

# Carolina™ Curriculum

a division of Carolina Biological Supply

Correlation to  
**Indiana Academic  
Standards**  
Mathematics Grades K-5

**2009**

**Math Out of the Box®**

## Carolina™ Curriculum Correlation to Indiana Academic Standards - Mathematics

The following pages pertain to Math Out of the Box® K-5 modules that have been aligned with the Indiana Academic Standards for Mathematics, for Kindergarten through Fifth grades. For your reference, we have provided the aligned strands, module titles, and lessons within that module and corresponding page numbers. Each major standard heading is highlighted in orange.



# Math Out of the Box®

## Integrated Curriculum Matrix

	Developing Algebraic Thinking	Developing Geometric Logic	Developing Measurement Benchmarks	Developing Number Concepts
K	<i>Rhythm and Design</i>	<i>Towers and Trails</i>	<i>Over and Under</i>	<i>Like and Unlike</i>
1	<i>Together and Apart</i>	<i>Symmetry and Shapes</i>	<i>Up and Down</i>	<i>Families and Facts</i>
2	<i>Collecting and Sorting</i>	<i>Rows and Columns</i>	<i>Large and Small</i>	<i>More and Less</i>
3	<i>Plotting and Growing</i>	<i>Shapes and Paths</i>	<i>Scales and Balances</i>	<i>Ordering and Arranging</i>
4	<i>Signs and Symbols</i>	<i>Corners and Containers</i>	<i>Inside and Outside</i>	<i>Stories and Statements</i>
5	<i>Steps and Distance</i>	<i>Conjectures and Transformations</i>	<i>Tools and Time</i>	<i>Values and Variables</i>

**Based on National Council of Teachers of Mathematics (NCTM) Standards**

**Math Out of the Box®** is a K–5, inquiry-based math curriculum developed by Clemson University's College of Engineering and Science. Based on the NCTM Principles and Standards for School Mathematics, **Math Out of the Box®** is filled with engaging, hands-on activities.

**Carolina™ Curriculum Correlation to  
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<b>Kindergarten - Adopted 2009</b>	
<b>STANDARD IN.K.1. Number Sense and Computation</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT K.1.1.</b> Count objects in a set and use objects, pictures and numerals to represent whole numbers to 20.</p>	<p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179), Post Assessment L10-15 (pp 130-133)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>PROFICIENCY STATEMENT K.1.2.</b> Find the number that is one more than or one less than any whole number up to 20.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L13-20 (pp 93-150), Post Assessment L11-20 (pp 124-125)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-12 (pp 5-108), Post Assessment L09-12 (pp 109-111)</p>
<p><b>PROFICIENCY STATEMENT K.1.3.</b> Use correctly the words one/many, none/some/all, more/less, most/least, and equal to/more than/less than.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L15 (pp 113-118)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L02-09 (pp 11-71)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L12 (pp 101-108), Post Assessment L09-12 (pp 109-111)</p>
<p><b>PROFICIENCY STATEMENT K.1.4.</b> Show equivalent forms of whole numbers from 10 to 20 as groups of tens and ones using objects, diagrams and numerals.</p>	<p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L11 (pp 91-100)</p>
<p><b>PROFICIENCY STATEMENT K.1.5.</b> Model addition by joining sets of objects (for any two sets with fewer than 10 objects when joined) and model subtraction by removing objects from sets for numbers less than 10.</p>	<p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L20 (pp 173-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L13-15 (pp 119-140)</p>

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<p><b>PROFICIENCY STATEMENT K.1.6.</b> Record and organize information and answer questions about data using objects and pictures in context.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L11-20 (pp 81-150), Post Assessment L11-20 (pp 124-125),</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L10-11 (pp 77--87), L16-19 (pp 149-76), Post Assessment L16-20 (p 182)</p>
<b>Kindergarten</b>	
<b>STANDARD IN.K.2.</b> Algebra and Functions	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT K.2.1.</b> Verbally describe mathematical relationships involving addition and subtraction situations for numbers less than 10.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L03-07 (pp 19-60)</p>
<p><b>PROFICIENCY STATEMENT K.2.2.</b> Create, extend, and give the rule for simple patterns with numbers and shapes.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L03-09 (pp 19-72)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L02-03 (pp 15-26), L06 (pp 43-49), L09 (pp 75-82)</p>
<b>STANDARD IN.K.3.</b> Geometry and Measurement	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT K.3.1.</b> Identify, describe, sort, compare and classify objects by shape, size, number of vertices and other attributes.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L01-16 (pp 5-124)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), Post Assessment L01-06 (p 5), Post Assessment L07-12 (p 51),</p>
<p><b>PROFICIENCY STATEMENT K.3.2.</b> Identify the positions of objects in space and use the terms inside, outside, between, above, below, near, far, under, over, up, down, behind, in front of, next to, to the left of and to the right of.</p>	<p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L18-20 (pp 135-151)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: Post Assessment L17-20 (p 128)</p>
<p><b>PROFICIENCY STATEMENT K.3.3.</b> Make direct comparisons of the length and weight of objects and recognize which object is shorter, longer, taller, lighter or heavier.</p>	<p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxv), L01-03 (pp 7-24), L17 (pp 119-126), Post Assessment L01-09 (p 5), Post Assessment L17-20 (p 118),</p>

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<p><b>PROFICIENCY STATEMENT K.3.4.</b> Identify concepts of time (before/after, shorter/longer, morning, afternoon, evening, today, yesterday, tomorrow, week, month and year).</p>	<p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L13 (pp 89-96), L14 (pp 97-102)</p>
<b>Kindergarten</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.1.</b>	<b>Problem Solving</b>
<p><b>INDICATOR PS.1.1.</b> Build new mathematical knowledge through problem solving.</p>	<p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L19 (pp 133-138)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.1.2.</b> Solve problems that arise in mathematics and in other contexts.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L02 (pp 13-18), L05 (pp 37-44), L06 (pp 45-50), L13-20 (pp 93-150)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01-19 (pp 7-145), Post Assessment L13-16 (p 98)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.1.3.</b> Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L15 (pp 109-114)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01-19 (pp 7-145), Post Assessment L13-16 (p 98)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.1.4.</b> Monitor and reflect on the process of mathematical problem solving.</p>	<p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>

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<b>Kindergarten</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.2.</b>	<b>Reasoning and Proof</b>
<p><b>INDICATOR PS.2.1.</b> Recognize reasoning and proof as fundamental aspects of mathematics.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L02-20 (pp 13-150), Post Assessment L01-10 (p 54),</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.2.2.</b> Make and investigate mathematical conjectures.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L12-16 (pp 87-120), L18-20 (pp 133-150)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L02-20 (pp 13-151), Post Assessment L13-16 (p 98)</p> <p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L01-03 (pp 7-24), L06-20 (pp 37-144)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.2.3.</b> Develop and evaluate mathematical arguments and proofs.</p>	<p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L12 (pp 89-931), L14-16 (pp.105-124)</p>
<p><b>INDICATOR PS.2.4.</b> Select and use various types of reasoning and methods of proof.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L02-20 (pp 13-50), Post Assessment L01-10 (p 54),</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<b>Kindergarten</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.3.</b>	<b>Communication</b>
<p><b>INDICATOR PS.3.1.</b> Organize and consolidate their mathematical thinking through</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L01-20 (pp 5-150), Post Assessment L01-10 (p 54), Post Assessment L11-20 (pp 124-125),</p>

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<p>communication.</p>	<p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01-20 (pp 7-151), Post Assessment L13-16 (p 98)</p> <p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L01-20 (pp 7144)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179), Post Assessment L10-15 (pp 130-133)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.3.2.</b> Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L01-20 (pp 5-150) Post Assessment L01-10 (p 54), Post Assessment L11-20 (pp 124-125)</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01-20 (pp 7-151), Post Assessment L13-16 (p 98)</p> <p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179), Post Assessment L10-15 (pp 130-133)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.3.3.</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	<p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.3.4.</b> Use the language of mathematics to express mathematical ideas precisely.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L01-20 (pp 5-150), Post Assessment L01-10 (p 54), Post Assessment L11-20 (pp 124-125),</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01-20 (pp 7-151), Post Assessment L13-16 (p 98)</p> <p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179), Post Assessment L10-15 (pp 130-133)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>

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<b>Kindergarten</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.4.</b>	<b>Connections</b>
<p><b>INDICATOR PS.4.1.</b> Recognize and use connections among mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L02 (-20pp 13-18), L13 (pp 93-150)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.4.2.</b> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L19 (pp 133-138)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<p><b>INDICATOR PS.4.3.</b> Recognize and apply mathematics in contexts outside of mathematics.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: L02 (pp 13-18), L05 (pp 37-44), L06 (pp 45-50), L12 (pp 87-92), L13-20 (pp 93- 150), Post Assessment L11-20 (pp 124-125)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L01-20 (pp 5-181)</p>
<b>Kindergarten</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.5.</b>	<b>Representation</b>
<p><b>INDICATOR PS.5.1.</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Rhythm and Design</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxiv), L01-20 (pp 5-150), Post Assessment L01-10 (p 54), Post Assessment L11-20 (pp 124-125),</p> <p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01-16 (pp 7-124)</p> <p><b>Developing Measurement Benchmarks: Over and Under</b> Teacher Guide: L01-11 (pp 7-80)</p> <p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L01-20 (pp 5-179)</p>

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	Developing Number Concepts: Like and Unlike Module B Teacher Guide: L01-20 (pp 5-181)
<b>INDICATOR PS.5.2.</b> Select, apply, and translate among mathematical representations to solve problems.	Developing Number Concepts: Like and Unlike Module A Teacher Guide: L01-20 (pp 5-179)  Developing Number Concepts: Like and Unlike Module B Teacher Guide: L01-20 (pp 5- 181)
<b>INDICATOR PS.5.3.</b> Use representations to model and interpret physical, social, and mathematical phenomena.	Developing Number Concepts: Like and Unlike Module A Teacher Guide: L01-20 (pp 5-179)  Developing Number Concepts: Like and Unlike Module B Teacher Guide: L01-20 (pp 5- 181)
<b>STANDARD IN.PS.</b> Process Standards	
<b>PROFICIENCY STATEMENT PS.6.</b>	Estimation and Mental Computation
<b>INDICATOR PS.6.1.</b> Know and apply appropriate methods for estimating the results of computations.	Developing Measurement Benchmarks: Over and Under Teacher Guide: L04-05 (pp 25-41)  Developing Number Concepts: Like and Unlike Module B Teacher Guide: L07 (pp49-55)
<b>INDICATOR PS.6.2.</b> Round numbers to a specified place value.	Developing Number Concepts: Like and Unlike Module B Teacher Guide: L07 (pp49-55)
<b>INDICATOR PS.6.3.</b> Use estimation to decide whether answers are reasonable.	Developing Number Concepts: Like and Unlike Module A Teacher Guide: L10 (pp 81-88), L11 (pp 89-97)
<b>INDICATOR PS.6.5.</b> Determine appropriate accuracy and precision of measurements in problem situations.	Developing Measurement Benchmarks: Over and Under Teacher Guide: L01-09 (pp 7-57)
<b>INDICATOR PS.6.6.</b> Use properties of numbers and operations to perform mental computation.	Developing Number Concepts: Like and Unlike Module B Teacher Guide: L07 (pp49-55)
<b>Kindergarten</b>	
<b>STANDARD IN.PS.</b> Process Standards	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.7.</b>	Technology

