MIDDLE-LEVEL CURRICULUM

A SYNERGISTIC SYSTEM

STANDARDS CORRELATION REPORT

Tuesday, May 27, 2014

STANDARDS FROM

Virginia | Standards of Learning | Mathematics (2009)

Kindergarten ,Grade 5

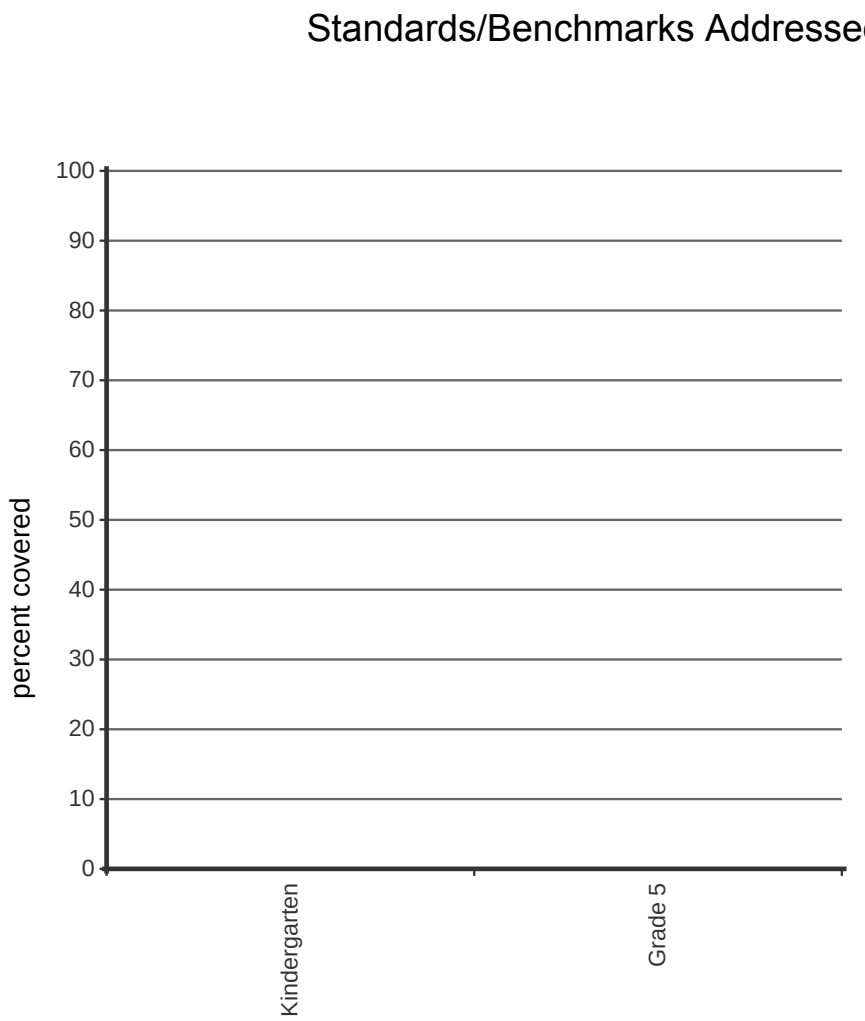
PITSCO EDUCATION

STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpet:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Kindergarten standards covered :0 of 30 (0%)
- Grade 5 standards covered :0 of 48 (0%)

