 63
TE: 17, 18, 22, 27, 29, 31, 33, 40, 43, 49, 50, 66, 69, 71, 75
- 1.14 Determine if there is sufficient information to solve a problem; identify missing or extraneous data in problem-solving situations. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.
- 1.15 Solve meaningful, multi-step problems involving addition, subtraction and multiplication using a variety of strategies; use calculators as appropriate. **PE:** 19
TE: 30, 49, 70

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will recognize, understand, and use basic geometric properties, and standard units of metric and customary measurement.

Grade	Standard	Summer Success
3	2.01 Draw and classify polygons and polyhedra (solid figures) using appropriate vocabulary: faces, angles, edges, and vertices. Describe the rules for grouping.	PE: 89 TE: 33, 45, 67, 70, 74, 78, 88, 96
	2.02 Identify and model symmetry and congruence with concrete materials and drawings.	PE: 89 TE: 52, 56, 60, 105
	2.03 Construct with cubes a solid to match a given picture or model.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.04 Recognize a three-dimensional object from different perspectives.	TE: 92, 99
	2.05 Observe and describe geometry in the environment.	TE: 33
	2.06 Estimate and measure length (inches, feet, yards, centimeters, meters), weight (grams, ounces, pounds), and capacity (cups, pints, quarts, gallons, liters) using appropriate tools and units.	PE: 73 TE: 14, 18, 26, 29, 33, 45, 52
	2.07 Model and compare units within the same measurement system.	TE: 38, 49, 60, 63, 70
	2.08 Model the concepts of area and perimeter using concrete materials, non-standard, and standard units. Estimate, record, and explain results.	TE: 29, 33, 67, 85

- 2.09 Determine the value of sets of coins to \$5.00 and create equivalent amounts with different coins. **PE:** 87
TE: 45, 52, 78, 81, 100
- 2.10 Estimate and compute the cost of items up to \$5.00; make change up to \$5.00. **PE:** 87
TE: 45, 63, 97, 110
- 2.11 Tell time to the nearest minute with digital and analog clocks; record. Solve problems related to time. **TE:** 26, 28, 33, 45, 52
- 2.12 Read Celsius and Fahrenheit thermometers; relate temperatures to everyday situations. **TE:** 74, 78, 88
- 2.13 Solve problems using measurement concepts and procedures. Explain the solutions. **PE:** 36, 79, 100
TE: 29, 33, 52, 56, 74, 93

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will demonstrate an understanding of classification, patterning, and seriation.

Grade	Standard	Summer Success
3	3.01 Organize objects or ideas into groups; describe attributes of groups and rules for sorting.	PE: 77, 81 TE: 81, 95
	3.02 Describe and demonstrate patterns in skip counting and multiplication; continue sequences beyond memorized or modeled numbers.	PE: 28, 101, 106 TE: 14, 29, 33, 56, 92
	3.03 Extend and create geometric and numeric sequences; describe patterns in a variety of ways; use calculators and computers where appropriate.	PE: 7, 13, 28, 47, 57, 101 TE: 17, 31, 43, 49, 65, 71, 74, 118

- 3.04 Analyze patterns; describe properties and translate into different forms. Create and record similar patterns. **TE:**
14, 29, 33, 45, 49, 70, 95
- 3.05 Use patterns to make predictions and solve problems. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.
- 3.06 Use Venn diagrams as a problem-solving strategy to illustrate similarities and differences in sets. **TE:**
96

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will demonstrate an understanding of data collection, display, and interpretation.