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<p><b>INDICATOR PS.7.2.</b> Technology can contribute to concept development, simulation, representation, communication, and problem solving.</p>	<p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: L01 (p 10), see Technology Statement (p xiv)</p>
<p><b>INDICATOR PS.7.3.</b> The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and problem-solving skills.</p>	
<p><b>GRADE LEVEL EXPECTATION PS.7.3.a.</b> Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.</p>	<p><b>Developing Number Concepts: Like and Unlike Module A</b> Teacher Guide: L20 (pp 173-179)</p> <p><b>Developing Number Concepts: Like and Unlike Module B</b> Teacher Guide: L13-15 (pp 119-140), Post Assessment L13-15 (pp 141-144)</p>
<p><b>GRADE LEVEL EXPECTATION PS.7.3.b.</b> The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.</p>	<p><b>Developing Geometric Logic: Towers and Trails</b> Teacher Guide: see Technology Statement (p xiv)</p>

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<b>Grade 1 - Adopted 2009</b>	
<b>STANDARD IN.1.1. Number Sense and Computation</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 1.1.1.</b> Count, read, write, order, rename and compare whole numbers to at least 100.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217), Post Assessment L01-04 (pp 41-43), Post Assessment L18-22 (pp 218-221)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-07 (pp 5-81), Post Assessment L04-07 (pp 82-83)</p>
<p><b>PROFICIENCY STATEMENT 1.1.2.</b> Name the number that is one more than or one less than any number to at least 100.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L11-20 (pp 99-176), Post Assessment L11-13 (p 98), Post Assessment L14-16 (p 126), Post Assessment L17-20 (pp 150-151)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-07 (pp 5-81), Post Assessment L04-07 (pp 82-83)</p>
<p><b>PROFICIENCY STATEMENT 1.1.3.</b> Match the ordinal numbers first, second, third, etc. with an ordered set to at least 10 items.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>PROFICIENCY STATEMENT 1.1.4.</b> Show equivalent forms of whole numbers to at least 100 as groups of tens and ones.</p>	<p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L04 (pp 41-50), L05 (pp 51-62)</p>
<p><b>PROFICIENCY STATEMENT 1.1.5.</b> Solve problems involving addition and subtraction by modeling addition of numbers to at least 100 (putting together, increasing) and by modeling the inverse operation of subtraction (taking away, comparing, finding the difference) using objects.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L09 (pp 97-106), L12-14 (pp 123-144)</p>
<p><b>PROFICIENCY STATEMENT 1.1.6.</b> Demonstrate fluency with addition facts and the corresponding subtraction facts for totals to at least 20.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L03-17 (pp 25-166), Post Assessment L05-12 (pp 119-122), Post Assessment L13-17 (pp 167-168)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L08-14 (pp 89-144), Post Assessment</p>

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	L08-14 (pp 145-146)
<b>PROFICIENCY STATEMENT 1.1.7.</b> Pose a question and collect and represent data using pictures or picture graphs to answer the question posed.	<b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L06 (pp 41-45), L20 (pp 187-191)
<b>Grade 1</b>	
<b>STANDARD IN.1.2.</b> <b>Algebra and Functions</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT 1.2.1.</b> Write and solve equations involving addition.	<b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L03-17 (pp 25-166), Post Assessment L05-12 (pp 119-122), Post Assessment L13-17 (pp 167-168)  <b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L08-14 (pp 89-144), Post Assessment L08-14 (pp 145-146)
<b>PROFICIENCY STATEMENT 1.2.2.</b> Create, extend, and give a rule for number patterns using addition.	<b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L05-12 (pp 49-122)
<b>PROFICIENCY STATEMENT 1.2.3.</b> Solve problems using the identity principle for addition and subtraction.	<b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L06-09 (pp 59-96)  <b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L12 (pp 123-130), L13 (pp 131-138)
<b>Grade 1</b>	
<b>STANDARD IN.1.3.</b> <b>Geometry and Measurement</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT 1.3.1.</b> Identify, describe, compare, sort and draw triangles, rectangles, squares and circles in terms of their attributes (position, shape, size and number of vertices). Use simple plane shapes to compose a given shape.	<b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01 (pp 7-15), L02 (pp 17-22), L06-12 (pp 41-87), L16 (pp 111-116)
<b>PROFICIENCY STATEMENT 1.3.2.</b> Estimate and measure the length of an object to the nearest inch and centimeter.	<b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-06 (pp 7-42), Post Assessment L01-08 (pp 4-5)  <b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L03 (pp 25-33)

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<p><b>PROFICIENCY STATEMENT 1.3.3.</b> Give the value of a collection of pennies, nickels and dimes up to \$1.00.</p>	<p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: L09-12 (pp 65-94), Post Assessment L09-12 (pp 62-63)</p>
<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.1.</b>	Problem Solving
<p><b>INDICATOR PS.1.1.</b> Build new mathematical knowledge through problem solving.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-21 (pp 5-208), L22 (pp 209-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.1.2.</b> Solve problems that arise in mathematics and in other contexts.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176), Post Assessment L01-03 (p 4), Post Assessment L04-06 (p 30), Post Assessment L07-10 (p 60), Post Assessment L11-13 (p 98), Post Assessment L14-16 (p 126), Post Assessment L17-20 (pp 150-151)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-160)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.1.3.</b> Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-19 (pp 7-156)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.1.4.</b> Monitor and reflect on the process of mathematical problem solving.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b></p>

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	Teacher Guide: L01-20 (pp 5-191)
<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.2.</b>	<b>Reasoning and Proof</b>
<p><b>INDICATOR PS.2.1.</b> Recognize reasoning and proof as fundamental aspects of mathematics.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176), Post Assessment L01-03 (p 4), Post Assessment L04-06 (p 30), Post Assessment L07-10 (p 60), Post Assessment L11-13 (p 98), Post Assessment L14-16 (p 126), Post Assessment L17-20 (pp 150-151)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-03 (pp 7-28), L11 (pp 77-81), L15 (pp 105-110)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: L19 (pp 151-156), Post Assessment L13-17 (pp 99-101)</p>
<p><b>INDICATOR PS.2.2.</b> Make and investigate mathematical conjectures.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176), Post Assessment L01-03 (p 4), Post Assessment L04-06 (p 30), L07-10 (p 60), Post Assessment L11-13 (p 98), Post Assessment L14-16 (p 126), Post Assessment L17-20 (pp 150-151)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-160)</p>
<p><b>INDICATOR PS.2.3.</b> Develop and evaluate mathematical arguments and proofs.</p>	<p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-06 (pp 7-45)</p> <p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: L04-06 (pp 31-56)</p>
<p><b>INDICATOR PS.2.4.</b> Select and use various types of reasoning and methods of proof.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176), Post Assessment L01-03 (p 4), Post Assessment L04-06 (p 30), Post Assessment L07-10 (p 60), Post Assessment L11-13 (p 98), Post Assessment L14-16 (p 126), Post Assessment L17-20 (pp 150-151)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-03 (pp 7-28), L11 (pp 77-81), L15 (pp 105-110)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: L19 (pp 151-156), Post Assessment L13-17 (pp 99-101)</p>

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<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.3.</b>	<b>Communication</b>
<p><b>INDICATOR PS.3.1.</b> Organize and consolidate their mathematical thinking through communication.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176), Post Assessment L01-03 (p 4), Post Assessment L04-06 (p 30), Post Assessment L07-10 (p 60), Post Assessment L11-13 (p 98), Post Assessment L14-16 (p 126), Post Assessment L17-20 (pp 150-151)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-160), Post Assessment L01-08 (pp 4-5), Post Assessment L09-12 (pp 62-63)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-208), L22 (pp 209-217), Post Assessment L05-12 (pp 119-122)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191), Post Assessment L04-07 (pp 82-83), Post Assessment L15-20 (p 192)</p>
<p><b>INDICATOR PS.3.2.</b> Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-20 (pp 7-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-160), Post Assessment L01-08 (pp 4-5), Post Assessment L09-12 (pp 62-63)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-208), L22 (pp 209-217), Post Assessment L05-12 (pp 119-122)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191), Post Assessment L04-07 (pp 82-83)</p>
<p><b>INDICATOR PS.3.3.</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	<p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L08 (pp 61-64)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>

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<p><b>INDICATOR PS.3.4.</b> Use the language of mathematics to express mathematical ideas precisely.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01-08 (pp 7-64), L10-20 (pp 71-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-160), Post Assessment L01-08 (pp 4-5), Post Assessment L09-12 (pp 62-63)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217), Post Assessment L05-12 (pp 119-122)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191), Post Assessment L04-07 (pp 82-83), Post Assessment L15-20 (p 192)</p>
<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.4.</b>	Connections
<p><b>INDICATOR PS.4.1.</b> Recognize and use connections among mathematical ideas.</p>	<p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L17 (pp 121-128)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.4.2.</b> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.4.3.</b> Recognize and apply mathematics in contexts outside of mathematics.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: L02 (pp 13-20), L05 (pp 41-48), L07-17 (pp 61-158)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L03 (pp 23-28), L04 (pp 29-34)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: L17 (pp 133-140), L19 (pp 151-156), L20 (pp 157-160)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>

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<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.5.</b>	<b>Representation</b>
<p><b>INDICATOR PS.5.1.</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Together and Apart</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxx), L01-20 (pp 5-176)</p> <p><b>Developing Geometric Logic: Symmetry and Shapes</b> Teacher Guide: L01 (pp 7-15), L03-08 (pp 23-64), L1-131 (pp 77-97), L16 (pp 111-116), L18-20 (pp 129-144)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-160)</p> <p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.5.2.</b> Select, apply, and translate among mathematical representations to solve problems.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<p><b>INDICATOR PS.5.3.</b> Use representations to model and interpret physical, social, and mathematical phenomena.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L01-22 (pp 5-217)</p> <p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01-20 (pp 5-191)</p>
<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.6.</b>	<b>Estimation and Mental Computation</b>
<p><b>INDICATOR PS.6.1.</b> Know and apply appropriate methods for estimating the results of computations.</p>	<p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-24), L03 (pp 25-33)</p>
<p><b>INDICATOR PS.6.2.</b> Round numbers to a specified place value.</p>	<p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L13 (pp 131-138), L14 (pp 139-144)</p>
<p><b>INDICATOR PS.6.3.</b> Use estimation to decide whether answers are reasonable.</p>	<p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L13 (pp 131-138), L15 (pp 151-158), L17 (pp 167-174)</p>

