HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM

STANDARDS CORRELATION REPORT

Friday, May 30, 2014

STANDARDS FROM

Virginia | Standards of Learning | Mathematics (2009)

Grade 3

PITSCO EDUCATION

SUMMARY

This report was prepared using the following information:

STANDARD SETS	TITLE SET
Standards Body: Virginia **Document:** Standards of Learning **Subject:** Mathematics **Version:** 2009 **Grades:** Grade 3	Chemical Math 3.0.3 Chemical Math 3.0.3 BioEngineering 3.2.0 BioEngineering Math 3.2.0

Please Note

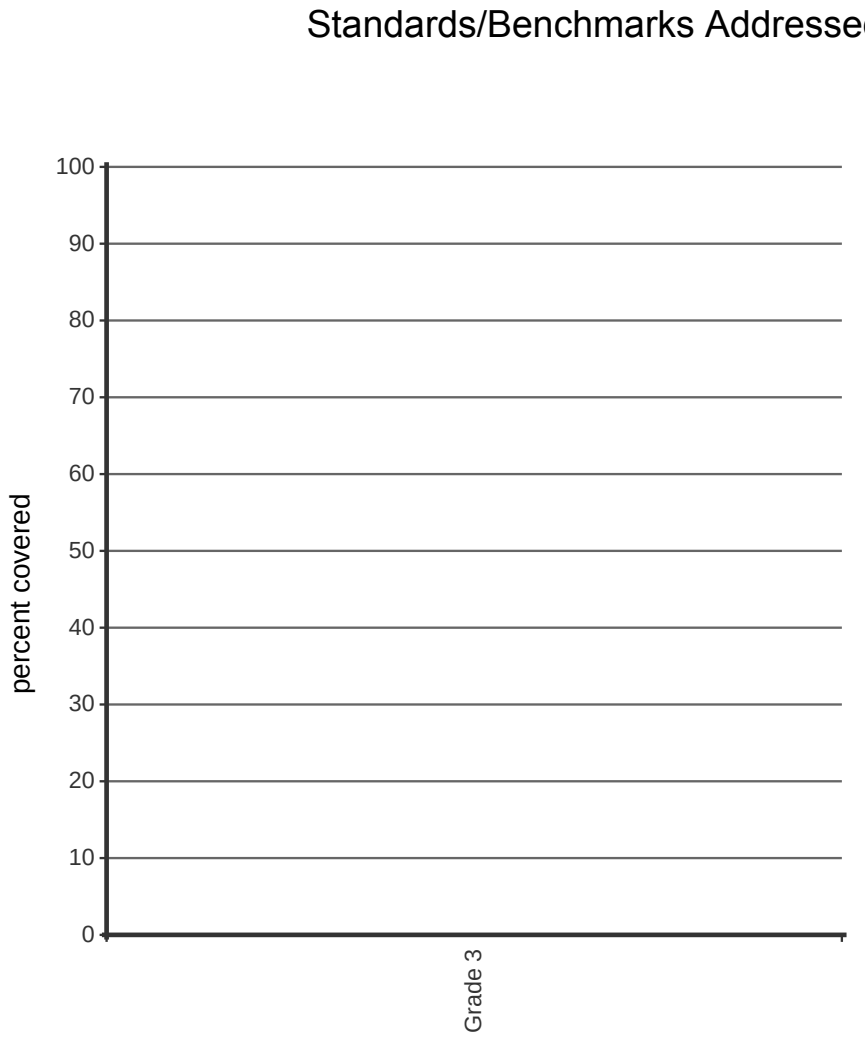
In this report, two categories of curriculum statements are listed: standards and benchmarks. Standards should be read as the parents, with benchmarks being the children. Only the lowest level of statement is considered a benchmark (child). For example, if there are three levels of statements, the top two levels are listed as standards, with the third level being the benchmark. Depending on the specific report being viewed, the accounting of the standards and benchmarks will vary.

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.

