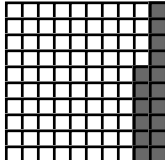



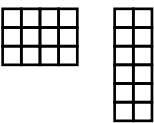
Alabama
Curricular Standards
Mathematics - Grade 5
Correlations with Gourmet Curriculum Press, Inc.®
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Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Number Sense, Number Systems, Number Theory				
1 Stanford 9	<ul style="list-style-type: none"> • <i>Extend understanding of whole numbers through billions and decimals through thousandths.</i> <ul style="list-style-type: none"> - Rounding - Naming, ordering, comparing - Identifying place value - Using expanded notation (whole numbers) 	Appetizers 1 B & E; Main Dish Objective 1 (Number Concepts) Lessons 2 & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in the use of whole number concepts through millions.</i> <ul style="list-style-type: none"> - Rounding - Naming, ordering, comparing - Identifying place value - Using expanded notation (whole numbers) 	Appetizers 1 A; 10 B; Main Dish Objectives 1 (Number Concepts) Lesson 1; 10 (Estimation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in the use of basic operations on whole numbers through two-digit multipliers.</i> <i>Example: 247 x 23</i> 	Appetizers 8 A; Main Dish Objective 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4	<ul style="list-style-type: none"> • <i>Divide whole numbers with two-digit divisors.</i> <i>Example: 274 ÷ 26</i> 	Appetizers 9 A; Main Dish Objective 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
5	<ul style="list-style-type: none"> • <i>Apply rules to determine divisibility by 2, 3, 5, and 10.</i> <i>Example: If the sum of the digits is divisible by 3, the number is divisible by 3.</i> 	Appetizers 9 A; Main Dish Objective 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

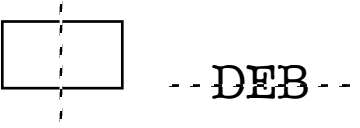

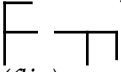

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
6 Stanford 9	<ul style="list-style-type: none"> Develop an understanding of fractions and mixed numbers using physical materials and pictorial and numerical representations. <ul style="list-style-type: none"> Naming, ordering, comparing Identifying equivalent forms (common denominators) Identifying lowest terms (simplification) Identifying proper and improper fractions 	Appetizers 1 C & D; 6 E & G; Main Dish Objectives 1 (Number Concepts) Lessons 3 & 4; 6 (Addition) Lessons 5 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
7 Stanford 9	<ul style="list-style-type: none"> Demonstrate proficiency in adding and subtracting fractions with common denominators. 	Appetizers 1 D; 6 F; 7 C; 11 A; Main Dish Objectives 1 (Number Concepts) Lesson 4; 6 (Addition) Lesson 6; 7 (Subtraction) Lesson 3; 11 (Problem Solving) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
8 Stanford 9	<ul style="list-style-type: none"> Multiply and divide fractions. 	Appetizers 8 E; Main Dish Objective 8 (Multiplication) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
9 Stanford 9	<ul style="list-style-type: none"> Add, subtract, and multiply decimals. 	Appetizers 6 C; 7 B; 8 D; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 2; 8 (Multiplication) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
10	<ul style="list-style-type: none"> Model and relate percents to parts of 100 using equivalent fractions and decimals. Example: $\frac{16}{100} = \frac{4}{25} =$ $.16 = \text{sixteen hundredths} = 16 \%$ 	Appetizers 1 C; 6 D & G; Main Dish Objectives 1 (Number Concepts) Lesson 3; 6 (Addition) Lessons 4 & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		