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<p><b>INDICATOR PS.6.4.</b> Decide when estimation is an appropriate strategy for solving a problem.</p>	<p><b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L01 (pp 5-14), L03 (pp 25-36)</p> <p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: L01-08 (pp 7-58),</p>
<p><b>INDICATOR PS.6.5.</b> Determine appropriate accuracy and precision of measurements in problem situations.</p>	<p><b>Developing Measurement Benchmarks: Up and Down</b> Teacher Guide: L06 (pp 37-42)</p>
<p><b>INDICATOR PS.6.6.</b> Use properties of numbers and operations to perform mental computation.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L05-12 (pp 49-122)</p>
<p><b>INDICATOR PS.6.7.</b> Recognize when the numbers involved in a computation allow for a mental computation strategy.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L05-12 (pp 49-122)</p>
<b>Grade 1</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.7.</b>	Technology
<p><b>INDICATOR PS.7.1.</b> Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L20-22 (pp 191-222)</p>
<p><b>INDICATOR PS.7.2.</b> Technology can contribute to concept development, simulation, representation, communication, and problem solving.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L20-22 (pp 191-222)</p>
<p><b>INDICATOR PS.7.3.</b> The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and problem-solving skills.</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L20-22 (pp 191-222)</p>
<p><b>GRADE LEVEL EXPECTATION PS.7.3.a.</b> Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a</p>	<p><b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L08-17 (pp 77-166), Post Assessment L05-12 (pp 119-122), Post Assessment L13-17 (pp 167-168)</p>

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calculator.	<b>Developing Number Concepts: Families and Facts Module B</b> Teacher Guide: L08-14 (pp 89-144), Post Assessment L08-14 (pp 145-146)
<b>GRADE LEVEL EXPECTATION PS.7.3.b.</b> The focus must be on learning mathematics, using technology as a tool rather than as an end to itself.	<b>Developing Number Concepts: Families and Facts Module A</b> Teacher Guide: L20-22 (pp 191-222)

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<b>Grade 2 - Adopted 2009</b>	
<b>STANDARD IN.2.1. Number Sense and Computation</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 2.1.1.</b> Count, read, write, compare, and plot on a number line whole numbers to at least 1000.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L14 (pp 145-156), L16 (pp 167-173)</p>
<p><b>PROFICIENCY STATEMENT 2.1.2.</b> Count by ones, twos, fives, tens and hundreds to at least 1000, and show the number that is ten more or ten less than any number 10 through 90.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L06 (pp 45-52), L07 (pp 53-56), L08 (pp 63-70), L09 (pp 71-80)</p> <p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: L08 (pp 63-72), L10 (pp 81-86), L11 (pp 87-94)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L11 (pp 115-124), L12 (pp 125-133), L17 (pp 183-191)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L05 (pp 45-50), L07 (pp 61-67), L15 (pp 129-135)</p>
<p><b>PROFICIENCY STATEMENT 2.1.3.</b> Match the ordinal numbers, first, second, third, etc. with an ordered set of at least 100 items.</p>	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: L13 (pp 109-116)</p>
<p><b>PROFICIENCY STATEMENT 2.1.4.</b> Use words, models, standard form and expanded form to represent place value and to show equivalent forms of whole numbers up to at least 1,000 as groups of hundreds, tens and ones.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L11-16 (pp 115-173), L18 (pp 193-201), L19-22 (pp 203-236), Post Assessment L11-16 (pp 174-177)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L05 (pp 45-50), L07 (pp 61-67)</p>
<p><b>PROFICIENCY STATEMENT 2.1.5.</b> Identify numbers as even or odd by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01 (pp 5-12), L02 (pp 13 -19), L03 (pp 21-30)</p>
<p><b>PROFICIENCY STATEMENT 2.1.6.</b> Solve problems involving addition and subtraction of whole numbers less than 1000 fluently using a standard algorithmic approach and show the inverse relationship between addition</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-10 (pp 5-105), L13 (pp 135-144), L15 (pp 157-165), L17 (pp 183-191), L20 (pp 213-220), L21 (pp 221-229), L22 (pp 231-236), Post Assessment L01-05 (pp 52-54), Post Assessment L06-10 (pp 106-109), Post Assessment L17-22 (pp 237-241)</p>

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and subtraction.	<b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L05-12 (pp 45-114), L15 (pp 129-135), L16 (pp 137-142), Post Assessment L04-10 (pp 94-96)
<b>PROFICIENCY STATEMENT 2.1.7.</b> Compare data displayed in tables and picture graphs within the table or graph and with data on other tables and graphs to address a single question.	<b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L11-16 (pp 99-152)
<b>Grade 2</b>	
<b>STANDARD IN.2.2.</b> Algebra and Functions	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT 2.2.1.</b> Write equations to solve single and multi-step addition and subtraction word problems.	<b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-05 (pp 5-51)
<b>PROFICIENCY STATEMENT 2.2.2.</b> Create, extend, and give a rule for number patterns using addition and subtraction.	<b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), Post Assessment L08-10 (pp 60-62)  <b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L17 (pp 183-191)
<b>PROFICIENCY STATEMENT 2.2.3.</b> Show that the order in which two numbers are added [commutative property] and how the numbers are grouped in addition [associative property] will not change the sum. Use these properties can be used together to show that numbers can be added in any order.	<b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L02 (pp 13-19), L03 (pp 21-30), L04 (pp 31-40), L05 (pp 41-51), L09 (pp 89-96), L10 (pp 97-105)
<b>Grade 2</b>	
<b>STANDARD IN.2.3.</b> Geometry and Measurement	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT 2.3.1.</b> Recognize, identify and describe attributes of common shapes and solids (e.g., the size and type of shape, the two-dimensional faces of three-dimensional figures, the number of sides, edges and vertices; and location in space).	<b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxix), L01-08 (pp 7-76), Post Assessment L01-06 (p 5), Post Assessment L07-12 (pp 59-64)

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<p><b>PROFICIENCY STATEMENT 2.3.2.</b> Identify and draw congruent two-dimensional shapes in any position. Describe and compare properties of simple and compound figures composed of triangles, rectangles, and squares.</p>	<p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L10 (pp 83-88), L11 (pp 89-94), L12 (pp 95-100)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L17 (pp 183-191)</p>
<p><b>PROFICIENCY STATEMENT 2.3.3.</b> Measure length in standard units (inch, foot, yard) and metric units (centimeter and meter) and select appropriate units to estimate and measure lengths. Use the relationships between the units to express answers in different units. Use units of linear measurements and relationships within a particular system to solve problems.</p>	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-06 (pp 7-48), L14 (pp 117-124), Post Assessment L01-07 (p 5)</p>
<p><b>PROFICIENCY STATEMENT 2.3.4.</b> Describe relationships of time (seconds in a minute, minutes in an hour, hours in a day, days in week, and days in a year) and tell time on an analog clock to five-minute intervals.</p>	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: L03 (pp 21-28), L04 (pp 29-36), L14 (pp 117-124), L15 (pp 125-134)</p>
<p><b>PROFICIENCY STATEMENT 2.3.5.</b> Find the value of a collection of pennies, nickels, dimes, quarters and dollars.</p>	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L08-11 (pp 63-94), Post Assessment L08-11 (pp 60-61)</p>
<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.1.</b>	Problem Solving
<p><b>INDICATOR PS.1.1.</b> Build new mathematical knowledge through problem solving.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<p><b>INDICATOR PS.1.2.</b> Solve problems that arise in mathematics and in other contexts.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01 (pp 5-10), L04-20 (pp 25-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment L17-20 (pp 156-157)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L01-20 (pp 7-166)</p>

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	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-20 (pp 7-172), Post Assessment L08-11 (pp 60-61), Post Assessment L12-15 (pp 98-99), Post Assessment L16-20 (pp 138-139)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<p><b>INDICATOR PS.1.3.</b> Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L01-20 (pp 7-166)</p> <p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-20 (pp 7-172), Post Assessment L08-11 (pp 60-61), Post Assessment L12-15 (pp 98-99), Post Assessment L16-20 (pp 138-139)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<p><b>INDICATOR PS.1.4.</b> Monitor and reflect on the process of mathematical problem solving.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-10 (pp 5-105)</p>
<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.2.</b>	Reasoning and Proof
<p><b>INDICATOR PS.2.1.</b> Recognize reasoning and proof as fundamental aspects of mathematics.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment L17-20 (pp 156-157)</p>
<p><b>INDICATOR PS.2.2.</b> Make and investigate mathematical conjectures.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment L17-20 (pp 156-157)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L01 (pp 7-15)</p>

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<p><b>INDICATOR PS.2.3.</b> Develop and evaluate mathematical arguments and proofs.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L05 (pp 37-44), L06 (pp 45-52), L07 (pp 53-56)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L17 (pp 141-149), L18 (pp 151-156), L19 (pp 157-161), L20 (pp 163-166)</p>
<p><b>INDICATOR PS.2.4.</b> Select and use various types of reasoning and methods of proof.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment L17-20 (pp 156-157)</p>
<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.3.</b>	<b>Communication</b>
<p><b>INDICATOR PS.3.1.</b> Organize and consolidate their mathematical thinking through communication.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment L17-20 (pp 156-157)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxix), L01-20 (pp 7-166), Post Assessment L01-06 (p 5), Post Assessment L07-12 (pp 59-64), Post Assessment L13-16 (pp 104-105), Post Assessment L17-20 (p 140)</p> <p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-20 (pp 7-172), Post Assessment L08-11 (pp 60-61), Post Assessment L12-15 (pp 98-99), Post Assessment L16-20 (pp 138-139)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236), Post Assessment L01-05 (pp 52-54), Post Assessment L06-10 (pp 106-109), Post Assessment L11-16 (pp 174-177), Post Assessment L17-22 (pp 237-241)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172), Post Assessment L01-03 (p 32), Post Assessment L04-10 (pp 94-96), Post Assessment L11-17 (p 150), Post Assessment L18-20 (p 173)</p>
<p><b>INDICATOR PS.3.2.</b> Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment</p>

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	<p>L17-20 (pp 156-157)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxix), L01-20 (pp 7-166), Post Assessment L01-06 (p 5), Post Assessment L07-12 (pp 59-64), Post Assessment L13-16 (pp 104-105), Post Assessment L17-20 (p 140)</p> <p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-20 (pp 7-172), Post Assessment L08-11 (pp 60-61), Post Assessment L12-15 (pp 98-99), Post Assessment L16-20 (pp 138-139)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236), Post Assessment L01-05 (pp 52-54), Post Assessment L06-10 (pp 106-109), Post Assessment L11-16 (pp 174-177), Post Assessment L17-22 (pp 237-241)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172), Post Assessment L01-03 (p 32), Post Assessment L04-10 (pp 94-96), Post Assessment L11-17 (p 150), Post Assessment L18-20 (p 173)</p>
<p><b>INDICATOR PS.3.3.</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L05 (pp 37-44), L06 (pp 45-52), L07 (pp 53-56)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L17 (pp 141-149), L18 (pp 151-156), L19 (pp 157-161), L20 (pp 163-166)</p>
<p><b>INDICATOR PS.3.4.</b> Use the language of mathematics to express mathematical ideas precisely.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxix), L01-20 (pp 7-166), Post Assessment L01-06 (p 5), Post Assessment L07-12 (pp 59-64), Post Assessment L13-16 (pp 104-105), Post Assessment L17-20 (p 140)</p> <p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-20 (pp 7-172), Post Assessment L08-11 (pp 60-61), Post Assessment L12-15 (pp 98-99), Post Assessment L16-20 (pp 138-139)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236), Post Assessment L01-05 (pp 52-54), Post Assessment L06-10 (pp 106-109), Post Assessment L11-16 (pp 174-177), Post Assessment L17-22 (pp 237-241)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172), Post Assessment L01-03 (p 32), Post Assessment L04-10 (pp 94-96), Post Assessment L11-17 (p 150)</p>