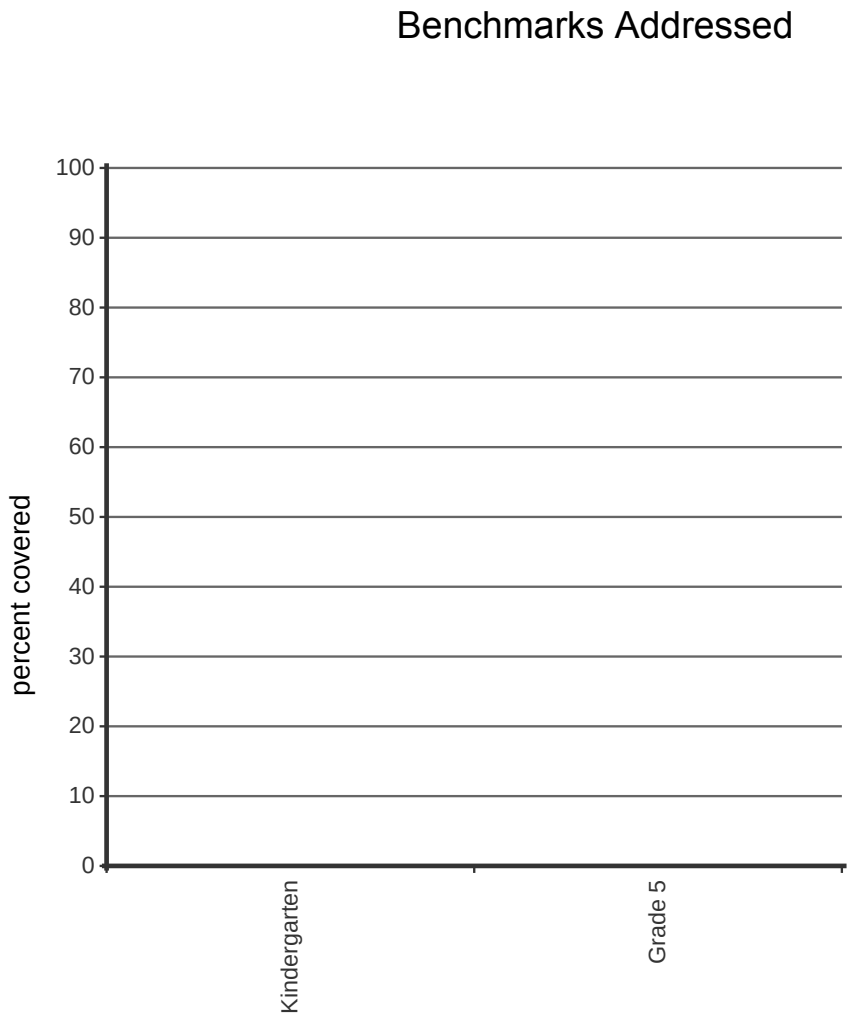


BENCHMARKS ADDRESSED SUMMARY

How to Interpet:

Benchmarks are considered the statements at the lowest level of the document.When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Kindergarten standards covered :0 of 21 (0%)
- Grade 5 standards covered :0 of 34 (0%)



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set choosen for this report and the the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

Kindergarten

- Kindergarten standards covered :0 of 30 (0%)
- Kindergarten standards covered :0 of 21 (0%)

	Kindergarten **Virginia|Standards of Learning | Mathematics (2009)**
	Number and Number Sense
K.1	The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
K.2	The student, given a set containing 15 or fewer concrete objects, will
K.2.a	tell how many are in the set by counting the number of objects orally;
K.2.b	write the numeral to tell how many are in the set; and
K.2.c	select the corresponding numeral from a given set of numerals.
K.3	The student, given an ordered set of ten objects and/or pictures, will indicate the ordinal position of each object, first through tenth, and the ordered position of each object.
K.4	The student will
K.4.a	count forward to 100 and backward from 10;
K.4.b	identify one more than a number and one less than a number; and
K.4.c	count by fives and tens to 100.

	Kindergarten **Virginia|Standards of Learning | Mathematics (2009)**
K.5	The student will identify the parts of a set and/or region that represent fractions for halves and fourths.
	Computation and Estimation
K.6	The student will model adding and subtracting whole numbers, using up to 10 concrete objects.
	Measurement
K.7	The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.
K.8	The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
K.9	The student will tell time to the hour, using analog and digital clocks.
K.10	The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.
	Geometry
K.11	The student will
K.11.a	identify, describe, and trace plane geometric figures (circle, triangle, square, and rectangle); and
K.11.b	compare the size (larger, smaller) and shape of plane geometric figures (circle, triangle, square, and rectangle).
K.12	The student will describe the location of one object relative to another (above, below, next to) and identify representations of plane geometric figures (circle, triangle, square, and rectangle) regardless of their positions and orientations in space.
	Probability and Statistics

	Kindergarten Virginia|Standards of Learning | Mathematics (2009)
K.13	The student will gather data by counting and tallying.
K.14	The student will display gathered data in object graphs, picture graphs, and tables, and will answer questions related to the data.
	Patterns, Functions, and Algebra
K.15	The student will sort and classify objects according to attributes.
K.16	The student will identify, describe, and extend repeating patterns.

Grade 5

- Grade 5 standards covered :0 of 48 (0%)
- Grade 5 standards covered :0 of 34 (0%)

	Grade 5 Virginia|Standards of Learning | Mathematics (2009)
	Number and Number Sense
5.1	The student, given a decimal through thousandths, will round to the nearest whole number, tenth, or hundredth.
5.2	The student will
5.2.a	recognize and name fractions in their equivalent decimal form and vice versa; and
5.2.b	compare and order fractions and decimals in a given set from least to greatest and greatest to least.
5.3	The student will
5.3.a	identify and describe the characteristics of prime and composite numbers; and
5.3.b	identify and describe the characteristics of even and odd numbers.
	Computation and Estimation

