ELEMENTARY CURRICULUM

A SYNERGISTIC SYSTEM

STANDARDS CORRELATION REPORT

Wednesday, May 28, 2014

STANDARDS FROM

Louisiana | Adult Education Content Standards | Mathematics (2006)

Adult,

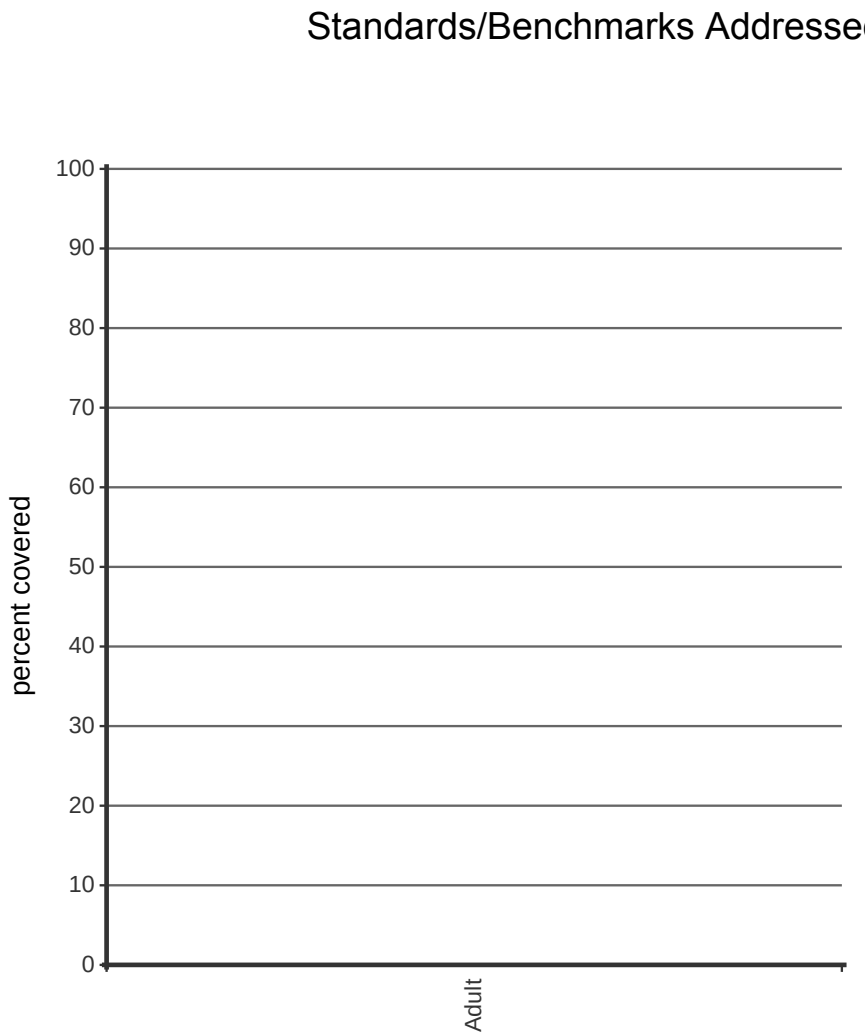
PITSCO EDUCATION

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.

- Adult standards covered :0 of 151 (0%)