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<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.4.</b>	<b>Connections</b>
<p><b>INDICATOR PS.4.1.</b> Recognize and use connections among mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01 (pp 5-10), L02 (pp 11-16), L03 (pp 17-24), L04 (pp 25-32), L05 (pp 37-44), L06 (pp 45-52), L07-20 (pp 53-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128), Post Assessment L17-20 (pp 156-157)</p>
<p><b>INDICATOR PS.4.2.</b> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<p><b>INDICATOR PS.4.3.</b> Recognize and apply mathematics in contexts outside of mathematics.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188), Post Assessment L01-04 (p 4), Post Assessment L05-07 (p 36), Post Assessment L08-10 (pp 60-62), Post Assessment L11-13 (pp 96-97), Post Assessment L14-16 (p 128)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: L01 (pp 7-15), L11 (pp 89-94)</p> <p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: L04 (pp 29-36), L09 (pp 73-80), L13 (pp 109-116), L15 (pp 125-134), L17 (pp 147-154), L20 (pp 167-172)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.5.</b>	<b>Representation</b>
<p><b>INDICATOR PS.5.1.</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxiii), L01-20 (pp 5-188)</p> <p><b>Developing Geometric Logic: Rows and Columns</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxix), L01-20 (pp 7-166), Post Assessment L13-16 (pp 104-105)</p>

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	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L04-06 (pp 29-48), L08-20 (pp 63-172), Post Assessment L01-07 (p 5), Post Assessment L08-11 (pp 60-61), Post Assessment L12-15 (pp 98-99)</p> <p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<p><b>INDICATOR PS.5.2.</b> Select, apply, and translate among mathematical representations to solve problems.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<p><b>INDICATOR PS.5.3.</b> Use representations to model and interpret physical, social, and mathematical phenomena.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-22 (pp 5-236)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01-20 (pp 5-172)</p>
<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.6.</b>	<b>Estimation and Mental Computation</b>
<p><b>INDICATOR PS.6.1.</b> Know and apply appropriate methods for estimating the results of computations.</p>	<p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-21), L03 (pp 23-31)</p>
<p><b>INDICATOR PS.6.2.</b> Round numbers to a specified place value.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L13 (pp 135-144), L15 (pp 157-165)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-21), L03 (pp 23-31), Post Assessment L01-03 (p 32)</p>
<p><b>INDICATOR PS.6.3.</b> Use estimation to decide whether answers are reasonable.</p>	<p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L04 (pp 37-44)</p>
<p><b>INDICATOR PS.6.4.</b> Decide when estimation is an appropriate strategy for solving a problem.</p>	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: L01 (pp 7-14), L02 (pp 15-20), L03 (pp 21-28)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-21), L03 (pp 23-31)</p>

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<p><b>INDICATOR PS.6.5.</b> Determine appropriate accuracy and precision of measurements in problem situations.</p>	<p><b>Developing Measurement Benchmarks: Large and Small</b> Teacher Guide: L03 (pp 21-28)</p>
<p><b>INDICATOR PS.6.6.</b> Use properties of numbers and operations to perform mental computation.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L20-22 (pp 213-236), Post Assessment L17-22 (pp 237-241)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L05 (pp 45-50), L06 (pp 51-59)</p>
<p><b>INDICATOR PS.6.7.</b> Recognize when the numbers involved in a computation allow for a mental computation strategy.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L20-22 (pp 213-236), Post Assessment L17-22 (pp 237-241)</p> <p><b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L05 (pp 45-50), L06 (pp 51-59)</p>
<b>Grade 2</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.7.</b>	Technology
<p><b>INDICATOR PS.7.1.</b> Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L07 (pp 53-56), L08 (pp 63-70), L09 (pp 71-80)</p>
<p><b>INDICATOR PS.7.2.</b> Technology can contribute to concept development, simulation, representation, communication, and problem solving.</p>	<p><b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L07 (pp 53-56), L08 (pp 63-70), L09 (pp 71-80)</p>
<p><b>INDICATOR PS.7.3.</b> The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and problem-solving skills.</p>	
<p><b>GRADE LEVEL EXPECTATION PS.7.3.a.</b> Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.</p>	<p><b>Developing Number Concepts: More and Less Module A</b> Teacher Guide: L01-10 (pp 5-105), L13 (pp 135-144), L15 (pp 157-165), L17 (pp 183-191), L20 (pp 213-220), L21 (pp 221-229), L22 (pp 231-236), Post Assessment L01-05 (pp 52-54), Post Assessment L06-10 (pp 106-109), Post Assessment L17-22 (pp 237-241)</p>

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	<b>Developing Number Concepts: More and Less Module B</b> Teacher Guide: L05-12 (pp 45-114), L15 (pp 129-135), L16 (pp 137-142), L17 (pp 143-149), Post Assessment L04-10 (pp 94-96)
<b>GRADE LEVEL EXPECTATION PS.7.3.b.</b> The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.	<b>Developing Algebraic Thinking: Collecting and Sorting</b> Teacher Guide: L07 (pp 53-56), L08 (pp 63-70), L09 (pp 71-80)

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<b>Grade 3 - Adopted 2009</b>	
<b>STANDARD IN.3.1. Number Sense and Computation</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 3.1.1.</b> Count, read, write, compare, and plot on a number line whole numbers up to at least 10,000.</p>	<p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: L02 (pp 17-24)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L06-14 (pp 61-143), Post Assessment L09-14 (pp 144-145)</p>
<p><b>PROFICIENCY STATEMENT 3.1.2.</b> Interpret and model fractions as parts of a whole, parts of a group, and points and distances on a number line for numbers less than, equal to, or greater than one.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-05 (pp 5-55), L07 (pp 65-71), Post Assessment L01-04 (pp 40-41)</p>
<p><b>PROFICIENCY STATEMENT 3.1.3.</b> Compare and order fractions by using models, benchmark fractions, or common numerators or denominators.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L02 (pp 13-20), L03 (pp 21-30), L04 (pp 31-39)</p>
<p><b>PROFICIENCY STATEMENT 3.1.4.</b> Use words, models, standard form and expanded form to represent place value and to show equivalent forms of whole numbers up to at least 10,000.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L09-16 (pp 91-170), Post Assessment L09-14 (pp 144-145)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L06 (pp 57-64)</p>
<p><b>PROFICIENCY STATEMENT 3.1.5.</b> Solve problems involving addition and subtraction of whole numbers fluently using a standard algorithmic approach.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-05 (pp 5-60), L08 (pp 77-83), L15-24 (pp 151-243), Post Assessment L01-08 (pp 84-86), Post Assessment L15-24 (pp 244-246)</p>
<p><b>PROFICIENCY STATEMENT 3.1.6.</b> Represent the concept of multiplication of whole numbers with models as repeated addition, equal-sized groups, arrays, area models, and equal "jumps" on a number line and explain the result of multiplying by zero.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L08 (pp 87-96), Post Assessment L06-08 (pp 66-67)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L06 (pp 61-68), L07 (pp 69-76), L25-28 (pp 251-285), L30 (pp 295-301), Post Assessment L01-08 (pp 84-86)</p>
<p><b>PROFICIENCY STATEMENT 3.1.7.</b> Represent the concept of division of whole numbers with models as successive subtraction, partitioning, sharing, and an inverse of multiplication. Show that division by zero is not possible.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L28 (pp 277-285), L29 (pp 285-294), L30 (pp 295-301)</p>

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<p><b>PROFICIENCY STATEMENT 3.1.8.</b> Construct and analyze frequency tables and bar graphs from data, including data collected through observations, surveys and experiments.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L01 (pp 7-20), L02 (pp 21-28), L13 (pp 149-156), L15-17 (pp 171-194)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L16 (pp 151-156), L17 (pp 157-164)</p>
<p><b>PROFICIENCY STATEMENT 3.1.9.</b> Identify events on a continuum from impossible to unlikely, equally likely, likely or certain. Determine a simple probability in a context using pictures.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L13-17 (pp 127-164)</p>
<b>Grade 3</b>	
<b>STANDARD IN.3.2. Algebra and Functions</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 3.2.1.</b> Write and solve equations using (=) to show equivalence and use variables to express mathematical relationships involving multiplication.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L25 (pp 251-258)</p>
<p><b>PROFICIENCY STATEMENT 3.2.2.</b> Create, extend, and give a rule for number patterns using multiplication.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L08 (pp 87-96), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101)</p>
<p><b>PROFICIENCY STATEMENT 3.2.3.</b> Solve problems using the identity principle of multiplication.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L06 (pp 61-68), L07 (pp 69-76), L25-27 (pp 251-277)</p>
<b>Grade 3</b>	
<b>STANDARD IN.3.3. Geometry and Measurement</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 3.3.1.</b> Identify angles that are right angles and other angles that are greater than or less than a right angle.</p>	<p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L05-08 (pp 47-88)</p>
<p><b>PROFICIENCY STATEMENT 3.3.2.</b> Identify, describe and draw points, lines and line segments and use these terms when describing two-dimensional shapes.</p>	<p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L05-08 (pp 47-88)</p>

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<p><b>PROFICIENCY STATEMENT 3.3.3.</b> Identify and draw lines of symmetry in geometric shapes and recognize symmetrical shapes in the environment.</p>	<p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L09 (pp 89-97), L16 (pp 165-170), Post Assessment L08-11 (pp 79-80), Post Assessment L16-20 (pp 162-163)</p>
<p><b>PROFICIENCY STATEMENT 3.3.4.</b> Find the perimeter of polygons.</p>	<p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L04-06 (pp 35-54), Post Assessment L01-06 (pp 5-6)</p>
<p><b>PROFICIENCY STATEMENT 3.3.5.</b> Choose and use appropriate units and tools to estimate and measure length and weight. Estimate and measure length to 1/4 inch, weight in pounds and kilograms, and temperature in Celsius and Fahrenheit selecting appropriate units for the given situation. Use the relationship between the units to express answers in different units.</p>	<p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: L01-06 (pp 7-54), L15 (pp 127-134), L18-19 (pp 155-168)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L04 (pp 47-50), L05 (pp 51-60)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L02 (pp 13-20)</p>
<p><b>PROFICIENCY STATEMENT 3.3.6.</b> Using an analog clock tell time to the nearest minute.</p>	<p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L12 (pp 103-110), L13 (pp 111-116), Post Assessment L12-15 (pp 100-101)</p>

### Grade 3

#### STANDARD IN.PS. Process Standards

STANDARD	Math Out of the Box® Titles
PROFICIENCY STATEMENT PS.1.	Problem Solving
<p><b>INDICATOR PS.1.1.</b> Build new mathematical knowledge through problem solving.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L01-20 (pp 7-222), Post Assessment L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment L15-17 (pp 168-169), Post Assessment L18-20 (pp 198-199)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L02-20 (pp 15-201)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: L01-11 (pp 7-96), L13 (pp 111-116), L14 (pp 117-126), L16-19 (pp 141-168)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-20 (pp 5-208), L23-30 (pp 225-301)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192)</p>
<p><b>INDICATOR PS.1.2.</b> Solve problems that arise in mathematics</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii),</p>

