

MY MONEY CAN BE USED TO COVER THE FOLLOWING VIRGINIA STANDARDS OF LEARNING FOR K-3 SOCIAL STUDIES AND MATH

SS (History)

- K.1 The student will recognize that history describes events and people of other times and places by
- a) identifying examples of past events in legends, stories, and historical accounts of ~~Pocahontas~~, George Washington, ~~Betsy Ross~~, and Abraham Lincoln;
 - b) identifying the people and events honored by the holidays of ~~Thanksgiving Day~~, ~~Martin Luther King, Jr. Day~~, Presidents' Day, and Independence Day (Fourth of July).

SS (Economics)

- K.6 The student will match simple descriptions of work that people do with the names of those jobs.
- K.7 The student will
- a) identify the difference between basic needs (food, clothing, and shelter) and wants (things people would like to have);
 - b) recognize that people use money to purchase goods.

Math (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.

Math (Patterns, Functions, and Algebra)

- K.17 The student will sort and classify objects according to similar attributes (size, shape, and color).

SS (History)

- 1.2 The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, ~~Benjamin Franklin~~, Abraham Lincoln, ~~and George Washington Carver~~.
- 1.3 The student will discuss the lives of people associated with Presidents' Day, ~~Columbus Day~~, and the events of Independence Day (Fourth of July).

SS (Economics)

- 1.7 The student will explain the difference between goods and services ~~and will describe how people are both buyers and sellers of goods and services.~~
- 1.9 The student will recognize that people save money for the future to purchase goods and services.

Math (Measurement)

- 1.10 The student will
 - a) identify the number of pennies equivalent to a nickel, a dime, and a quarter;
 - b) determine the value of a collection of pennies, nickels, and dimes whose total value is 100 cents or less.

Math (Patterns, Functions, and Algebra)

- 1.20 The student will sort and classify concrete objects according to one or more attributes, including color, size, shape, ~~and thickness.~~

Math (Probability and Statistics)

- 1.19 The student will interpret information displayed in a picture ~~or object graph,~~ using the vocabulary ~~more, less, fewer, greater than, less than, and equal to.~~

Math (Measurement)

- 2.11 The student will
 - a) count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less; and
 - b) identify the correct usage of the cent symbol (\textcent), dollar symbol ($\text{\$}$), and decimal point (\.).

SS (Civics)

- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
 - b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, ~~Rosa Parks, Thurgood Marshall, and Martin Luther King, Jr.;~~

Math (Measurement)

- 3.13 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 coins ~~or bills,~~ ~~and make change.~~

Math (Patterns, Functions, and Algebra)

- 3.25b The student will demonstrate an understanding of equality by recognizing that the equal sign ($=$) links equivalent quantities, such as $4 \cdot 3 = 2 \cdot 6$.