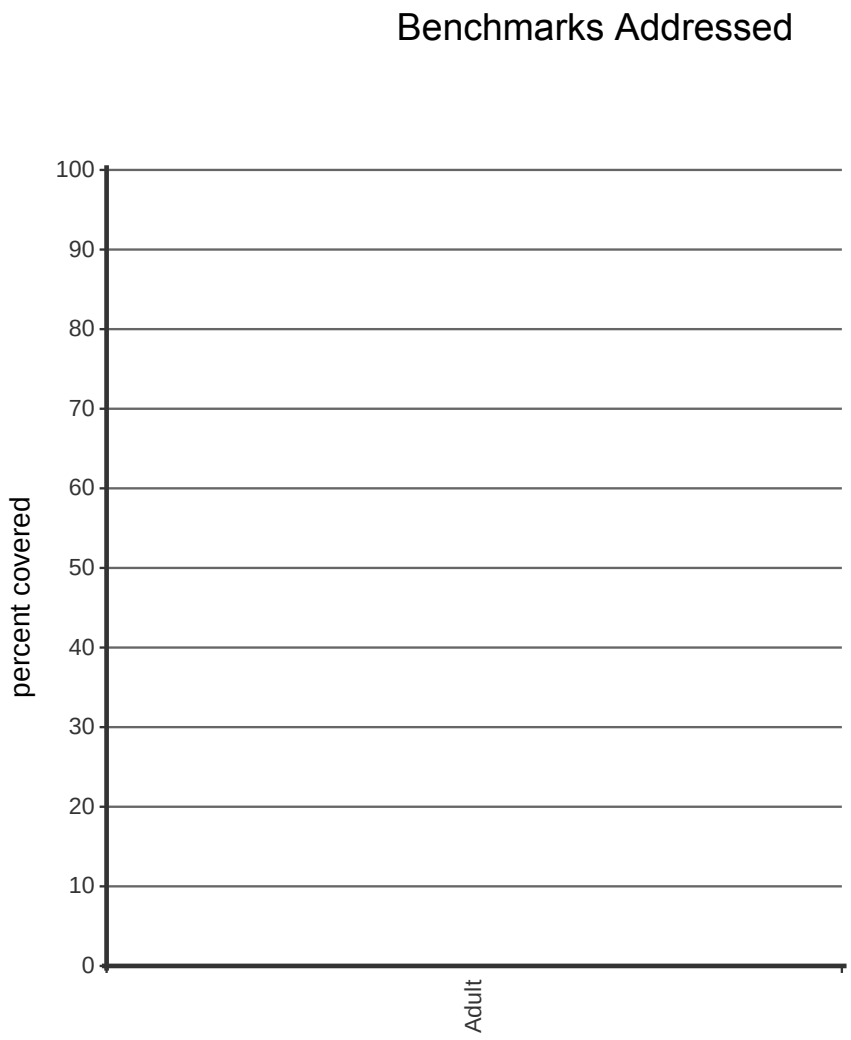


BENCHMARKS ADDRESSED SUMMARY

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

- Adult standards covered :0 of 132 (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

Adult

- Adult standards covered :0 of 151 (0%)
- Adult standards covered :0 of 132 (%)

	Adult **Louisiana|Adult Education Content Standards | Mathematics (2006)**
1	Adult learners develop and apply number sense to solve a variety of real-life problems and to determine if the results are reasonable.
1.1	Read, write, and orally express whole numbers as numerals and number words between 0 and 1,000,000.
1.2	Read, write, and locate whole numbers and fractions on a number line between 0 and 1,000.
1.3	Round whole numbers to a given place.
1.4	Round decimals to tenths, hundredths, and thousandths place.
1.5	Read, write, and orally express a decimal as a part of a whole, expressed in tenths, hundredths, thousandths, etc.
1.6	Read, write and express a fraction as the relationship between the part (numerator) and the whole (denominator).
1.7	Read, write and express numbers in their equivalent fractional, decimal, and percent form (e.g., 1/2 = 3/6 = 2/4, and 0.5 = 50 percent).
1.8	Read, write, and order integers.
1.9	Match whole numbers and fractions (e.g., 1/2, 1/3, 1/4) to pictorial representations and identify these as commonly used fractions.

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
1.10	Identify coins and currency and recognize money (e.g., $ and ¢) symbols.
1.11	Identify and construct equal relationships of coins and currency (e.g., a quarter equals 2 dimes and 1 nickel).
1.12	Make change using pennies, nickels, dimes, quarters, half-dollars, and bills up to $100.
1.13	Add, subtract, multiply and divide by one, two, three, and four digit numbers.
1.14	Add, subtract, multiply and divide fractions, decimals, and percents.
1.15	Use computation and estimation to solve problems involving integers, exponents, and square roots.
1.16	Use estimation to check the reasonableness of results in word problems with calculator situation.
1.17	Solve multi-step word problems using whole numbers.
1.18	Solve word problems involving whole numbers, fractions, decimals, and percents.
1.19	Represent numbers in various ways:
1.19.a	prime factors;
1.19.b	square roots;
1.19.c	exponents;
1.19.d	absolute value; and
1.19.e	scientific notation.
1.20	Use estimation to check the reasonableness of results using whole numbers, fractions, decimals, and percents in solving problems.
1.21	Solve and simplify expressions using order of operations.

	Adult **Louisiana|Adult Education Content Standards | Mathematics (2006)**
2	Adult learners apply data collection, data analysis, and probability to interpret, predict, and/or solve real-life problems.
2.1	Gather data familiar to themselves and their surroundings.
2.2	Sort, classify, and organize data about objects.
2.3	Represent data using concrete objects.
2.4	Represent data using tables and graphs such as:
2.4.a	line graphs;
2.4.b	bar graphs;
2.4.c	circle graphs; or
2.4.d	pictorial graphs and maps.
2.5	Analyze tables, charts, graphs, diagrams, and maps.
2.6	Apply basic concepts of probability.
2.7	Create tables, charts, and diagrams using spreadsheets or other technology.
2.8	Calculate and interpret the mean, median, mode, and range of a data set.
2.9	Use data collection, data analysis, and probability to solve word problems
3	Adult learners apply algebraic concepts and methods to explore, analyze or solve real-life problems.
3.1	Describe and extend a variety of patterns using manipulative or objects.
3.2	Describe and extend numerical patterns (e.g., 2, 4, 6, 8).
3.3	Identify the missing element in a number sentence involving:
3.3.a	addition;