- Grade 3 standards covered :0 of 45 (0%)

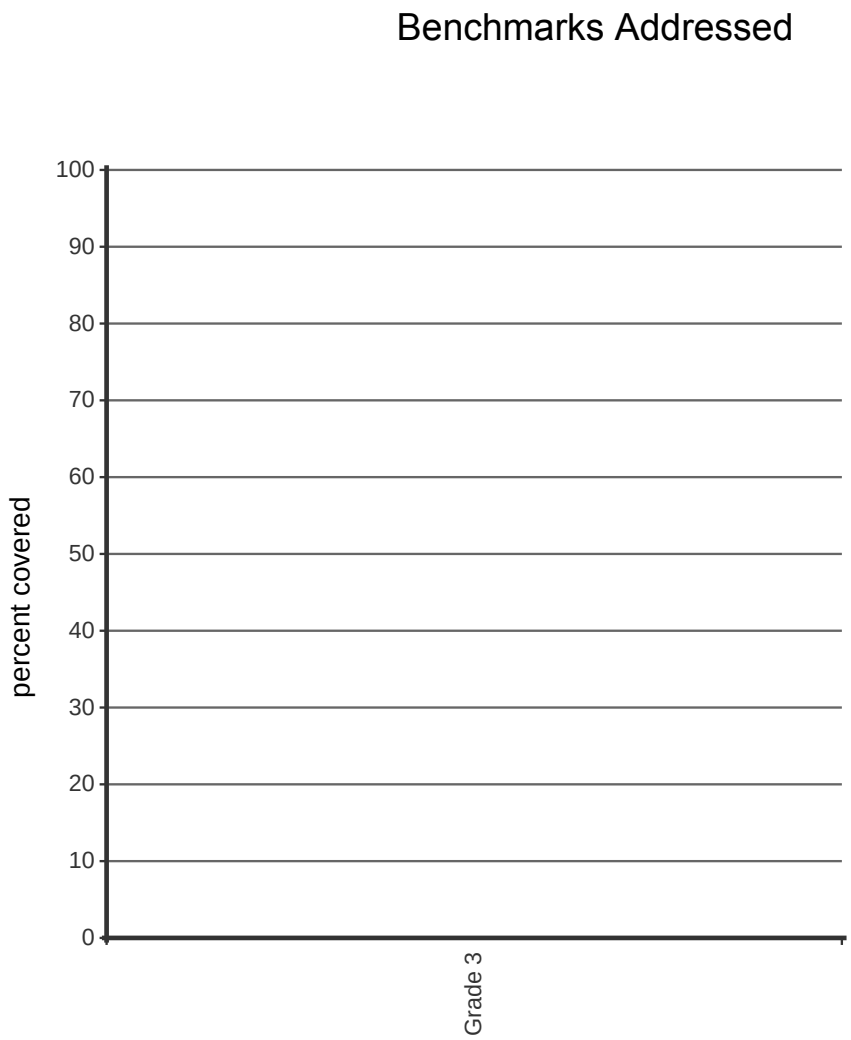


BENCHMARKS ADDRESSED SUMMARY

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

- Grade 3 standards covered :0 of 32 (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

Grade 3

- Grade 3 standards covered :0 of 45 (0%)
- Grade 3 standards covered :0 of 32 (0%)

	Grade 3 **Virginia|Standards of Learning | Mathematics (2009)**
	Number and Number Sense
3.1	The student will
3.1.a	read and write six-digit numerals and identify the place value and value of each digit;
3.1.b	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
3.1.c	compare two whole numbers between 0 and 9,999, using symbols (>, <, or =) and words (greater than, less than, or equal to).
3.2	The student will recognize and use the inverse relationships between addition/subtraction and multiplication/division to complete basic fact sentences. The student will use these relationships to solve problems.
3.3	The student will
3.3.a	name and write fractions (including mixed numbers) represented by a model;
3.3.b	model fractions (including mixed numbers) and write the fractions' names; and
3.3.c	compare fractions having like and unlike denominators, using words and symbols (>, <, or =).