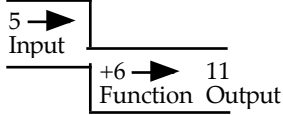
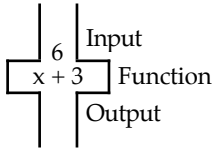
Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
11 Stanford 9	<ul style="list-style-type: none"> Identify alternative representations of fractions, mixed numbers, decimals, and percents. Example: $\frac{1}{4} = .25 = 25\%$  	Appetizers 1 D; 6 D, E, & G; Main Dish Objectives 1 (Number Concepts) Lesson 4; 6 (Addition) Lessons 4, 5, & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
12	<ul style="list-style-type: none"> Understand concepts of positive and negative integers in real-life situations. Examples: temperature, altitude 			
13 Stanford 9	<ul style="list-style-type: none"> Apply basic operations in problem-solving situations involving whole numbers, decimals, fractions, mixed numbers, and money. 	Appetizers 6 A, B, C, & F; 7 A, B, & C; 8 A, B, D, & E; 9 A; Main Dish Objectives 6 (Addition) Lessons 1, 2, 3, & 6; 7 (Subtraction) Lessons 1, 2, & 3; 8 (Multiplication) Lessons 1, 2, 4, & 5; 9 (Division) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
14 Stanford 9	<ul style="list-style-type: none"> Solve contextual problems requiring rounding of numbers. 	Appetizers 10 B & F; Main Dish Objective 10 (Estimation) Lessons 2 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
15 Stanford 9	<ul style="list-style-type: none"> Develop an understanding of number theory concepts. <ul style="list-style-type: none"> Prime factors Least common multiples Greatest common factors 	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
16 Stanford 9	<ul style="list-style-type: none"> Use estimation to determine whether results are reasonable. 	Appetizers 10 A, B, C, D, E, F, & G; 13 A; Main Dish Objectives 10 (Estimation) Lessons 1, 2, 3, 4, 5, 6, & 7; 13 (Reasonableness) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
17 Stanford 9	<ul style="list-style-type: none"> Use methods of estimation appropriate to a given situation. <ul style="list-style-type: none"> Front-end Example: $1 \frac{7}{12} \rightarrow 1 \frac{7}{12} \approx \frac{1}{2}$ $1 \frac{5}{8} \rightarrow 1 \frac{5}{8} \approx \frac{1}{2}$ $\begin{array}{r} +1 \\ 3 \end{array} \quad \begin{array}{r} +1 \\ 3 \end{array} \quad 1 \rightarrow 3 + 1 = \textcircled{4}$ Compatible numbers Example: $3.02 \times 7.3 \approx 3 \times 7$ or $\textcircled{21}$ $\textcircled{90}$ $6\sqrt{550} \approx 6\sqrt{540}$ Clustering Example: \$1.78 + \$1.85 + \$2.12 All of the addends are close to the same dollar amount --- \$2. Therefore, \$2 \square 3 = \$6. 	Appetizers 10 A, C, D, & G; Main Dish Objective 10 (Estimation) Lessons 1, 3, 4, & 7; Applications; Final Tests; Reasonableness Problems; Journal Topics		
18	<ul style="list-style-type: none"> Determine and use the most appropriate method of calculation. <ul style="list-style-type: none"> Paper and pencil Mental math Calculator 	Appetizers 6; 7; 8; 9; (Addition); (Subtraction); (Multiplication); (Division); "I Have, Who Has?"		
19 Stanford 9	<ul style="list-style-type: none"> Apply a variety of strategies to solve problems with an emphasis on multi-step and non-routine problems. Examples: dramatize; work backwards; draw a diagram; guess, test, and revise; find a pattern; estimate; experiment; make an organized list, table, or chart; solve a simpler problem; write an equation (number sentence); use logical reasoning; use manipulatives 	Appetizers 11 A & B; 12 A & B; Main Dish Objectives 11 (Problem Solving) Lessons 1 & 2; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Geometry, Spatial Sense, Measurement				
20 Stanford 9	<ul style="list-style-type: none"> Compare lengths, areas, volumes, and weights of objects using physical materials and pictorial and numerical representations. Example: A B  <p>Compare the perimeters of A and B. Circle >, <, or = in the sentence below: Perimeter of a >, <, = Perimeter of B</p>	Appetizers 4 D, E, & F; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4, 5, & 6; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
21 Stanford 9	<ul style="list-style-type: none"> Select and use appropriate tools and units of measurement. <ul style="list-style-type: none"> - Customary - Metric 	Appetizers 4 A, B, & C; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
22 Stanford 9	<ul style="list-style-type: none"> Estimate and calculate perimeter and area. 	Appetizers 4 A, B, & C; 11 B; Main Dish Objectives 4 (Measurement) Lessons 1, 2, & 3; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
23 Stanford 9	<ul style="list-style-type: none"> Classify, compare, measure, and draw angles. <ul style="list-style-type: none"> - Right - Acute - Obtuse - Straight 	Appetizers 3 F; Main Dish Objective 3 (Geometry) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
24 Stanford 9	<ul style="list-style-type: none"> Convert from one measurement to another within the same system. 	Appetizers 4 A, B, & C; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
25 Stanford 9	<ul style="list-style-type: none"> Determine measurements indirectly from scale drawings. Examples: blueprints, maps 			
26	<ul style="list-style-type: none"> Define and/or draw plane geometric representations. <ul style="list-style-type: none"> Points Perpendicular lines Lines Angles Line segments Parallel lines Rays Transversals 	Appetizers 3 E & F; Main Dish Objective 3 (Geometry) Lessons 5 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
27 Stanford 9	<ul style="list-style-type: none"> Describe and classify polygons and solid geometric figures using component features. 	Appetizers 3 A & B; Main Dish Objective 3 (Geometry) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
28	<ul style="list-style-type: none"> Exhibit proficiency in identifying parallel lines, perpendicular lines, squares, circles, rectangles, triangles, cubes, rectangular prisms, cones, cylinders, and pyramids. 	Appetizers 3 A, B, E, & F; Main Dish Objective 3 (Geometry) Lessons 1, 2, 5, & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
