

**A Correlation of**

Scott Foresman • Addison Wesley

en**Vision**MATH™

© 2011

to the

**INDIANA  
Academic Standards  
Mathematics**

**Grade One**



G/M-267\_G1

## ***Introduction***

This correlation shows the alignment between **Scott Foresman – Addison Wesley enVisionMATH**, copyright 2011, to Indiana’s Academic Standards – Mathematics, Final Draft March 12, 2009. Correlation page references are to the Teacher’s Edition. Lessons in the Teacher’s Edition include facsimile pages of the Student Edition.

The enVisionMATH™ program is based around scientific research on how children learn mathematics as well as on classroom-based evidence that validates proven reliability.

### **Personalized Curriculum**

enVisionMATH™ provides 20 (16 in Kindergarten) focused topics that are coherent, digestible groups of lessons focusing on one or a few related content areas. A flexible sequence of topics is small enough for a district to rearrange into a personalized curriculum that matches the sequence preferred by the district. The curriculum is designed so that all standards can be taught before the major mathematics testing.

### **Instructional Design**

enVisionMATH™ teaches for deep conceptual understanding using research-based best practices. Essential understandings connected by Big Ideas are explicitly stated in the Teacher’s Edition. Daily Spiral Review and the Problem of the Day focus foundational skills and allow for ongoing practice with a variety of problem types. Daily interactive concept development encourages students to interact with teachers and other students to develop conceptual understanding.

Visual Learning allows students to benefit from seeing math ideas portrayed pictorially as well as being able to see connections between ideas. enVisionMATH™ created a Visual Learning Bridge which is a step-by-step bridge between the interactive learning activity and the lesson exercises to help students focus on one idea at a time and see the connections within the sequence of ideas. The strong sequential visual/verbal connections deepen conceptual understanding for students of all learning modalities and are particularly effective with English language learners and struggling readers. Guiding questions in blue type help the teacher guide students through the examples, ask probing questions to stimulate higher order thinking, and allow for checking of understanding.

### **Differentiated Instruction**

enVisionMATH™ engages and interests all students with leveled activities for ongoing differentiated instruction. A Teacher-Directed Intervention activity at the end of every lesson provides immediate opportunities to get students on track. In addition, ready made leveled learning centers for each lesson allow different students to do the same activity at different levels at the same time giving the teacher uninterrupted time to focus on reteaching students who require intervention. All centers can be used repeatedly due to the inclusion of a “Try Again” at the end. They can also be used for ongoing review and they can be used year after year. Topic-specific considerations for EL, Special Education, At-Risk, and Advanced students enable the teacher to accommodate the diverse learners in the classroom.