Grade	Standard	Summer Success
3	4.01 Gather and organize data from surveys and classroom experiments, including data collected over a period of time.	TE: 14, 26, 33, 45, 60, 63, 70, 81, 85
	4.02 Display data on charts and graphs: picture, bar and line plots; describe data using mode.	TE: 26, 29, 33, 45, 63, 70, 81, 85
	4.03 Construct graphs where symbols or scales represent multiple units.	TE: 26, 63, 114
	4.04 Read and interpret graphs and charts (bar, picture, circle, line and line plots) as sources of information; identify main idea, draw conclusions and make predictions.	TE: 29, 33, 42, 49, 67
	4.05 Name the ordered pair for a point on the grid; plot positions named by ordered pairs on a coordinate grid.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	4.06 Construct and use time lines to display sequences of events.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

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| 4.07 | Describe the probability of chance events as more, less or equally likely to occur. | <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics. |
| 4.08 | List arrangements (permutations) and combinations of up to three items. | <i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics. |

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GRADE 4

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will read, write, model, and compute with rational numbers.

Grade	Standard	Summer Success
4	1.01 Read and write numbers less than one million using standard and expanded notation.	This objective is addressed throughout the text. See, for example: PE: 29, 32, 37, 43, 55, 62, 63, 69, 75, 77, 83, 87 TE: 14, 22, 26, 31, 34, 35, 38, 42, 45, 47, 49, 52, 53, 56, 60, 63, 65, 67, 70, 94, 121
	1.02 Use estimation techniques in determining solutions to problems.	PE: 88 TE: 98, 124
	1.03 Model and identify the place value of each digit in a multi-digit numeral to the hundredths place.	PE: 19, 87 TE: 25, 26, 28, 30, 121
	1.04 Model, identify, and compare rational numbers (fractions and mixed numbers).	PE: 37, 39, 63, 71, 75, 88 TE: 18, 48, 51, 57, 60, 65, 67, 94, 102, 105, 107, 124
	1.05 Identify and compare rational numbers in decimal form (tenths and hundredths) using models and pictures.	PE: 34, 38, 47, 54, 60, 75, 88 TE: 58, 61, 76, 79, 86, 107, 124
	1.06 Relate decimals and fractions (tenths and hundredths) to each other using models and pictures.	PE: 73, 88 TE: 48, 100, 124

1.07	Use models and pictures to add and subtract decimals, explaining the processes and recording results.	TE: 60
1.08	Use models and pictures to add and subtract rational numbers with like denominators.	PE: 68, 69, 74 TE: 29, 60, 97, 101
1.09	Find the fractional part of a whole number using models and pictures.	PE: 68, 75 TE: 97, 107
1.10	Model and explain associative and distributive properties.	The opportunity to address this objective is available on the following page: TE: 26
1.11	Memorize the division facts related to the multiplication facts/tables through 10.	PE: 27, 59, 68, 77, 83 TE: 39, 82, 97, 112, 115
1.12	Identify missing factors in multiplication facts.	PE: 27 TE: 18, 33, 39, 42, 81
1.13	Round rational numbers to the nearest whole number and justify.	PE: 15, 31, 34, 45 TE: 31, 50, 58, 71, 85
1.14	Estimate solutions to problems.	PE: 88 TE: 98, 124
1.15	Multiply 2- or 3-digit numbers by 1-digit numbers or a 2-digit multiple of 10.	PE: 6, 32, 38, 75, 88 TE: 61

1.16	Divide using single-digit divisors, with and without remainders.	PE: 28, 77, 83 TE: 43, 84, 87, 112, 118, 119, 122
1.17	Use order of operations with addition, subtraction, multiplication, and division.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
1.18	Solve multi-step problems; determine if there is sufficient data given, then select additional strategies including: make a chart or graph	TE: 49
	look for patterns	TE: 14, 29, 38, 49
	make a simpler problem	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	use logic	PE: 63, 87 TE: 56, 63, 67
	work backwards	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	break into parts.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	verify and interpret results with respect to the original problem; use calculators as appropriate. Discuss alternate methods for solution.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.