	Grade 3 Virginia|Standards of Learning | Mathematics (2009)
	Computation and Estimation
3.4	The student will estimate solutions to and solve single-step and multistep problems involving the sum or difference of two whole numbers, each 9,999 or less, with or without regrouping.
3.5	The student will recall multiplication facts through the twelves table, and the corresponding division facts.
3.6	The student will represent multiplication and division, using area, set, and number line models, and create and solve problems that involve multiplication of two whole numbers, one factor 99 or less and the second factor 5 or less.
3.7	The student will add and subtract proper fractions having like denominators of 12 or less.
	Measurement
3.8	The student will determine, by counting, the value of a collection of bills and coins whose total value is $5.00 or less, compare the value of the bills and coins, and make change.
3.9	The student will estimate and use U.S. Customary and metric units to measure
3.9.a	length to the nearest 1/2-inch, inch, foot, yard, centimeter, and meter;
3.9.b	liquid volume in cups, pints, quarts, gallons, and liters;
3.9.c	weight/mass in ounces, pounds, grams, and kilograms; and
3.9.d	area and perimeter.
3.10	The student will
3.10.a	measure the distance around a polygon in order to determine perimeter; and
3.10.b	count the number of square units needed to cover a given surface in order to determine area.
3.11	The student will

	Grade 3 Virginia|Standards of Learning | Mathematics (2009)
3.11.a	tell time to the nearest minute, using analog and digital clocks; and
3.11.b	determine elapsed time in one-hour increments over a 12-hour period.
3.12	The student will identify equivalent periods of time, including relationships among days, months, and years, as well as minutes and hours.
3.13	The student will read temperature to the nearest degree from a Celsius thermometer and a Fahrenheit thermometer. Real thermometers and physical models of thermometers will be used.
	Geometry
3.14	The student will identify, describe, compare, and contrast characteristics of plane and solid geometric figures (circle, square, rectangle, triangle, cube, rectangular prism, square pyramid, sphere, cone, and cylinder) by identifying relevant characteristics, including the number of angles, vertices, and edges, and the number and shape of faces, using concrete models.
3.15	The student will identify and draw representations of points, line segments, rays, angles, and lines.
3.16	The student will identify and describe congruent and noncongruent plane figures.
	Probability and Statistics
3.17	The student will
3.17.a	collect and organize data, using observations, measurements, surveys, or experiments;
3.17.b	construct a line plot, a picture graph, or a bar graph to represent the data; and
3.17.c	read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.
3.18	The student will investigate and describe the concept of probability as chance and list possible results of a given situation.

	Grade 3 **Virginia|Standards of Learning | Mathematics (2009)**
	Patterns, Functions, and Algebra
3.19	The student will recognize and describe a variety of patterns formed using numbers, tables, and pictures, and extend the patterns, using the same or different forms.
3.20	The student will
3.20.a	investigate the identity and the commutative properties for addition and multiplication; and
3.20.b	identify examples of the identity and commutative properties for addition and multiplication.

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

Chemical Math 3.0.3

- Grade 3 standards covered :0 of 45 (0%) (0 unique)

Grade 3

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

Chemical Math 3.0.3

- Grade 3 standards covered :0 of 45 (0%) (0 unique)

Grade 3

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

BioEngineering 3.2.0

- Grade 3 standards covered :0 of 45 (0%) (0 unique)

Grade 3

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

BioEngineering Math 3.2.0

- Grade 3 standards covered :0 of 45 (0%) (0 unique)

Grade 3

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

Grade 3

	Grade 3 Virginia|Standards of Learning | Mathematics (2009)
	Number and Number Sense
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3.1.a	read and write six-digit numerals and identify the place value and value of each digit;
3.1.b	round whole numbers, 9,999 or less, to the nearest ten, hundred, and thousand; and
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