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
3.3.b	subtraction;
3.3.c	multiplication; and/or
3.3.d	division with whole numbers.
3.4	Identify algebraic concepts such as:
3.4.a	variable;
3.4.b	constant;
3.4.c	term;
3.4.d	expression;
3.4.e	equation; and
3.4.f	inequality.
3.5	Solve one variable linear equation or inequality with one operation. Use substitution to check the answer.
3.6	Solve one variable linear equation with two or more operations. Use substitution to check the answer.
3.7	Solve word problems using one and two-step linear equations.
3.8	Solve proportion problems using algebraic methods.
3.9	Determine slope and intercept of a linear equation
3.10	Create a table of values that satisfy a linear equation.
3.11	Create a graph using a table of values from a solved equation.
3.12	Use formulas to solve problems.
3.13	Write and solve equivalent forms of equations, inequalities, and systems of equations using:
3.13.a	mental math;

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
3.13.b	paper and pencil; or
3.13.c	technology (e.g., calculator or computer).
4	Adult learners use geometric properties, relationships, and methods to identify, analyze and solve real-life problems.
4.1	Identify basic geometric shapes.
4.2	Describe basic geometric shapes by naming, building, drawing, comparing, and sorting two and three-dimensional shapes, i.e.:
4.2.a	cube;
4.2.b	cylinder;
4.2.c	prism;
4.2.d	square;
4.2.e	rhombus;
4.2.f	hexagon;
4.2.g	sphere.
4.3	Graph ordered pairs on rectangular coordinate plane.
4.4	Classify angles as right, acute, obtuse, straight, or reflex.
4.5	Describe geometric figures, e.g.,:
4.5.a	symmetric;
4.5.b	perpendicular;
4.5.c	parallel.
4.6	Compare geometric figures using similarity or congruency.
4.7	Solve problems involving alternate interior, corresponding, complementary, or supplementary angles.

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
4.8	Classify triangles by their angles and sides as:
4.8.a	equilateral;
4.8.b	isosceles;
4.8.c	scalene;
4.8.d	acute;
4.8.e	obtuse; and
4.8.f	right
4.9	Label and identify the characteristics, (i.e., radius, diameter, base, height) of a:
4.9.a	circle;
4.9.b	cylinder;
4.9.c	parallelogram;
4.9.d	pentagon;
4.9.e	hexagon;
4.9.f	octagon;
4.9.g	decagon;
4.9.h	rhombus;
4.9.i	trapezoid;
4.9.j	cube;
4.9.k	sphere; or
4.9.l	prism

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
4.10	Use the appropriate geometric formula (i.e., area, perimeter, volume, Pythagorean relationship, distance between two points in a plane) to solve problems.
4.11	Solve problems using similarity and proportion.
5	Adult learners apply knowledge of standard measurements to real-life situations.
5.1	Recognize the attributes of length, volume, weight, area, and time.
5.2	Measure using non-standard (e.g., string, paper clip, toothpicks) and standard (i.e., U.S. Customary and metric system) units.
5.3	Use common references (e.g., pitcher, paper clip, string) for measurements to make comparisons and estimates.
5.4	Recognize that units of measurements or approximations can affect differences in precision.
5.5	Select an appropriate unit and tool to measure an object or event, i.e.,:
5.5.a	ruler;
5.5.b	thermometer;
5.5.c	measuring cup;
5.5.d	scale; and
5.5.e	stop watch.
5.6	Identify the appropriate U.S. customary units of measurement for an object or event, i.e.,:
5.6.a	length;
5.6.b	capacity;
5.6.c	weight;
5.6.d	area;

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
5.6.e	volume;
5.6.f	time; and
5.6.g	temperature.
5.7	Solve real-life problems involving measurement using U.S. customary units.
5.8	Identify the appropriate metric units of measurement for an object or event, i.e.,:
5.8.a	length;
5.8.b	capacity;
5.8.c	weight;
5.8.d	area;
5.8.e	volume;
5.8.f	time; and
5.8.g	temperature.
5.9	Solve real-life problems involving measurement using metric units.
5.10	Apply the appropriate tools and standard units to measure an object or event, i.e.,:
5.10.a	length;
5.10.b	capacity;
5.10.c	weight;
5.10.d	area;
5.10.e	volume;
5.10.f	time; and

	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
5.10.g	temperature.
5.11	Use appropriate tools and standard units to measure geometric figures, i.e.,:
5.11.a	angles;
5.11.b	circles;
5.11.c	triangles;
5.11.d	squares.
5.12	Convert measurements to equivalent units within a given system (i.e., U.S. customary or metric system).

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

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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

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5.6.f	time; and
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	Adult Louisiana|Adult Education Content Standards | Mathematics (2006)
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