Grade	Standard	Summer Success
4	2.01 Identify points, lines, and angles (acute, right, and obtuse); identify in the environment.	PE: 82 TE: 115
	2.02 Use manipulatives, pictorial representations, and appropriate vocabulary (e.g. sides, angles, and vertices) to identify properties of plane figures; identify in the environment.	PE: 61, 68, 69, 79 TE: 18, 41, 42, 44, 49, 60, 76, 89, 97, 101, 113, 116
	2.03 Use manipulatives, pictorial representations, and appropriate vocabulary (e.g. faces, edges, and vertices) to identify properties of polyhedra (solid figures); identify in the environment.	TE: 38, 56
	2.04 Identify intersecting, parallel, and perpendicular lines and line segments and their midpoints; identify in the environment.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.05 Recognize congruent plane figures after geometric transformations such as rotations (turns), reflections (flips), and translations (slides).	PE: 74 TE: 26, 27, 45, 104
	2.06 Use designs, models, and computer graphics to illustrate reflections, rotations, and translations of plane figures and record observations.	PE: 74 TE: 104

2.07	Estimate and measure length, capacity, and mass using these additional units: inches, miles, centimeters, and kilometers; milliliters, cups, and pints; kilograms and tons.	PE: 21, 22, 55 TE: 14, 18, 32, 35, 38, 45, 49, 56, 60, 83
2.08	Write and solve meaningful, multi-step problems involving money, elapsed time, and temperature; verify reasonableness of answers.	PE: 23, 75 TE: 33, 40, 49, 67, 68, 107
2.09	Use models to develop the relationship between the total number of square units contained in a rectangle and the length and width of the figure.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
2.10	Measure the perimeter of rectangles and triangles. Determine the area of rectangles and squares using grids; find areas of other regular and irregular figures using grids.	The opportunity to address this objective is available on the following pages: PE: 28, 87 TE: 43, 121

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will demonstrate an understanding of patterns and relationships.

Grade	Standard	Summer Success
4	3.01 Identify numerical and geometric patterns by stating their rules; extend the pattern, generalize, and make predictions.	PE: 7, 32, 77, 81 TE: 14, 17, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60, 63, 112
	3.02 Identify the pattern by stating the rule, extend the pattern, generalize the rule for the pattern, and make predictions when given a table of number pairs or a set of data.	PE: 7, 32, 77, 81 TE: 14, 17, 29, 33, 38, 42, 45, 49, 52, 53, 56, 60, 63, 112

- 3.03 Construct and order a table of values to solve problems associated with a given relationship. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.
- 3.04 Use non-numeric symbols to represent quantities in expressions, open sentences, and descriptions of relationships. Determine solutions to open sentences. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will demonstrate an understanding and use of graphing, probability, and data analysis.

Grade	Standard	Summer Success
4	4.01 Interpret and construct stem-and-leaf plots.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	4.02 Display data in a variety of ways including circle graphs. Discuss the advantages and disadvantages of each form including ease of creation and purpose of the graph.	The opportunity to address this objective is available on the following pages: TE: 49, 52, 67, 70, 78, 85, 114
	4.03 Collect, organize, and display data from surveys, research, and classroom experiments, including data collected over time. Include data from other disciplines such as science, physical education, social studies, and the media.	TE: 14, 29, 56
	4.04 Interpret information orally and in writing from charts, tables, tallies, and graphs.	PE: 39, 60, 83 TE: 33, 63, 65, 86, 118
	4.05 Use range, median, and mode to describe a set of data.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

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|------|---|---|
| 4.06 | Plot points that represent ordered pairs of data from many different sources such as economics, science experiments, and recreational activities. | <p>The opportunity to address this objective is available on the following pages:</p> <p>PE:
77</p> <p>TE:
112</p> |
| 4.07 | Investigate and discuss probabilities by experimenting with devices that generate random outcomes such as coins, number cubes, spinners. | <p>PE:
44, 45, 53, 55</p> <p>TE:
18, 68, 71, 75, 83</p> |
| 4.08 | Use a fraction to describe the probability of an event and the outcome of the experiment. | <p>The opportunity to address this objective is available on the following pages:</p> <p>PE:
44, 45, 55, 60</p> <p>TE:
16, 68, 71, 83, 86</p> |

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GRADE 5

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will understand and compute with rational numbers.