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<p>and in other contexts.</p>	<p>L02-17 (pp 21-194), L20 (pp 217-222), Post Assessment L01-02 (pp 4-5), Post Assessment L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment L15-17 (pp 168-169), Post Assessment L18-20 (pp 198-199)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201), Post Assessment L01-04 (pp 4-5), Post Assessment L05-07 (pp 44-45), Post Assessment L08-11 (pp 79-80), Post Assessment L12-15 (pp 118-119), Post Assessment L16-20 (pp 162-163)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01-20 (pp 7-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58), Post Assessment L12-15 (pp 100-101), Post Assessment L16-20 (p 139)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86), Post Assessment L09-14 (pp 144-145), Post Assessment L15-24 (pp 244-246), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41), Post Assessment L05-07 (pp 72-73), Post Assessment L08-12 (pp 120-121), Post Assessment L13-17 (p 165), Post Assessment L18-20 (p 193)</p>
<p><b>INDICATOR PS.1.3.</b> Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192)</p>
<p><b>INDICATOR PS.1.4.</b> Monitor and reflect on the process of mathematical problem solving.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L01-20 (pp 7-222), Post Assessment L01-02 (pp 4-5), Post Assessment L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment L15-17 (pp 168-169), Post Assessment L18-20 (pp 198-199)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201), Post Assessment L01-04 (pp 4-5), Post Assessment L05-07 (pp 44-45), Post Assessment L08-11 (pp 79-80), Post Assessment L12-15 (pp 118-119), Post Assessment L16-20 (pp 162-163)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01-20 (pp 7-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58), Post Assessment L12-15 (pp 100-101), Post Assessment L16-20 (p 139)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86),</p>

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	<p>Post Assessment L09-14 (pp 144-145), Post Assessment L15-24 (pp 244-246), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b>            Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41),            Post Assessment L05-07 (pp 72-73), Post Assessment L08-12 (pp 120-121),            Post Assessment L13-17 (p 165), Post Assessment L18-20 (p 193)</p>
<b>Grade 3</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.2.</b>	Reasoning and Proof
<p><b>INDICATOR PS.2.1.</b>            Recognize reasoning and proof as fundamental aspects of mathematics.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b>            Teacher Guide: L01-08 (pp 5-83)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b>            Teacher Guide: L01-04 (pp 5-39)</p>
<p><b>INDICATOR PS.2.2.</b>            Make and investigate mathematical conjectures.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module B</b>            Teacher Guide: L16-18 (pp 151-178), L20 (pp 185-192)</p>
<p><b>INDICATOR PS.2.3.</b>            Develop and evaluate mathematical arguments and proofs.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b>            Teacher Guide: L05 (pp 57-62), L06 (pp 69-76), L10 (pp 113-122),            L13 (pp 149-156), Post Assessment L01-02 (pp 4-5), Post Assessment            L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67),            Post Assessment L13-14 (pp 146-147), Post Assessment L15-17            (pp 168-169), Post Assessment L18-20 (pp 198-199)</p>
<p><b>INDICATOR PS.2.4.</b>            Select and use various types of reasoning and methods of proof.</p>	<p><b>Developing Geometric Logic: Shapes and Paths</b>            Teacher Guide: L08-11 (pp 81-113)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b>            Teacher Guide: L01-08 (pp 5-83)</p>
<b>Grade 3</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.3.</b>	Communication
<p><b>INDICATOR PS.3.1.</b>            Organize and consolidate their mathematical thinking through communication.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b>            Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii),            L01-20 (pp 7-222), Post Assessment L01-02 (pp 4-5), Post Assessment            L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67),            Post Assessment L09-12 (pp 100-101), Post Assessment L13-14            (pp 146-147), Post Assessment L15-17 (pp 168-169), Post Assessment            L18-20 (pp 198-199)</p>

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	<p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201), Post Assessment L01-04 (pp 4-5), Post Assessment L08-11 (pp 79-80), Post Assessment L12-15 (pp 118-119)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01-20 (pp 7-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41), Post Assessment L05-07 (pp 72-73), Post Assessment L08-12 (pp 120-121), Post Assessment L13-17 (p 165), Post Assessment L18-20 (p 193)</p>
<p><b>INDICATOR PS.3.2.</b> Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L01-20 (pp 7-222), Post Assessment L01-02 (pp 4-5), Post Assessment L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment L15-17 (pp 168-169)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201), Post Assessment L01-04 (pp 4-5), Post Assessment L08-11 (pp 79-80), Post Assessment L12-15 (pp 118-119)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01-20 (pp 7-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41), Post Assessment L05-07 (pp 72-73), Post Assessment L08-12 (pp 120-121), Post Assessment L13-17 (p 165), Post Assessment L18-20 (p 193)</p>
<p><b>INDICATOR PS.3.3.</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	<p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L08 (pp 81-88), L09 (pp 89-97), L10 (pp 99-105), L11 (pp 107-113)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-08 (pp 5-83)</p>
<p><b>INDICATOR PS.3.4.</b> Use the language of mathematics to express mathematical ideas precisely.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L01-04 (pp 7-56), L09-11 (pp 103-34), L13 (pp 149-156), L17-19 (pp 187-216), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment</p>

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	<p>L18-20 (pp 198-199)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201), Post Assessment L01-04 (pp 4-5), Post Assessment L08-11 (pp 79-80), Post Assessment L12-15 (pp 118-119)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01 (pp 7-16), L02 (pp 17-24), L03 (pp 25-34), L04 (pp 35-40), L05 (pp-20 41-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41), Post Assessment L05-07 (pp 72-73), Post Assessment L08-12 (pp 120-121), Post Assessment L13-17 (p 165), Post Assessment L18-20 (p 193)</p>
<b>Grade 3</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.4.</b>	<b>Connections</b>
<p><b>INDICATOR PS.4.1.</b> Recognize and use connections among mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L03-17 (pp 35-194), L20 (pp 217-222), Post Assessment L01-02 (pp 4-5), Post Assessment L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment L15-17 (pp 168-169), Post Assessment L18-20 (pp 198-199)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201), Post Assessment L01-04 (pp 4-5), Post Assessment L08-11 (pp 79-80), Post Assessment L12-15 (pp 118-119)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01 (pp 7-16), L02 (pp 17-24), L03 (pp 25-34), L04 (pp 35-40), L05 (pp-20 41-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86), Post Assessment L25-30 (pp 302-304)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41), Post Assessment L05-07 (pp 72-73), Post Assessment L08-12 (pp 120-121), Post Assessment L13-17 (p 165), Post Assessment L18-20 (p 193)</p>

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<p><b>INDICATOR PS.4.2.</b> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L01-10 (pp 7-122), L12 (pp 135-142), L15-20 (pp 171-222)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L02-20 (pp 15-201)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: L01-11 (pp 7-96), L13 (pp 111-116), L14 (pp 117-126), L16-19 (pp 141-168)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01 (pp 5-18), L02 (pp 19-32), L03 (pp 33-42), L04-30 (pp 47-301)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192)</p>
<p><b>INDICATOR PS.4.3.</b> Recognize and apply mathematics in contexts outside of mathematics.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L01-05 (pp 7-62), L07-09 (pp 77-112), L11 (pp 123-134), L13-20 (pp 149-222)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L01 (pp 7-14), L02 (pp 15-22), L09 (pp 89-97), L12 (pp 121-129), L16 (pp 165-170)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: L03 (pp 25-34), L20 (pp 169-174)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192)</p>
<b>Grade 3</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.5.</b>	<b>Representation</b>
<p><b>INDICATOR PS.5.1.</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxviii), L01-09 (pp 7-112), L11 (pp 123-134), L13-20 (pp 149-222), Post Assessment L01-02 (pp 4-5)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxiii), L01-20 (pp 7-201)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), L01-20 (pp 7-174), Post Assessment L01-06 (pp 5-6), Post Assessment L07-11 (p 58)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86)</p>

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	<p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192), Post Assessment L01-04 (pp 40-41)</p>
<p><b>INDICATOR PS.5.2.</b> Select, apply, and translate among mathematical representations to solve problems.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L01-05 (pp 7-62), L07-09 (pp 77-112), L11 (pp 123-134), L13-20 (pp 149-222), Post Assessment L01-02 (pp 4-5)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L01 (pp 7-14), L05 (pp 47-57), L06 (pp 59-65), L08-12 (pp 81-129), L14-19 (pp 139-201)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), Post Assessment L12-15 (pp 100-101)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192)</p>
<p><b>INDICATOR PS.5.3.</b> Use representations to model and interpret physical, social, and mathematical phenomena.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L01-20 (pp 7-222), Post Assessment L01-02 (pp 4-5), Post Assessment L03-05 (pp 32-34), Post Assessment L06-08 (pp 66-67), Post Assessment L09-12 (pp 100-101), Post Assessment L13-14 (pp 146-147), Post Assessment L15-17 (pp 168-169), Post Assessment L18-20 (pp 198-199)</p> <p><b>Developing Geometric Logic: Shapes and Paths</b> Teacher Guide: L01 (pp 7-14), L05 (pp 47-57), L06 (pp 59-65), L08-20 (pp 81-201)</p> <p><b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxvi), Post Assessment L12-15 (pp 100-101)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301)</p> <p><b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L01-20 (pp 5-192)</p>
<b>Grade 3</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.6.</b>	Estimation and Mental Computation
<p><b>INDICATOR PS.6.1.</b> Know and apply appropriate methods for estimating the results of computations.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L16 (pp 161-170)</p>

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<b>INDICATOR PS.6.2.</b> Round numbers to a specified place value.	<b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L16 (pp 161-170)
<b>INDICATOR PS.6.3.</b> Use estimation to decide whether answers are reasonable.	<b>Developing Number Concepts: Ordering and Arranging Module B</b> Teacher Guide: L16 (pp 151-156)
<b>INDICATOR PS.6.4.</b> Decide when estimation is an appropriate strategy for solving a problem.	<b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L16 (pp 161-170), L17 (pp 171-180)
<b>INDICATOR PS.6.5.</b> Determine appropriate accuracy and precision of measurements in problem situations.	<b>Developing Measurement Benchmarks: Scales and Balances</b> Teacher Guide: L02 (pp 17-24)
<b>INDICATOR PS.6.6.</b> Use properties of numbers and operations to perform mental computation.	<b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L15 (pp 151-160), L16 (pp 161-170)
<b>INDICATOR PS.6.7.</b> Recognize when the numbers involved in a computation allow for a mental computation strategy.	<b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L15 (pp 151-160), L16 (pp 161-170)
<b>Grade 3</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.7.</b>	Technology
<b>INDICATOR PS.7.1.</b> Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.	<b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L05 (pp 57-62), L06 (pp 69-76), L11 (pp 123-134), L17 (pp 187-194)
<b>INDICATOR PS.7.2.</b> Technology can contribute to concept development, simulation, representation, communication, and problem solving.	<b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L05 (pp 57-62), L06 (pp 69-76), L11 (pp 123-134), L17 (pp 187-194)  <b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L17 (pp 187-194)