29	<ul style="list-style-type: none"> Identify and draw parts of a circle. <ul style="list-style-type: none"> Center Radius Diameter 	Appetizers 4 F; 11 B; Main Dish Objectives 4 (Measurement) Lesson 6; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
30	<ul style="list-style-type: none"> Identify triangles. <ul style="list-style-type: none"> Right Equilateral Isosceles Scalene Obtuse Acute 	Appetizers 3 F; 11 B; Main Dish Objectives 3 (Geometry) Lesson 6; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
31	<ul style="list-style-type: none"> Develop an understanding of corresponding parts of congruent figures. 	Appetizers 3 D; 11 C; Main Dish Objectives 3 (Geometry) Lesson 4; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
32	<ul style="list-style-type: none"> Develop an understanding of similarity. Examples: measuring figures, using scale drawings 	Appetizers 3 D; 11 C; Main Dish Objectives 3 (Geometry) Lesson 4; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
33	<ul style="list-style-type: none"> Detect lines of symmetry in art, nature, architecture, and symbols. Examples: 	Appetizers 3 D; 11 C; Main Dish Objectives 3 (Geometry) Lesson 4; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
34 Stanford 9	<ul style="list-style-type: none"> Exhibit proficiency in identifying lines of symmetry in plane geometric figures. 	Appetizers 3 D; 11 C; Main Dish Objectives 3 (Geometry) Lesson 4; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
35 Stanford 9	<ul style="list-style-type: none"> Identify geometric transformations. <ul style="list-style-type: none"> Translation (slide) Example:  Rotation (turn on a point) Example:  Reflection (flip) Example:  	Appetizers 3 C; Main Dish Objective 3 (Geometry) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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36 Stanford 9	<ul style="list-style-type: none"> Identify coordinates on grids, graphs, and maps. 	Appetizers 2 D; 12 B; Main Dish Objectives 2 (Mathematical Relations) Lesson 4; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Patterns, Functions, Algebra				
37 Stanford 9	<ul style="list-style-type: none"> Describe, extend, and create a wide variety of numeric and geometric patterns. 	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
38 Stanford 9	<ul style="list-style-type: none"> Find the output of functions (number machines). Examples:  <p>If the input is 7, what is the output?</p>  <p>What is the output?</p> 	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
39 Stanford 9	<ul style="list-style-type: none"> Recognize number sentences that serve as examples of properties of numbers. <ul style="list-style-type: none"> Identity properties of addition and multiplication Commutative properties of addition and multiplication Associative properties of addition and multiplication Distributive property of multiplication over addition Inverse properties of addition and multiplication 	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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40	<ul style="list-style-type: none"> Recognize that two equivalent quantities remain equal when the same change takes place on each quantity. Example: If $7 = 5 + 2$, then $7 + 3 = (5 + 2) + 3$ 	Appetizers 2 A; 12 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
41 Stanford 9	<ul style="list-style-type: none"> Identify a solution sentence equivalent to a problem expressed in words. 	Appetizers 12 A; Main Dish Objective 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
42	<ul style="list-style-type: none"> Develop an understanding of the order of operations. <ul style="list-style-type: none"> Simplify within parentheses, then multiply or divide in order from left to right, then add or subtract in order from left to right. 	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Probability, Statistics, Discrete Mathematics				
43	<ul style="list-style-type: none"> Collect, organize, and describe data. 	Appetizers 5 A, B, C, & D; Main Dish Objective 5 (Probability/Statistics) Lessons 1, 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
44 Stanford 9	<ul style="list-style-type: none"> Construct, read, and interpret frequency tables, charts, line graphs, pictographs, bar graphs, circle graphs, frequency/tally charts, and histograms. 	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
45 Stanford 9	<ul style="list-style-type: none"> • <i>Extrapolate data from frequency tables, charts, bar graphs, and line graphs.</i> 	Appetizers 5 B; 12 B; Main Dish Objectives 5 (Probability/Statistics) Lesson 2; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
46 Stanford 9	<ul style="list-style-type: none"> • <i>Determine probabilities from experiments and simulations. Examples: tossing coins or number cubes, using spinners, using surveys</i> 	Appetizers 5 A, C, & D; 11 D; Main Dish Objectives 5 (Probability/Statistics) Lessons 1, 3, & 4; 11 (Problem Solving) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
47 Stanford 9	<ul style="list-style-type: none"> • <i>Make inferences and predict outcomes from collected data.</i> 	Appetizers 5 A & C; 11 D; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 3; 11 (Problem Solving) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
48 Stanford 9	<ul style="list-style-type: none"> • <i>Describe data using measures of central tendency and dispersion.</i> <ul style="list-style-type: none"> - Mean - Median - Mode - Range 	Appetizers 5 E; 8 C; 10 E; 13 A; Main Dish Objectives 5 (Probability/Statistics) Lesson 5; 8 (Multiplication) Lesson 3; 10 (Estimation) Lesson 5; 13 (Reasonableness) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
49	<ul style="list-style-type: none"> • <i>Make decisions using probability and statistics in real-life situations. Examples: advertising, forecasting</i> 	Appetizers 5 A & D; 11 D; Main Dish Objectives 5 (Probability/Statistics) Lessons 1 & 4; 11 (Problem Solving) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