Grade	Standard	Summer Success
5	1.01 Use place value through millions in real-world situations including reading, writing, estimating, and comparing numbers in a variety of forms.	PE: 8, 11, 12, 17, 31, 39, 47 TE: 21, 22, 30, 38, 46, 57, 64, 66, 69
	1.02 Estimate products; multiply any whole number by a 2- or 3-digit factor.	PE: 21, 25, 26, 27, 35, 40, 49, 55, 73, 83 TE: 39, 43, 48, 51, 58, 61, 71, 75, 101, 111
	1.03 Relate exponential notation to repeated multiplication.	PE: 27 TE: 18, 29, 33, 38, 42, 47, 49, 56
	1.04 Estimate and solve division problems with 2- and 3-digit divisors.	PE: 8, 13, 32, 33, 35, 40, 48, 55, 61, 62, 73 TE: 18, 22, 31, 48, 50, 51, 53, 75, 82, 101
	1.05 Use the order of operations to simplify numerical expressions.	The opportunity to address this objective is available on the following pages: PE: 75 TE: 67, 70, 74, 78, 81, 85, 88, 92, 104

1.06	Find multiples, common multiples, and least common multiple of numbers; explain.	PE: 51, 57, 63, 72, 76 TE: 76, 83, 89, 97, 107
1.07	Find the factors, common factors, and greatest common factor of numbers; explain.	PE: 21, 25, 26, 51, 55, 57, 63, 76, 83 TE: 39, 40, 43, 75, 76, 83, 89, 107, 111
1.08	Identify prime and composite numbers less than 100.	PE: 63 TE: 14, 89
1.09	Identify equivalent decimals and fractions at the symbolic level. Explain the equivalence.	PE: 71, 73, 75, 84 TE: 56, 84, 87, 93, 95, 96, 99, 103, 104, 106, 110, 115, 120
1.10	Compare and order numbers with decimals to the thousandths place; explain solution.	PE: 56 TE: 79
1.11	Compare and order fractions which are given with the same numerators or the same denominators.	PE: 65, 71, 72, 73, 75, 76, 79, 84, 89 TE: 92, 93, 94, 95, 97, 98, 101, 104, 107, 112, 121
1.12	Add and subtract fractions with like denominators.	PE: 72, 79, 84 TE: 97, 99, 112, 115
1.13	Multiply a fraction by a whole number.	PE: 51, 72, 73 TE: 76, 92, 96, 97, 99, 103, 106
1.14	Use models and pictures to add and subtract fractions and mixed numbers with unlike denominators; record solutions.	The opportunity to address this objective is available on the following pages: PE: 51, 75, 79, 84 TE: 76, 104, 112, 115

1.15	Estimate results and compute sums and differences with decimal numbers.	TE: 66, 69
1.16	Use models and pictures to multiply a whole number by a decimal number; record and explain.	TE: 60, 63, 67, 70, 74, 78, 81, 85
1.17	Determine if there is sufficient information to solve a problem; identify missing or extraneous data in problem-solving situations.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
1.18	Solve multi-step problems using an organized approach, and selecting additional strategies including: restate the problem	The opportunity to address this objective is available on the following pages: PE: 63, 65 TE: 33, 89, 94
	classify	PE: 62, 90 TE: 14, 29, 63, 68, 86, 99, 106, 118, 124
	lists	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	write a number sentence	PE: 5, 11, 31, 38, 56, 57, 72, 73 TE: 21, 29, 42, 43, 46, 52, 60, 74, 79, 83, 85, 92, 97, 100, 106, 114, 117
	verify and interpret results with respect to the original problem; use calculators as appropriate.	TE: 45, 112

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.