**Scott Foresman-Addison Wesley enVisionMATH  
to the  
Indiana Academic Standards – Mathematics**

**Grade 1**

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<b>GRADE 1</b>	
<b>Standard 1</b>	
<b>Number Sense and Computation</b>	
1.1.1 Count, read, write, order, rename and compare whole numbers to at least 100.	<p><b>Topic 1:</b> 3A, 3-6, 6B, 7A, 7-10B, 11-14B, 15-18, 18B, 19A, 19-22B, 23A, 23-26B</p> <p><b>Topic 2:</b> 31A, 31-34B, 35A, 35-38, 38B, 39A, 39-42B, 43A, 43-46B</p> <p><b>Topic 10:</b> 263A, 236-266B, 267A, 267-270B</p> <p><b>Topic 11:</b> 307-310B, 311A, 311-314B, 315A, 315-128B, 319A, 319-322B, 323A, 323-326B</p> <p><b>Topic 12:</b> 332A, 332-334B, 335A, 338B, 339-342, 342B, 343A-346, 351A, 351-354B, 355-358B, 359A, 359-362B</p>
1.1.2 Name the number that is one more than or one less than any number to at least 100.	<b>Topic 12:</b> 329A, 329E, 331A-334B
1.1.3 Match the ordinal numbers first, second, third, etc. with an ordered set to at least 10 items.	<b>Topic 10:</b> 287-290B
1.1.4 Show equivalent forms of whole numbers to at least 100 as groups of tens and ones.	<p><b>Topic 1:</b> 11-14B</p> <p><b>Topic 10:</b> 263-266B, 271-274B</p> <p><b>Topic 11:</b> 301A-301B, 301E, 301-302, 303A-306B, 307A-310B, 311A-314B, 315A-318B319A-322B</p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
1.1.5 Solve problems involving addition and subtraction by modeling addition of numbers to at least 100 (putting together, increasing) and by modeling the inverse operation of subtraction (taking away, comparing, finding the difference) using objects.	<b>Topic 3:</b> 51-54B, 55-58B, 59-62B, 63-66B, 67-70B, 71-74B <b>Topic 4:</b> 81-82B, 83-86B, 87-90B, 91-94B, 95-98B, 99-102B, 103-106B, 107-110B, 111-114B, <b>Topic 6:</b> 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B <b>Topic 7:</b> 171-175B, 175-178B, 179-182B, 183-186B, 187-190B <b>Topic 16:</b> 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B <b>Topic 17:</b> 517-520B, 521-524B, 525-528B, 529-532B, 533-536B <b>Topic 20:</b> 609-612B, 613-616B, 617-620B, 621-624B, 625-628B, 629-632B, 633-636B
1.1.6 Demonstrate fluency with addition facts and the corresponding subtraction facts for totals to at least 20.	<b>Topic 16:</b> 479A-479H, 479-480, 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B <b>Topic 17:</b> 515A-515H, 515-516, 517-520B, 521-524B, 525-528B, 529-532B, 533-536B
1.1.7 Pose a question and collect and represent data using pictures or picture graphs to answer the question posed.	<b>Topic 18:</b> 539A-539B, 539D539H, 539-540, 557A-560B, 561A-564B, 565A-568B, 569A-572B
<b>Standard 2</b>	
Algebra and Functions	
1.2.1 Write and solve equations involving addition.	<b>Topic 3:</b> 49B, 63A-66B, 67A-70B, 71A-74B <b>Topic 16:</b> 479B, 479F-479H, 479, 481-484B, 485-486, 488-488B, 489-492B, 493A-496B, 500-500B, 504-504B, 508-508B
1.2.2 Create, extend, and give a rule for number patterns using addition.	<b>Topic 5:</b> 135, 136-138, 138B <b>Topic 10:</b> 278A-282B, 291A-294B, 295-298, 298B
1.2.3 Solve problems using the identity principle for addition and subtraction.	<b>Topic 6:</b> 143-146 <b>Topic 7:</b> 171-174A