	Grade 5 Virginia|Standards of Learning | Mathematics (2009)
5.4	The student will create and solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division with and without remainders of whole numbers.
5.5	The student will
5.5.a	find the sum, difference, product, and quotient of two numbers expressed as decimals through thousandths (divisors with only one nonzero digit); and
5.5.b	create and solve single-step and multistep practical problems involving decimals.
5.6	The student will solve single-step and multistep practical problems involving addition and subtraction with fractions and mixed numbers and express answers in simplest form.
5.7	The student will evaluate whole number numerical expressions, using the order of operations limited to parentheses, addition, subtraction, multiplication, and division.
	Measurement
5.8	The student will
5.8.a	find perimeter, area, and volume in standard units of measure;
5.8.b	differentiate among perimeter, area, and volume and identify whether the application of the concept of perimeter, area, or volume is appropriate for a given situation;
5.8.c	identify equivalent measurements within the metric system;
5.8.d	estimate and then measure to solve problems, using U.S. Customary and metric units; and
5.8.e	choose an appropriate unit of measure for a given situation involving measurement using U.S. Customary and metric units.
5.9	The student will identify and describe the diameter, radius, chord, and circumference of a circle.

	Grade 5 Virginia|Standards of Learning | Mathematics (2009)
5.10	The student will determine an amount of elapsed time in hours and minutes within a 24-hour period.
5.11	The student will measure right, acute, obtuse, and straight angles.
	Geometry
5.12	The student will classify
5.12.a	angles as right, acute, obtuse, or straight; and
5.12.b	triangles as right, acute, obtuse, equilateral, scalene, or isosceles.
5.13	The student, using plane figures (square, rectangle, triangle, parallelogram, rhombus, and trapezoid), will
5.13.a	develop definitions of these plane figures; and
5.13.b	investigate and describe the results of combining and subdividing plane figures.
	Probability and Statistics
5.14	The student will make predictions and determine the probability of an outcome by constructing a sample space.
5.15	The student, given a problem situation, will collect, organize, and interpret data in a variety of forms, using stem-and-leaf plots and line graphs.
5.16	The student will
5.16.a	describe mean, median, and mode as measures of center;
5.16.b	describe mean as fair share;
5.16.c	find the mean, median, mode, and range of a set of data; and
5.16.d	describe the range of a set of data as a measure of variation.
	Patterns, Functions, and Algebra

	Grade 5 Virginia|Standards of Learning | Mathematics (2009)
5.17	The student will describe the relationship found in a number pattern and express the relationship.
5.18	The student will
5.18.a	investigate and describe the concept of variable;
5.18.b	write an open sentence to represent a given mathematical relationship, using a variable;
5.18.c	model one-step linear equations in one variable, using addition and subtraction; and
5.18.d	create a problem situation based on a given open sentence, using a single variable.
5.19	The student will investigate and recognize the distributive property of multiplication over addition.

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set choosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

Adding Fractions with Unlike Denominators 2.0.0

- Kindergarten standards covered :0 of 30 (0%) (0 unique)
- Grade 5 standards covered :0 of 48 (0%) (0 unique)

Kindergarten

No correlations are available for this product using the selected report criteria

Grade 5

No correlations are available for this product using the selected report criteria

Adding & Subtracting Polynomials 2.0.0

- Kindergarten standards covered :0 of 30 (0%) (0 unique)
- Grade 5 standards covered :0 of 48 (0%) (0 unique)

Kindergarten

No correlations are available for this product using the selected report criteria

Grade 5

No correlations are available for this product using the selected report criteria

Absolute Value 2.0.0

- Kindergarten standards covered :0 of 30 (0%) (0 unique)
- Grade 5 standards covered :0 of 48 (0%) (0 unique)

Kindergarten

No correlations are available for this product using the selected report criteria

Grade 5

No correlations are available for this product using the selected report criteria

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

Kindergarten

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	Number and Number Sense
K.1	The student, given two sets, each containing 10 or fewer concrete objects, will identify and describe one set as having more, fewer, or the same number of members as the other set, using the concept of one-to-one correspondence.
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K.4	The student will
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K.4.c	count by fives and tens to 100.
K.5	The student will identify the parts of a set and/or region that represent fractions for halves and fourths.
	Computation and Estimation

	Kindergarten **Virginia|Standards of Learning | Mathematics (2009)**
K.6	The student will model adding and subtracting whole numbers, using up to 10 concrete objects.
	Measurement
K.7	The student will recognize a penny, nickel, dime, and quarter and will determine the value of a collection of pennies and/or nickels whose total value is 10 cents or less.
K.8	The student will identify the instruments used to measure length (ruler), weight (scale), time (clock: digital and analog; calendar: day, month, and season), and temperature (thermometer).
K.9	The student will tell time to the hour, using analog and digital clocks.
K.10	The student will compare two objects or events, using direct comparisons or nonstandard units of measure, according to one or more of the following attributes: length (shorter, longer), height (taller, shorter), weight (heavier, lighter), temperature (hotter, colder). Examples of nonstandard units include foot length, hand span, new pencil, paper clip, and block.
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K.11	The student will
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K.13	The student will gather data by counting and tallying.
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K.15	The student will sort and classify objects according to attributes.
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