Grade	Standard	Summer Success
5	2.01 Use and make models to demonstrate formulas for the area and perimeter of squares and rectangles, to compare units of area within the same system, and to investigate and compare units of volume.	PE: 4, 5, 13, 27, 57, 62, 84, 89 TE: 31, 47, 83, 86, 115, 121
	2.02 Calculate the area and perimeter of rectangles and the perimeters of plane figures.	PE: 8, 13, 62, 89 TE: 22, 31, 86, 121
	2.03 Use concrete and pictorial representations and appropriate vocabulary to compare and classify polygons and polyhedra; create models of polyhedra (cubes, cylinders, cone prisms, and pyramids.)	PE: 8, 9, 48 TE: 25, 68
	2.04 Use a compass to draw circles; identify and determine the relationships among the radius, diameter, chord, center, and circumference.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.05 Use a protractor to draw and measure acute, right, and obtuse angles; identify and label the vertex, rays, interior and exterior of an angle.	The opportunity to address this objective is available on the following pages: PE: 48, 57, 62 TE: 68, 83, 86, 88
	2.06 Use a variety of quadrilaterals and triangles to draw conclusions about the sum of the measures of the interior angles; use appropriate technology.	The opportunity to address this objective is available on the following pages: PE: 57, 62, 90 TE: 83, 86, 124

- 2.07 Model proportions by reducing or enlarging drawings using grids. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.
- 2.08 Investigate similar figures using rulers and protractors. The opportunity to address this objective is available on the following pages:
PE:
 48, 57, 62
TE:
 68, 83, 86, 88
- 2.09 Use an organized approach, appropriate strategies, and technology as needed to solve multi-step problems involving geometry, spatial visualization, and measurement (length, weight, time, capacity, temperature, perimeter, area, volume.) **PE:**
 4, 5, 13, 27, 57, 84, 89
TE:
 18, 26, 29, 31, 33, 38, 42, 47, 49, 56, 60, 67, 70, 74, 78, 81, 83, 92, 96, 110, 115, 121
- 2.10 Verify and interpret results with respect to the original problem; identify alternate strategies for solving a problem. Use calculators and computers as appropriate. *Summer Success* is designed as a summer program and is not intended to address all areas of mathematics.

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will demonstrate an understanding of patterns, relationships, and elementary algebraic representation.

Grade	Standard	Summer Success
5	3.01 Investigate patterns that occur when changing numerators or denominators of fractions. Model with concrete materials and extend to calculator investigations.	PE: 72, 73 TE: 96, 97, 101, 103, 114, 120

3.02	Identify and use the rules for divisibility.	PE: 13, 32, 33, 40, 48, 61, 73, 89, 94 TE: 18, 26, 31, 48, 50, 51, 53, 61, 68, 82, 101, 121
3.03	Use patterns, relationships, and functions occurring in computation, geometry, graphs, and other applications to make generalizations and predict results.	PE: 7, 8, 12, 13, 18, 26, 33, 35, 40, 48, 49, 51, 56, 89 TE: 17, 18, 22, 26, 27, 31, 33, 34, 35, 38, 42, 43, 49, 53, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 121, 123
3.04	Use models to represent variables, expressions, and relationships.	PE: 3, 48, 63, 79, 90 TE: 68, 76, 89, 112, 124
3.05	Use an organized approach and appropriate strategies including calculators to solve multi-step problems involving patterns, relationships, and functions.	PE: 7, 8, 12, 13, 18, 26, 33, 35, 40, 48, 49, 51, 56, 89 TE: 17, 18, 22, 26, 27, 31, 33, 34, 35, 38, 42, 43, 49, 53, 58, 60, 61, 63, 67, 68, 70, 71, 74, 76, 78, 79, 81, 85, 88, 92, 96, 99, 103, 106, 110, 114, 117, 120, 121, 123

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will demonstrate an understanding and use of graphing, probability and data analysis.