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50	<ul style="list-style-type: none"> Use the appropriate current technology to facilitate the understanding of statistics and other mathematical concepts. 																								
51 Stanford 9	<ul style="list-style-type: none"> Determine combinations and permutations. Examples: <u>Combinations</u> Mrs. Kyser must choose two students to attend a meeting. Her choices are Sam, Joe, and Karen. In how many ways can she choose two of the three? List them. Answer: 3 ways - Sam, Joe Sam, Karen Joe, Karen <u>Permutations</u> John, Sue, and Bob are racing. How many different possibilities are there for first, second, and third place winners? List them. Answer: 6 possibilities <table style="margin-left: 40px; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>1st place</u></th> <th style="text-align: left;"><u>2nd place</u></th> <th style="text-align: left;"><u>3rd place</u></th> </tr> </thead> <tbody> <tr><td>John</td><td>Sue</td><td>Bob</td></tr> <tr><td>John</td><td>Bob</td><td>Sue</td></tr> <tr><td>Sue</td><td>John</td><td>Bob</td></tr> <tr><td>Sue</td><td>Bob</td><td>John</td></tr> <tr><td>Bob</td><td>Sue</td><td>John</td></tr> <tr><td>Bob</td><td>John</td><td>Sue</td></tr> </tbody> </table> 	<u>1st place</u>	<u>2nd place</u>	<u>3rd place</u>	John	Sue	Bob	John	Bob	Sue	Sue	John	Bob	Sue	Bob	John	Bob	Sue	John	Bob	John	Sue	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Final Tests; Reasonableness Problems; Journal Topics		
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Stanford Achievement, Ninth Edition Intermediate 2 objectives not included in this course:

MEASUREMENT - Identify elapsed time. (addressed in fourth grade)

PROBLEM SOLVING STRATEGIES - Identify missing information. (addressed in fourth grade)

NUMBER SYSTEMS AND NUMBER THEORY - Identify a number that is 100 more or 100 less than a given number. (addressed in second grade)
- Compare and order decimals. (addressed in sixth grade)
- Identify the place value of a digit in a decimal. (addressed in sixth grade)