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<b>Standard 3</b>	
<b>Geometry and Measurement</b>	
1.3.1 Identify, describe, compare, sort and draw triangles, rectangles, squares and circles in terms of their attributes (position, shape, size and number of vertices). Use simple plane shapes to compose a given shape.	<b>Topic 8:</b> 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B, 215A-218B, 219A-222B, 223A-226B
1.3.2 Estimate and measure the length of an object to the nearest inch and centimeter.	<b>Topic 14:</b> 407A-410B, 411A-414B
1.3.3 Give the value of a collection of pennies, nickels and dimes up to \$1.00.	<b>Topic 13:</b> 367A-370B, 371A-374B
<b>Process Standards</b>	
<b>Problem Solving</b>	
<ul style="list-style-type: none"> <li>• Build new mathematical knowledge through problem solving.</li> </ul>	<p><b>Problem solving is taught throughout the curriculum, especially in the Interactive Learning, Guided Practice and Problem Solving features. The following are some representative examples:</b></p> <p><b>Topic 2:</b> 31-34B, 35, 38, 39, 43A-46B  <b>Topic 3:</b> 51, 54, 55, 58, 60-61, 67A-70B  <b>Topic 4:</b> 83, 86, 88-89, 94, 95A-98B, 114  <b>Topic 6:</b> 143, 146, 148-149, 163A-166B  <b>Topic 9:</b> 243, 246, 250, 251, 255A-258B  <b>Topic 13:</b> 367, 370, 372-373, 378A-381B  <b>Topic 14:</b> 400-401, 406, 422, 443A-446B  <b>Topic 16:</b> 484, 486-487, 492, 493A-496B  <b>Topic 19:</b> 585A-588B, 590-591, 596, 600  <b>Topic 20:</b> 609, 612, 614-615, 637A-640</p>
<ul style="list-style-type: none"> <li>• Solve problems that arise in mathematics and in other contexts.</li> </ul>	<p><b>This objective is taught throughout the curriculum, especially in the Interactive Learning, Problem Solving and Guided Practice features. The following are some representative examples:</b></p> <p><b>Topic 1:</b> 3, 6, 8-9, 11, 14, 16-17, 19, 22  <b>Topic 3:</b> 51, 54, 55, 58, 60-61, 67A-70B  <b>Topic 5:</b> 119, 122, 124-125, 131A-134B  <b>Topic 7:</b> 171, 174, 175A-178B, 180-181  <b>Topic 8:</b> 207A-210B, 214, 218, 220-221  <b>Topic 9:</b> 243, 246, 250, 251, 255A-258B  <b>Topic 14:</b> 400-401, 406, 422, 443A-446B  <b>Topic 17:</b> 521, 524, 529A-532B, 536  <b>Topic 19:</b> 585A-588B, 590-591, 596, 600  <b>Topic 20:</b> 609, 612, 614-615, 637A-640</p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> <li>Apply and adapt a variety of appropriate strategies to solve problems.</li> </ul>	<p> <b>Topic 1:</b> 23A-26B  <b>Topic 2:</b> 43A-46B  <b>Topic 3:</b> 75A-78B  <b>Topic 4:</b> 111A-114B  <b>Topic 5:</b> 135A-138B  <b>Topic 6:</b> 163A-166B  <b>Topic 7:</b> 187A-190B  <b>Topic 8:</b> 223A-226B  <b>Topic 9:</b> 255A-258B  <b>Topic 10:</b> 295A-298B  <b>Topic 11:</b> 323A-326B  <b>Topic 12:</b> 359A-362B  <b>Topic 13:</b> 387A-390B  <b>Topic 14:</b> 403A-406B  <b>Topic 15:</b> 473A-476B  <b>Topic 16:</b> 493A-496B, 509A-512B  <b>Topic 17:</b> 533A-536B  <b>Topic 18:</b> 569A-572B  <b>Topic 19:</b> 601A-604B  <b>Topic 20:</b> 673A-640B </p>
<ul style="list-style-type: none"> <li>Monitor and reflect on the process of mathematical problem solving.</li> </ul>	<p> <b>Topic 1:</b> 11-14B, 23-26B  <b>Topic 2:</b> 31-38B  <b>Topic 3:</b> 71-74B  <b>Topic 4:</b> 93-98B </p>
<b>Reasoning and Proof</b>	
<ul style="list-style-type: none"> <li>Recognize reasoning and proof as fundamental aspects of mathematics.</li> </ul>	<p><b>Topic 20:</b> 625-626</p>
<ul style="list-style-type: none"> <li>Make and investigate mathematical conjectures.</li> </ul>	<p><b>Topic 10:</b> 287-290</p>
<ul style="list-style-type: none"> <li>Develop and evaluate mathematical arguments and proofs.</li> </ul>	<p> <b>Topic 2:</b> 67-70  <b>Topic 5:</b> 123-126  <b>Topic 10:</b> 271-274, 283-286  <b>Topic 20:</b> 625-626 </p>
<ul style="list-style-type: none"> <li>Select and use various types of reasoning and methods of proof.</li> </ul>	<p> <b>Topic 1:</b> 11-14B, 23-26B  <b>Topic 2:</b> 31-38B  <b>Topic 3:</b> 71-74B  <b>Topic 4:</b> 93-98B </p>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>Organize and consolidate their mathematical thinking through communication.</li> </ul>	<p> Each lesson has an <i>Interactive Learning Component</i> wherein students share their thinking. There are also <i>Do You Understand</i> and <i>Journal</i> features. <i>Partner Talk</i> and <i>Listen and Learn</i> are on each page of <i>Leveled Activities</i>, which encourage students to share their thinking while they work. The following are representative examples:  <b>Topic 2:</b> 31, 34B, 35, 40, 42, 44, 45-46 </p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
continued	<b>Topic 3:</b> 51, 52, 54B, 55, 56, 58, 60, 62B <b>Topic 5:</b> 119, 124, 126, 126B, 128, 131 <b>Topic 7:</b> 172, 175, 176, 178B, 182, 186B <b>Topic 8:</b> 196, 200, 204, 206, 207, 210B <b>Topic 9:</b> 243, 244, 246, 247, 250B, 252 <b>Topic 14:</b> 395, 396, 399, 403, 406B, 414 <b>Topic 17:</b> 517, 518, 521, 524B, 529, 532 <b>Topic 18:</b> 541, 545, 546, 552B, 553, 556 <b>Topic 20:</b> 609, 613, 614, 616B, 617, 620
<ul style="list-style-type: none"> <li>• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</li> </ul>	<b>Topic 1:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26 <b>Topic 2:</b> 31-34, 35-38, 39-41, 43-46 <b>Topic 3:</b> 51-54, 55-58, 59-62, 63-66, 67-70, 71-74, 75-78 <b>Topic 4:</b> 83-86, 87-90, 91-94, 95-98, 99-102, 103-106, 107-110, 111-114 <b>Topic 5:</b> 119-122, 123-126, 127-130, 131-134, 135-138
<ul style="list-style-type: none"> <li>• Analyze and evaluate the mathematical thinking and strategies of others.</li> </ul>	<b>Topic 2:</b> 67-70 <b>Topic 5:</b> 123-126 <b>Topic 10:</b> 271-274, 283-286 <b>Topic 20:</b> 625-626
<ul style="list-style-type: none"> <li>• Use the language of mathematics to express mathematical ideas precisely.</li> </ul>	<p>In the beginning of each topic, the curriculum provides <b><i>Vocabulary Cards, Connections to Everyday Vocabulary, Vocabulary Activities, Written and Oral Language in Math and Vocabulary</i></b>. In lesson notes in Teacher’s Edition, <b><i>My New Math Words</i></b>, and <b><i>Word Bank</i></b> features appear in student text and new vocabulary is highlighted.</p> <p><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> supplies an <b><i>Animated Glossary</i></b>. The following are representative examples:</p> <b>Topic 2:</b> 29E-29F, 31A-33, 34B, 39A-39 <b>Topic 3:</b> 49E-49F, 53, 55A-55, 64, 65, 69 <b>Topic 8:</b> 193E-193F, 199A-199, 201, 212 <b>Topic 9:</b> 241, 243A-245, 248, 250b, 251 <b>Topic 11:</b> 303, 307A-307, 309, 310B, 313 <b>Topic 12:</b> 332-333, 335, 338, 347A-347 <b>Topic 14:</b> 393E-393F, 393, 407A-407 <b>Topic 17:</b> 515, 518, 519, 524B, 521A-521 <b>Topic 18:</b> 539E-539F, 546, 557A-557 <b>Topic 20:</b> 607E-607F, 607, 621A-621