Grade	Standard	Summer Success
5	4.01 Interpret and construct line graphs.	PE: 41, 63 TE: 60, 65, 89
	4.02 Explain the kinds of decisions that need to be made in selecting and constructing appropriate graphs including pictograph, bar, line plot, circle, and line graph.	PE: 49 TE: 71

4.03	Systematically collect, organize, display and interpret data both orally and in writing using information from a variety of content areas.	PE: 49 TE: 71
4.04	Compare increasingly complex displays of data, including multiple sets of data on the same graph, computer applications, and Venn diagrams.	PE: 62 TE: 86
4.05	Determine the mean of a given set of data using a calculator when appropriate.	PE: 49, 90 TE: 60, 63, 67, 70, 71, 88, 106, 120, 124
4.06	Use the range, median and mode to describe a set of data.	PE: 49, 90 TE: 33, 52, 60, 63, 67, 70, 71, 88, 120, 106, 124
4.07	Show all arrangements (permutations) and combinations of up to four items; list and explain all possible outcomes in a given situation.	PE: 7, 12, 18 TE: 17, 27, 34
4.08	Compare experimental and theoretical (expected) results for a variety of simple experiments.	PE: 75 TE: 104
4.09	Use an organized approach and appropriate strategies to solve multi-step problems involving graphing, probability, and statistics. Use calculators and computers as appropriate.	PE: 41, 75, 94 TE: 29, 65

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GRADE 6

Number Sense, Numeration, and Numerical Operations

COMPETENCY GOAL 1

The learner will understand and compute with rational numbers.

Grade	Standard	Summer Success
6	1.01 Read, write and make models of numbers including percents and exponentials.	PE: 8, 16, 43, 49, 58, 65, 75, 82 TE: 22, 27, 58, 65, 68, 74, 75, 89, 97, 113
	1.02 Relate fractions, decimals, and percents.	PE: 8, 15, 25, 33 TE: 21, 22, 32, 35, 41, 47, 112, 115
	1.03 Compare and order fractions, decimals, and percents.	PE: 15, 16, 23, 24, 32, 35, 39 TE: 21, 25, 27, 28, 29, 30, 34, 41, 43, 44, 46, 48, 51
	1.04 Multiply and divide fractions, mixed numbers, and decimals using models and pictures; record solution.	PE: 27 TE: 17, 40
	1.05 Multiply and divide fractions, mixed numbers, and decimals.	PE: 7, 27, 32, 102 TE: 17, 43
	1.06 Add and subtract fractions and mixed numbers with unlike denominators.	PE: 17, 23, 57, 108 TE: 28, 31, 64

- 1.07 Use estimation and mental math to solve problems with fractions, decimals, and percents; explain solution. **PE:** 81, 91, 99
TE: 93, 107, 111
- 1.08 Solve problems using prime factorization, common factors and common multiples. Explain solutions. **PE:** 47, 48, 51, 55, 58, 61, 66, 67, 74, 75
TE: 57, 66, 69, 76, 79, 83, 84, 86, 87, 89, 100
- 1.09 Use models and pictures to relate concepts of ratio, proportion, and percent; record results. **PE:** 5, 16, 24, 27, 33, 40, 41, 100, 101
TE: 34
- 1.10 Use models and pictures to demonstrate understanding of integers. Record results. **PE:** 48, 66, 74, 75
- 1.11 Compare and order integers. **PE:** 4, 67, 77, 108
TE: 94, 102, 105
- 1.12 Use the order of operations to simplify numerical expressions with parentheses and exponents. **PE:** 83
TE: 64, 95, 101
- 1.13 Translate word problems into number sentences and solve. Explain solutions. The opportunity to address this objective is available on the following pages:
PE: 103, 107, 108
TE: 86
- 1.14 Analyze problem situations, determine if there is sufficient information to solve the problem, identify missing or extraneous data, select appropriate strategies, and use an organized approach to solve multi-step problems; use calculators when appropriate. The opportunity to address this objective is available on the following page:
PE: 40, 103, 107, 108
TE: 86

Spatial Sense, Measurement, and Geometry

COMPETENCY GOAL 2

The learner will demonstrate an understanding and use of the properties and relationships in geometry, and standard units of metric and customary measurement.