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<p><b>INDICATOR PS.7.3.</b> The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and problem-solving skills.</p>	
<p><b>GRADE LEVEL EXPECTATION PS.7.3.a.</b> Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.</p>	<p><b>Developing Number Concepts: Ordering and Arranging Module A</b> Teacher Guide: L01-30 (pp 5-301), Post Assessment L01-08 (pp 84-86), Post Assessment L15-24 (pp 244-246), Post Assessment L25-30 (pp 302-304)</p>
<p><b>GRADE LEVEL EXPECTATION PS.7.3.b.</b> The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.</p>	<p><b>Developing Algebraic Thinking: Plotting and Growing</b> Teacher Guide: L05 (pp 57-62), L06 (pp 69-76), L11 (pp 123-134), L17 (pp 187-194)</p>

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<b>Grade 4 - Adopted 2009</b>	
<b>STANDARD IN.4.1. Number Sense and Computation</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 4.1.1.</b> Count, read, write, compare and plot whole numbers using words, models, number lines and expanded form.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L08 (pp 73-80), L09 (pp 81-88), L10 (pp 89-96), L11 (pp 97-102), L12 (pp 103-106), Post Assessment L08-12 (pp 107-110)</p>
<p><b>PROFICIENCY STATEMENT 4.1.2.</b> Find equivalent fractions and then use them to compare and order whole numbers and fractions using the symbols for less than (&lt;), equals (=), and greater than (&gt;).</p>	<p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L02 (pp 19-28)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L11 (pp 97-102), L12 (pp 103-106), Post Assessment L08-12 (pp 107-110)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01 (pp 5-12), L02 (pp 13-20), L03 (pp 21-28), Post Assessment L01-03 (pp 29-30)</p>
<p><b>PROFICIENCY STATEMENT 4.1.3.</b> Solve problems involving decimals to hundredths.</p>	
<p><b>INDICATOR 4.1.3.a.</b> Interpret and model decimals as parts of a whole, parts of a group, and points and distances on a number line.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L05 (pp 43-50), L06 (pp 51-59), L07 (pp 59-66), L08 (pp 67-74), L09 (pp 75-82), L10 (pp 89-96), L11 (pp 97-106), L12 (pp 107-113), L13 (pp 119-124)</p>
<p><b>INDICATOR 4.1.3.b.</b> Use benchmarks (well-known numbers used in meaningful points for comparison) to compare decimals between 0 and 1.0.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L08 (pp 67-74), Post Assessment L04-09 (pp 83-84), Post Assessment L10-12 (p 114)</p>
<p><b>INDICATOR 4.1.3.c.</b> Write decimals as fractions.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L04 (pp 35-42), L05 (pp 43-50), L07 (pp 59-66), Post Assessment L04-09 (pp 83-84)</p>
<p><b>PROFICIENCY STATEMENT 4.1.4.</b> Use words, models, standard form and expanded form to represent place value of decimal numbers to hundredths.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L04-15 (pp 35-140), Post Assessment L04-09 (pp 83-84)</p>
<p><b>PROFICIENCY STATEMENT 4.1.5.</b> Demonstrate fluency with multiplication</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L05-07 (pp 39-62), L26-29 (pp 241272),</p>

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facts for numbers up to at least 10 and the related division facts. Identify factors of whole numbers and multiplies of whole numbers to 10.	Post Assessment L19-30 (pp 273-278)
<b>PROFICIENCY STATEMENT 4.1.6.</b> Solve problems using multiplication of two-digit by single-digit and two-digit numbers fluently using a standard algorithmic approach.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L03 (pp 23-30), L06 (pp 49-58), L07 (pp 59-62), L19-25 (pp 175-240), L30 (pp 273-278), Post Assessment L01-07 (pp 63-67), Post Assessment L19-30 (pp 273-278)
<b>PROFICIENCY STATEMENT 4.1.7.</b> Model addition and subtraction of simple fractions.	<b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L16 (pp 165-170)  <b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L02 (pp 13-20), L03 (pp 21-28), L11 (pp 97-106), L12 (pp 107-113), L14 (pp 125-132), L15 (pp 133-140)
<b>PROFICIENCY STATEMENT 4.1.8.</b> Construct and analyze line plots. Given a set of data or a graph, describe the distribution of the data using median, range or mode.	<b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L14 (pp 143-150), L15 (pp 151-160), Post Assessment L14-16 (pp 140-141)
<b>PROFICIENCY STATEMENT 4.1.9.</b> List all the possible outcomes of a given situation or event. Represent the probability of a given outcome using a picture or other graphic.	<b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L19 (pp 177-184), L20 (pp 185-192), L21 (pp 193-198), L22 (pp 205-212), Post Assessment L19-21 (p 199), Post Assessment L22-24 (p 228)
<b>Grade 4</b>	
<b>STANDARD IN.4.2.</b> <b>Algebra and Functions</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT 4.2.1.</b> Write and solve equations with (=) to show equivalence and use with variables to express mathematical relationships involving multiplication and division. Plot the points for the corresponding values in the first quadrant.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L03 (pp 23-30), L05-07 (pp 39-62), L25 (pp 229-240), L26 (pp 241-250), Post Assessment L01-07 (pp 63-67)
<b>PROFICIENCY STATEMENT 4.2.2.</b> Create, extend, and give a rule for number patterns using multiplication and division and non-numeric growing or repeating patterns.	<b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L04 (pp 43-52), L05 (pp 53-62), Post Assessment L01-03 (pp 4-5), L04-06 (pp 40-41), L07-10 (pp 74-75)  <b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L24 (pp 221-227)

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<p><b>PROFICIENCY STATEMENT 4.2.3.</b> Show that the order in which two numbers are multiplied [commutative property] and how numbers are grouped in multiplication [associative property] will not change the product. Use these properties together to show that numbers can be multiplied in any order.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-22), L05 (pp 39-48), L06 (pp 49-58), L07 (pp 59-62)</p>
<b>Grade 4</b>	
<b>STANDARD IN.4.3.</b> Geometry and Measurement	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 4.3.1.</b> Identify, describe and draw pairs of parallel lines, perpendicular lines, and non-perpendicular intersecting lines using appropriate mathematical tools and technology.</p>	<p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: L06 (pp 57-63)</p>
<p><b>PROFICIENCY STATEMENT 4.3.2.</b> Identify, describe and draw right angles, acute angles, obtuse angles, straight angles and rays using appropriate tools and technology.</p>	<p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L06 (pp 57-63), L07 (pp 65-72), Post Assessment L05-09 (pp 47-48)</p>
<p><b>PROFICIENCY STATEMENT 4.3.3.</b> Identify shapes that have reflectional and rotational symmetry.</p>	<p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L14 (pp 131-137), Post Assessment L13-16 (pp 118-119)</p>
<p><b>PROFICIENCY STATEMENT 4.3.4.</b> Measure and draw line segments to the nearest eighth-inch and millimeter.</p>	<p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L01 (pp 7-18), L02 (pp 19-28), L03 (pp 29-40), L04 (pp 41-50), L05 (pp 51-60)</p>
<p><b>PROFICIENCY STATEMENT 4.3.5.</b> Develop and use formulas for finding the perimeter and area of rectangles, including squares, using appropriate strategies (e.g. decomposing shapes), tools and units of measure.</p>	<p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: L11 (pp 101-107), L12 (pp 109-114)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L05 (pp 51-60), L08 (pp 85-94), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73)</p>
<b>Grade 4</b>	
<b>STANDARD IN.PS.</b> Process Standards	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.1.</b>	Problem Solving

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<p><b>INDICATOR PS.1.1.</b> Build new mathematical knowledge through problem solving.</p>	<p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L01-04 (pp 5-6), Post Assessment L05-09 (pp 47-48), Post Assessment L10-12 (p 90), Post Assessment L13-16 (pp 118-119), Post Assessment L17-20 (pp 156-158)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01(pp 7-18), L03-19 (pp 29-192), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73), Post Assessment L11-14 (p 114), Post Assessment L15-20 (pp 155-156)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01 (pp 5-12), L02 (pp 13-20), L03 (pp 21-28) L04 (pp 35-42), L05-24 (pp 43-227)</p>
<p><b>INDICATOR PS.1.2.</b> Solve problems that arise in mathematics and in other contexts.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L02-16 (pp 17-174), L20 (pp 199-204), Post Assessment L01-03 (pp 4-5)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L01-04 pp 5-6)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01 (pp 7-18), L03-19 (pp 29-192), Post Assessment L01-06 (pp 5-6)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>
<p><b>INDICATOR PS.1.3.</b> Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L09 (pp 95-102)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278), Post Assessment L01-07 (pp 63-67)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>
<p><b>INDICATOR PS.1.4.</b> Monitor and reflect on the process of mathematical problem solving.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: L01-20 (pp 7-204)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b></p>

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	<p>Teacher Guide: L01 (pp 7-18), L03-20 (pp 29-198)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227), Post Assessment L01-03 (pp 29-30)</p>
<b>Grade 4</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.2.</b>	<b>Reasoning and Proof</b>
<p><b>INDICATOR PS.2.1.</b> Recognize reasoning and proof as fundamental aspects of mathematics.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L19 (pp 177-184), L20 (pp 185-192), L21 (pp 193-198)</p>
<p><b>INDICATOR PS.2.2.</b> Make and investigate mathematical conjectures.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L19 (pp 177-184), L20 (pp 185-192), L21 (pp 193-198)</p>
<p><b>INDICATOR PS.2.3.</b> Develop and evaluate mathematical arguments and proofs.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-204)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: L01-03 (pp 7-35), L10 (pp 91-100), L14 (pp 131-137), L19 (pp 175-178), L20 (pp 179-183)</p>
<p><b>INDICATOR PS.2.4.</b> Select and use various types of reasoning and methods of proof.</p>	<p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L19 (pp 177-184), L20 (pp 185-192), L21 (pp 193-198)</p>
<b>Grade 4</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.3.</b>	<b>Communication</b>
<p><b>INDICATOR PS.3.1.</b> Organize and consolidate their mathematical thinking through communication.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-204), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (pp 40-41), Post Assessment L07-10 (pp 74-75), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L01-04 (pp 5-6), Post Assessment L05-09 (pp 47-48), Post Assessment L10-12 (p 90), Post Assessment L13-16 (pp 118-119), Post Assessment L17-20 (pp 156-158)</p>