Grade	Standard	Summer Success
6	2.01 Construct congruent segments, congruent angles, bisectors of line segments and bisectors of angles.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	2.02 Define and identify interior, exterior, complementary, and supplementary angles and pairs of lines including skew lines.	PE: 67, 101 TE: 118
	2.03 Define and identify alternate interior, alternate exterior, corresponding and vertical angles.	The opportunity to address this objective is available on the following pages: PE: 49 TE: 65, 118
	2.04 Identify and distinguish among similar, congruent and symmetric figures; name corresponding parts.	The opportunity to address this objective is available on the following pages: PE: 77, 82, 83, 90, 91
	2.05 Locate, give the coordinates of, and graph plane figures which are the results of translations or reflections in the first quadrant.	The opportunity to address this objective is available on the following page: PE: 108
	2.06 Investigate and determine the relationship between the diameter and circumference of a circle and the value of pi; calculate the circumference of a circle.	PE: 7, 93, 106 TE: 17
	2.07 Identify the relationship between areas of triangles and rectangles with the same base and height.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

2.08	Use models to develop formulas for finding areas of triangles, parallelograms and circles.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
2.09	Calculate areas of triangles, parallelograms and circles.	PE: 91, 102
2.10	Model the concept of volume for rectangular solids as the product of the area of the base and the height.	The opportunity to address this objective is available on the following pages: PE: 4, 24 TE: 34
2.11	Convert measures of length, area, capacity, weight and time expressed in a given unit to other units in the same measurement system.	PE: 49, 61, 75, 82
2.12	Estimate solutions to problems involving geometry and measurement. Determine when estimates are sufficient for the measurement situation.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
2.13	Analyze problem situations, select appropriate strategies, and use an organized approach to solve non-routine and increasingly complex problems involving geometry and measurement. Use technology as appropriate.	The opportunity to address this objective is available on the following pages: TE: 31, 43

Patterns, Relationships, and Functions

COMPETENCY GOAL 3

The learner will demonstrate an understanding of patterns, relationships, and algebraic representations.

Grade	Standard	Summer Success
6	3.01 Describe, extend and write rules for a variety of patterns.	PE: 17, 27, 61 TE: 31, 40, 76
	3.02 Generate a set of ordered pairs using a given rule which is stated verbally or algebraically.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	3.03 Given a group of ordered pairs, identify either verbally or algebraically the rule used to generate them and record results.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
	3.04 Use variables to describe numerical expressions and relationships.	PE: 43, 49, 58
	3.05 Use graphs and tables to represent ordered pairs; describe the relationship; recognize both linear and nonlinear relationships.	The opportunity to address this objective is available on the following page: PE: 107
	3.06 Identify and use patterning as a strategy to solve problems.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.

Data, Probability, and Statistics

COMPETENCY GOAL 4

The learner will demonstrate an understanding and use of graphing, probability, and data analysis.

Grade	Standard	Summer Success
6	4.01 Create and evaluate graphic representations of data.	PE: 5, 107 TE: 26, 49, 67, 96, 99, 103

4.02	Analyze data using spreadsheets.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
4.03	Locate points in all quadrants of the coordinate plane using ordered pairs.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
4.04	Use measures of central tendency to compare two sets of data.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
4.05	Construct convincing arguments based on analysis of data and interpretation of graphs.	The opportunity to address this objective is available on the following pages: PE: 106, 107 TE: 26, 52, 67, 96, 106
4.06	Design an experiment to test a theoretical probability; record and explain results.	TE: 56, 60, 70
4.07	Make predictions based on the probabilities of simple events.	The opportunity to address this objective is available on the following pages: PE: 75 TE: 89
4.08	Use inductive and deductive reasoning to solve problems.	<i>Summer Success</i> is designed as a summer program and is not intended to address all areas of mathematics.
4.09	Analyze problem situations, use an organized approach, and select appropriate strategies and technology to solve problems including probability and statistics.	PE: 59, 75 TE: 93



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