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	<p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-19 (pp 7-192), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73), Post Assessment L11-14 (p 114) Post Assessment L15-20 (pp 155-156)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278), Post Assessment L01-07 (pp 63-67), Post Assessment L19-30 (pp 273-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227), Post Assessment L04-09 (pp 83-84), Post Assessment L10-12 (p 114)</p>
<p><b>INDICATOR PS.3.2.</b> Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-204), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (pp 40-41), Post Assessment L07-10 (pp 74-75), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L05-09 (pp 47-48), Post Assessment L10-12 (p 90), Post Assessment L13-16 (pp 118-119), Post Assessment L17-20 (pp 156-158)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-19 (pp 7-192), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73), Post Assessment L11-14 (p 114), Post Assessment L15-20 (pp 155-156)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278), Post Assessment L01-07 (pp 63-67), Post Assessment L19-30 (pp 273-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227), Post Assessment L04-09 (pp 83-84), Post Assessment L10-12 (p 114)</p>
<p><b>INDICATOR PS.3.3.</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L20 (pp 185-192), L21 (pp 193-202)</p>
<p><b>INDICATOR PS.3.4.</b> Use the language of mathematics to express mathematical ideas precisely.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-204), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (pp 40-41), Post Assessment L07-10 (pp 74-75), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L05-09 (pp 47-48), Post Assessment L10-12 (p 90), Post Assessment L13-16 (pp 118-119),</p>

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	<p>Post Assessment L17-20 (pp 156-158)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-19 (pp 7-192), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73), Post Assessment L11-14 (p 114), Post Assessment L15-20 (pp 155-156)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278), Post Assessment L01-07 (pp 63-67), Post Assessment L19-30 (pp 273-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227), Post Assessment L04-09 (pp 83-84), Post Assessment L10-12 (p 114)</p>
<b>Grade 4</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.4.</b>	<b>Connections</b>
<p><b>INDICATOR PS.4.1.</b> Recognize and use connections among mathematical ideas.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L02-16 (pp 17-174), L20 (pp 199-204), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (pp 40-41), Post Assessment L07-10 (pp 74-75), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L01-04 (pp 5-6), Post Assessment L05-09 (pp 47-48), Post Assessment L10-12 (p 90), Post Assessment L13-16 (pp 118-119), Post Assessment L17-20 (pp 156-158)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01-20 (pp 7-198), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73), Post Assessment L11-14 (p 114), Post Assessment L15-20 (pp 155-156)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278), Post Assessment L01-07 (pp 63-67), Post Assessment L08-12 (pp 107-110), Post Assessment L13-18 (pp 165-170), Post Assessment L19-30 (pp 273-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227), Post Assessment L01-03 (pp 29-30), Post Assessment L04-09 (pp 83-84), Post Assessment L10-12 (p 114), Post Assessment L13-15 (pp 141-142), Post Assessment L16-18 (p 171), Post Assessment L19-21 (p 199), Post Assessment L22-24 (p 228)</p>
<p><b>INDICATOR PS.4.2.</b> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: Unit Pre Assessment (pp xxiv-xxxii), L01-20 (pp 7-183), Post Assessment L01-04 (pp 5-6), Post Assessment L05-09 (pp 47-48), Post Assessment L10-12 (p 90), Post Assessment L13-16 (pp 118-119), Post Assessment L17-20 (pp 156-158)</p>

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	<p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxviii), L01 (pp 7-18), L03-19 (pp 29-192), Post Assessment L01-06 (pp 5-6), Post Assessment L07-10 (pp 72-73), Post Assessment L11-14 (p 114), Post Assessment L15-20 (pp 155-156)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>
<p><b>INDICATOR PS.4.3.</b> Recognize and apply mathematics in contexts outside of mathematics.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L11-20 (pp 113-204), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>
<b>Grade 4</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.5.</b>	Representation
<p><b>INDICATOR PS.5.1.</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>
<p><b>INDICATOR PS.5.2.</b> Select, apply, and translate among mathematical representations to solve problems.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-204), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (pp 40-41), Post Assessment L07-10 (pp 74-75), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: L01-20 (pp 7-183), Post Assessment L01-04 (pp 5-6), Post Assessment L17-20 (pp 156-158)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L03 (pp 29-40), L12 (pp 127-132), L15-20 (pp 157-198)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>

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<p><b>INDICATOR PS.5.3.</b> Use representations to model and interpret physical, social, and mathematical phenomena.</p>	<p><b>Developing Algebraic Thinking: Signs and Symbols</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-204), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (pp 40-41), Post Assessment L07-10 (pp 74-75), Post Assessment L11-13 (pp 110-111), Post Assessment L14-16 (pp 140-141), Post Assessment L17-20 (p 178)</p> <p><b>Developing Geometric Logic: Corners and Containers</b> Teacher Guide: L01 (pp 7-14), L02 (pp 15-26), L03-18 (pp 27-174), L20 (pp 179-183), Post Assessment L01-04 (pp 5-6), Post Assessment L17-20 (pp 156-158)</p> <p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L03 (pp 29-40), L12 (pp 127-132), L15 (pp 157-164), L16 (pp 165-170), L17 (pp 171-178), L18 (pp 179-184), L19 (pp 185-192), L20 (pp 193-198)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L01-24 (pp 5-227)</p>
<b>Grade 4</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.6.</b>	Estimation and Mental Computation
<p><b>INDICATOR PS.6.1.</b> Know and apply appropriate methods for estimating the results of computations.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L13-15 (pp 115-140), Post Assessment L13-18 (pp 165-170)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L11 (pp 97-106), L12 (pp 107-113), L14 (pp 125-132), L15 (pp 133-140), Post Assessment L13-15 (pp 141-142)</p>
<p><b>INDICATOR PS.6.2.</b> Round numbers to a specified place value.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L13-15 (pp 115-140), Post Assessment L13-18 (pp 165-170)</p> <p><b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L10 (pp 89-96), L11 (pp 97-106), Post Assessment L10-12 (p 114), Post Assessment L13-15 (pp 141-142)</p>
<p><b>INDICATOR PS.6.3.</b> Use estimation to decide whether answers are reasonable.</p>	<p><b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L13 (pp 115-122), L14 (pp 123-130), L15 (pp 131-140), Post Assessment L13-18 (pp 165-170)</p>
<p><b>INDICATOR PS.6.4.</b> Decide when estimation is an appropriate strategy for solving a problem.</p>	<p><b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L01 (pp 7-18), L02 (pp 19-28)</p> <p><b>Developing Number Concepts: Stories and Statements Module A</b></p>

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	Teacher Guide: L14 (pp 123-130), L15 (pp 131-140), L17 (pp 151-160), L18 (pp 161-164)
<b>INDICATOR PS.6.5.</b> Determine appropriate accuracy and precision of measurements in problem situations.	<b>Developing Measurement Benchmarks: Inside and Outside</b> Teacher Guide: L01 (pp 7-18), L02 (pp 19-28), L03 (pp 29-40), L04 (pp 41-50)
<b>INDICATOR PS.6.6.</b> Use properties of numbers and operations to perform mental computation.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L13 (pp 115-122), L14 (pp 123-130), L15 (pp 131-140)
<b>INDICATOR PS.6.7.</b> Recognize when the numbers involved in a computation allow for a mental computation strategy.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L13 (pp 115-122), L14 (pp 123-130), L15 (pp 131-140)
<b>Grade 4</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.7.</b>	Technology
<b>INDICATOR PS.7.1.</b> Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L04 (pp 31-38), L06 (pp 49-58)  <b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L11 (pp 97-106)
<b>INDICATOR PS.7.2.</b> Technology can contribute to concept development, simulation, representation, communication, and problem solving.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L04 (pp 31-38), L06 (pp 49-58)  <b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L11 (pp 97-106)
<b>GRADE LEVEL EXPECTATION PS.7.3.a.</b> Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L01-30 (pp 5-278), Post Assessment L01-07 (pp 63-67), Post Assessment L13-18 (pp 165-170), Post Assessment L19-30 (pp 273-278)  <b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L11 (pp 97-106), L12 (pp 107-113), L14 (pp 125-132), L15 (pp 133-140), Post Assessment L10-12 (p 114)
<b>GRADE LEVEL EXPECTATION PS.7.3.b.</b> The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.	<b>Developing Number Concepts: Stories and Statements Module A</b> Teacher Guide: L04 (pp 31-38), L06 (pp 49-58)  <b>Developing Number Concepts: Stories and Statements Module B</b> Teacher Guide: L11 (pp 97-106)

**Carolina™ Curriculum Correlation to  
Indiana Academic Standards - Mathematics**

<b>Grade 5 - Adopted 2009</b>	
<b>STANDARD IN.5.1. Number Sense and Computation</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 5.1.1.</b> Count, read, write, compare, and plot on a number line decimals to thousandths using words, models and expanded form.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L12 (pp 111-118), L13 (pp 119-126), L14 (pp 127-132), L16 (pp 149-158), L19 (pp 175-180), Post Assessment L09-14 (pp 133-134)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L13 (pp 117-122), L14 (pp 123-128)</p>
<p><b>PROFICIENCY STATEMENT 5.1.2.</b> Compare and order fractions and decimals to thousandths by using the symbols for less than (&lt;), equal to (=), and greater than (&gt;).</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L12 (pp 111-118), L13 (pp 119-126), L14 (pp 127-132), Post Assessment L09-14 (pp 133-134)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-16 (pp 5-144), Post Assessment L05-12 (pp 110-111)</p>
<p><b>PROFICIENCY STATEMENT 5.1.3.</b> Identify and explain prime and composite numbers.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L28-30 (pp 265-287), Post Assessment L28-30 (p 288)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-24)</p>
<p><b>PROFICIENCY STATEMENT 5.1.4.</b> Use words, models, standard form and expanded form to represent place value of decimal numbers to thousandths.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L12 (pp 111-118), L13 (pp 119-126), L14 (pp 127-132), L16 (pp 149-158), Post Assessment L09-14 (pp 133-134)</p>
<p><b>PROFICIENCY STATEMENT 5.1.5.</b> Solve problems involving multiplication and division of whole numbers fluently using a standard algorithmic approach and explain how to treat the remainders in division.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5--287), Post Assessment L01-08 (pp 79-80), Post Assessment L21-27 (pp 258-260)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>PROFICIENCY STATEMENT 5.1.6.</b> Solve problems involving addition and subtraction, using a standard algorithmic approach, of:</p>	
<p><b>INDICATOR 5.1.6.a.</b> Decimals, including money;</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L16 (pp 149-158), L17 (pp 159-166), L19 (pp 175-180), L20 (pp 181-188), Post Assessment L15-20 (pp 189-190)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b></p>

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	Teacher Guide: L09-15 (pp 81-135), Post Assessment L17-19 (pp 172-173)
<b>INDICATOR 5.1.6.b.</b> Fractions, including fractions with different denominators; and	<b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L09-15 (pp 81-135), Post Assessment L05-12 (pp 110-111)
<b>INDICATOR 5.1.6.c.</b> Mixed numbers	<b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L09 (pp 81-86), L11 (pp 95-102), L12 (pp 103-109), Post Assessment L05-12 (pp 110-111)
<b>PROFICIENCY STATEMENT 5.1.7.</b> Solve problems involving the multiplication of fractions using a standards algorithmic approach. Explain the relationship of the product relative to the factors.	<b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L07 (pp 65-72)
<b>PROFICIENCY STATEMENT 5.1.8.</b> Construct and analyze line graphs and double bar graphs from data, including data collected through observations, surveys and experiments.	<b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L16 (pp 151-158), Post Assessment L14-16 (pp 134-135)  <b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L15 (pp 123-128)
<b>PROFICIENCY STATEMENT 5.1.9.</b> Perform simple experiments gathering data from a large number of trials and use data from experiments to predict the chance of future outcomes.	<b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L20-24 (pp 179-213)
<b>Grade 5</b>	
<b>STANDARD IN.5.2.</b> <b>Algebra and Function</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT 5.2.1.</b> Write and evaluate simple algebraic expressions.	<b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: L08 (pp 77-84), L09 (pp 85-90)  <b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-08 (pp 5-78)
<b>PROFICIENCY STATEMENT 5.2.2.</b> Use two-dimensional coordinate grids to represent points in the first quadrant that fit linear equations and draw the line determined by the points.	<b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L15 (pp 123-128)  <b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L19 (pp 165-171)

**Carolina™ Curriculum Correlation to  
Indiana Academic Standards - Mathematics**

<b>Grade 5</b>	
<b>STANDARD IN.5.3. Geometry and Measurement</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<p><b>PROFICIENCY STATEMENT 5.3.1.</b> Measure angles and describe angles in degrees.</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L09 (pp 85-93)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: Post Assessment L28-30 (p 288)</p>
<p><b>PROFICIENCY STATEMENT 5.3.2.</b> Identify, classify and draw polygons and triangles (equilateral, isosceles, scalene, right, acute and obtuse triangles).</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L06 (pp 59-69), L08 (pp 79-84), L09 (pp 85-93)</p>
<p><b>PROFICIENCY STATEMENT 5.3.3.</b> Describe the attributes (such as number of edges, vertices, and number of faces) of solids, including cubes, pyramids and cylinders.</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxx), L01 (pp 7-15), L02-04 (pp (17-43), L13 (pp 123-129), Post Assessment L01-05 (pp 5-6)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L09 (pp 75-80)</p>
<p><b>PROFICIENCY STATEMENT 5.3.4.</b> Identify and describe using words and pictures, transformations such as reflections, rotations and translations and use this knowledge to design and analyze simple tilings and tessellations.</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L14 (pp 135-141)</p>
<p><b>PROFICIENCY STATEMENT 5.3.5.</b> Develop and use the formulas for the perimeter and area of triangles, parallelograms and trapezoids using appropriate units for measures. Find the area of complex shapes by dividing them into basic shapes.</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxx), L12 (pp 115-122), Post Assessment L11-13 (p 106)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L06-08 (pp 55-74), Post Assessment L05-10 (pp 43-44)</p>
<p><b>PROFICIENCY STATEMENT 5.3.6.</b> Develop and use the formulas for the surface area and volume of rectangular prisms using appropriate units for measures.</p>	<p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L09 (pp 75-80), L10 (pp 81-88), Post Assessment L05-10 (pp 43-44)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.1.</b>	Problem Solving

## Carolina™ Curriculum Correlation to Indiana Academic Standards - Mathematics

<p><b>INDICATOR PS.1.1.</b> Build new mathematical knowledge through problem solving.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: L08 (pp 77-84), L09 (pp 85-90)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L01-20 (pp 7-195)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L01-06 (pp 7-60), L09 (pp 75-80), L12 (pp 101-108), L16 (pp 135-140), L17 (pp 141-146)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.1.2.</b> Solve problems that arise in mathematics and in other contexts.</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L19 (pp 181-187)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.1.3.</b> Apply and adapt a variety of appropriate strategies to solve problems.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.1.4.</b> Monitor and reflect on the process of mathematical problem solving.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.2.</b>	Reasoning and Proof
<p><b>INDICATOR PS.2.1.</b> Recognize reasoning and proof as fundamental aspects of mathematics.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.2.2.</b> Make and investigate mathematical conjectures.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p>

## Carolina™ Curriculum Correlation to Indiana Academic Standards - Mathematics

	<p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.2.3.</b> Develop and evaluate mathematical arguments and proofs.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-198)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L11-14 (pp 107-141), L18 (pp 173-179), L19 (pp 181-187)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.2.4.</b> Select and use various types of reasoning and methods of proof.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.3.</b>	Communication
<p><b>INDICATOR PS.3.1.</b> Organize and consolidate their mathematical thinking through communication.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: L01-20 (pp 7-198), Post Assessment L01-03 (pp 4-5)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxx), L01-20 (pp 7-195)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-166)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-24), L03 (pp 25-34), L04 (pp 35-44), L05-30 (pp 45-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.3.2.</b> Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: L01-20 (pp 7-198), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (p 38), Post Assessment L07-10 (pp 64-65), Post Assessment L11-13 (pp 102-103), Post Assessment L17-20 (pp 162-163)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxx), L01-20 (pp 7-195), Post Assessment L01-05 (pp 5-6), Post Assessment L06-10 (pp 55-57),</p>

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	<p>Post Assessment L11-13 (p 106)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-166), Post Assessment L01-04 (pp 4-5), Post Assessment L05-10 (pp 43-44), Post Assessment L11-15 (pp 93-94), Post Assessment L16-20 (pp 133-134)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287), Post Assessment L01-08 (pp 79-80), Post Assessment L21-27 (pp 258-260)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-24 (pp 5-213), Post Assessment L05-12 (pp 110-111), Post Assessment L13-16 (pp 145-146), Post Assessment L20-24 (pp 214)</p>
<p><b>INDICATOR PS.3.3.</b> Analyze and evaluate the mathematical thinking and strategies of others.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-24), L03 (pp 25-34), L04 (pp 35-44), L05-30 (pp 45-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.3.4.</b> Use the language of mathematics to express mathematical ideas precisely.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: L01-20 (pp 7-198), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (p 38), Post Assessment L07-10 (pp 64-65), Post Assessment L11-13 (pp 102-103), Post Assessment L14-16 (pp 134-135), Post Assessment L17-20 (pp 162-163)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxx), L01-20 (pp 7-195), Post Assessment L01-05 (pp 5-6), Post Assessment L06-10 (pp 55-57), Post Assessment L11-13 (p 106)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: Unit Pre Assessment (pp xxii-xxix), L01-20 (pp 7-166), Post Assessment L01-04 (pp 4-5), Post Assessment L05-10 (pp 43-44), Post Assessment L11-15 (pp 93-94), Post Assessment L16-20 (pp 133-134)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01 (pp 5-14), L02 (pp 15-24), L03 (pp 25-34), L04 (pp 35-44), L05-30 (pp 45-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.4.</b>	Connections

## Carolina™ Curriculum Correlation to Indiana Academic Standards - Mathematics

<p><b>INDICATOR PS.4.1.</b> Recognize and use connections among mathematical ideas.</p>	<p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L19 (pp 181-187)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.4.2.</b> Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: L08 (pp 77-84), L09 (pp 85-90)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L01-20 (pp 7-195)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L01-06 (pp 7-60), L09 (pp 75-80), L12 (pp 101-108), L16 (pp 135-140), L17 (pp 141-146)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.4.3.</b> Recognize and apply mathematics in contexts outside of mathematics.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L11-20 (pp 105-198), Post Assessment L11-13 (pp 102-103), Post Assessment L17-20 (pp 162-163)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.5.</b>	Representation
<p><b>INDICATOR PS.5.1.</b> Create and use representations to organize, record, and communicate mathematical ideas.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5--287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.5.2.</b> Select, apply, and translate among mathematical representations to solve problems.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii), L01-20 (pp 7-198), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (p 38), Post Assessment L07-10 (pp 64-65), Post Assessment L11-13 (pp 102-103), Post Assessment L14-16 (pp 134-135),</p>

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	<p>Post Assessment L17-20 (pp 162-163)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L01-20 (pp 7-195)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L05-10 (pp 45-88)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<p><b>INDICATOR PS.5.3.</b> Use representations to model and interpret physical, social, and mathematical phenomena.</p>	<p><b>Developing Algebraic Thinking: Steps and Distance</b> Teacher Guide: Unit Pre Assessment (pp xxiii-xxxiii) L01-20 (pp 7-198), Post Assessment L01-03 (pp 4-5), Post Assessment L04-06 (p 38), Post Assessment L07-10 (pp 64-65), Post Assessment L11-13 (pp 102-103), Post Assessment L14-16 (pp 134-135), Post Assessment L17-20 (pp 162-163)</p> <p><b>Developing Geometric Logic: Conjectures and Transformations</b> Teacher Guide: L01-20 (pp 7-195)</p> <p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L05-10 (pp 45-88)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5-287)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.6.</b>	Estimation and Mental Computation
<p><b>INDICATOR PS.6.1.</b> Know and apply appropriate methods for estimating the results of computations.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L15-18 (pp 139-174), L27 (pp 251-257)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L09 (pp 81-86), L10 (pp 87-93)</p>
<p><b>INDICATOR PS.6.2.</b> Round numbers to a specified place value.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L12-15 (pp 111-148), L27 (pp 251-257), Post Assessment L15-20 (pp 189-190)</p>
<p><b>INDICATOR PS.6.3.</b> Use estimation to decide whether answers are reasonable.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L15-27 (pp 139-257)</p>

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<p><b>INDICATOR PS.6.4.</b> Decide when estimation is an appropriate strategy for solving a problem.</p>	<p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L02 (pp 15-20), L11 (pp 95-100)</p> <p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L15 (pp 139-148), L16 (pp 149-158)</p>
<p><b>INDICATOR PS.6.5.</b> Determine appropriate accuracy and precision of measurements in problem situations.</p>	<p><b>Developing Measurement Benchmarks: Tools and Time</b> Teacher Guide: L02 (pp 15-20)</p>
<p><b>INDICATOR PS.6.6.</b> Use properties of numbers and operations to perform mental computation.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-04 (pp 5-44)</p>
<p><b>INDICATOR PS.6.7.</b> Recognize when the numbers involved in a computation allow for a mental computation strategy.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-04 (pp 5-44)</p>
<b>Grade 5</b>	
<b>STANDARD IN.PS. Process Standards</b>	
<b>STANDARD</b>	<b>Math Out of the Box® Titles</b>
<b>PROFICIENCY STATEMENT PS.7.</b>	Technology
<p><b>INDICATOR PS.7.1.</b> Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-04 (pp 5-44)</p>
<p><b>INDICATOR PS.7.2.</b> Technology can contribute to concept development, simulation, representation, communication, and problem solving.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-04 (pp 5-44)</p>
<p><b>GRADE LEVEL EXPECTATION PS.7.3.a.</b> Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.</p>	<p><b>Developing Number Concepts: Values and Variables Module A</b> Teacher Guide: L01-30 (pp 5--287), Post Assessment L01-08 (pp 79-80), Post Assessment L15-20 (pp 189-190), Post Assessment L21-27 (pp 258-260)</p> <p><b>Developing Number Concepts: Values and Variables Module B</b> Teacher Guide: L01-24 (pp 5-213), Post Assessment L17-19 (pp 172-173)</p>

**Carolina™ Curriculum Correlation to  
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**GRADE LEVEL EXPECTATION PS.7.3.b.**  
The focus must be on learning  
mathematics, using technology as a tool  
rather than as an end in itself.

**Developing Number Concepts: Values and Variables Module A**  
Teacher Guide: L01-04 (pp 5-44)

**Carolina™ Curriculum**

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