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<b>Connections</b>	
<ul style="list-style-type: none"> <li>Recognize and use connections among mathematical ideas.</li> </ul>	<p><b>Topic 1:</b> 7-10, 11-14, 15-18, 19-22  <b>Topic 2:</b> 31-34, 39-42  <b>Topic 3:</b> 51-54, 55-58, 59-62, 63-66, 67-70  <b>Topic 4:</b> 83-86, 87-90, 91-94, 95-98, 99-102, 103-106, 107-110</p>
<ul style="list-style-type: none"> <li>Understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</li> </ul>	<p><b>Topic 1:</b> 7-10, 11-14, 15-18, 19-22  <b>Topic 2:</b> 31-34, 39-42  <b>Topic 3:</b> 51-54, 55-58, 59-62, 63-66, 67-70  <b>Topic 4:</b> 83-86, 87-90, 91-94, 95-98, 99-102, 103-106, 107-110</p>
<ul style="list-style-type: none"> <li>Recognize and apply mathematics in contexts outside of mathematics.</li> </ul>	<p><b>Topic 1:</b> 3-6, 7-10, 11-14, 15-18, 19-22, 23-26  <b>Topic 2:</b> 31-34, 35-38, 39-41, 43-46  <b>Topic 3:</b> 51-54, 55-58, 59-62, 63-66, 67-70, 71-74, 75-78  <b>Topic 4:</b> 83-86, 87-90, 91-94, 95-98, 99-102, 103-106, 107-110, 111-114  <b>Topic 14:</b> 395-398, 431-434, 443-446</p>
<b>Representation</b>	
<ul style="list-style-type: none"> <li>Create and use representations to organize, record, and communicate mathematical ideas.</li> </ul>	<p><b>Each lesson contains a Visual Learning Bridge and related <i>Visual Learning Animation</i> on CD or at <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>. The following are representative examples:</b>  <b>Topic 1:</b> 4-6, 8-10, 12-14, 16-18, 21-22  <b>Topic 2:</b> 32-34, 36-38, 40-42, 44-46  <b>Topic 5:</b> 120-122, 124-126, 128-130  <b>Topic 7:</b> 172-174, 176-178, 188-190  <b>Topic 8:</b> 196-198, 204-206, 236-238  <b>Topic 9:</b> 244-246, 248-250, 252-254  <b>Topic 14:</b> 396-398, 404-406, 420-422  <b>Topic 17:</b> 518-520, 526-528, 530-532  <b>Topic 19:</b> 590-592, 594-596, 598-600  <b>Topic 20:</b> 610-612, 614-616, 618-620</p>
<ul style="list-style-type: none"> <li>Select, apply, and translate among mathematical representations to solve problems.</li> </ul>	<p><b>Multiple representations are presented in <i>Interactive learning, Visual learning, Games</i> and <i>Guided Practice</i> exercises. Additional representations may be found at <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>. The following are some representative examples:</b>  <b>Topic 3:</b> 50, 53-54, 55, 60-62, 71-74  <b>Topic 4:</b> 83, 84-86, 87, 88-90, 95-98</p>



Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
continued	<p><b>Topic 6:</b> 142, 144-146, 151, 155-158, 159  <b>Topic 7:</b> 171, 172-174, 175, 179-182, 183  <b>Topic 9:</b> 243-246, 247, 248-250, 251, 255  <b>Topic 11:</b> 302, 303, 307, 315-318, 318B  <b>Topic 15:</b> 453, 454-456, 457, 458-460, 465  <b>Topic 16:</b> 481, 482-484, 485, 486-488, 509  <b>Topic 17:</b> 517, 518-520, 521, 525-528, 525  <b>Topic 20:</b> 608, 610-612, 629-632, 634-636</p>
<ul style="list-style-type: none"> <li>• Use representations to model and interpret physical, social, and mathematical phenomena.</li> </ul>	<p><b>Each lesson uses Modeling or presents the use of Manipulatives. Differentiated Instruction and Leveled Homework provides additional models or representations. The following are some representative examples:</b></p> <p><b>Topic 2:</b> 31, 32-33, 36-38, 39-42B, 46B  <b>Topic 3:</b> 49, 51, 52-54, 54B, 58B, 63-66B  <b>Topic 5:</b> 119-122B, 123, 126B, 128-130  <b>Topic 7:</b> 171, 172-173, 176-178B, 180-181  <b>Topic 8:</b> 195, 198, 202B, 207, 208-210B  <b>Topic 9:</b> 243, 244-246, 250, 250A, 254B  <b>Topic 14:</b> 396-398, 399, 402B, 415-418B  <b>Topic 17:</b> 520B, 521, 522-524, 526-528  <b>Topic 19:</b> 585, 586-588, 589, 593, 602-604  <b>Topic 20:</b> 610-612, 612B, 616B, 634-635</p>
<b>Estimation and Mental Computation</b>	
<ul style="list-style-type: none"> <li>• Know and apply appropriate methods for estimating the results of computations.</li> </ul>	<b>Topic 14:</b> 399A-402B, 403A-406B
<ul style="list-style-type: none"> <li>• Round numbers to a specified place value.</li> </ul>	<b>Topic 12:</b> 347A-350B
<ul style="list-style-type: none"> <li>• Use estimation to decide whether answers are reasonable.</li> </ul>	<b>Topic 14:</b> 399A-402B, 403A-406B
<ul style="list-style-type: none"> <li>• Decide when estimation is an appropriate strategy for solving a problem.</li> </ul>	<p><b>Topic 12:</b> 347A-350B  <b>Topic 14:</b> 399A-402B, 403A-406B  <b>Topic 15:</b> 465A-468B</p>
<ul style="list-style-type: none"> <li>• Determine appropriate accuracy and precision of measurement in problem situations.</li> </ul>	<b>Topic 14:</b> 399A-402B, 403A-406B

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<ul style="list-style-type: none"> <li>• Use properties of numbers and operations to perform mental computation.</li> </ul>	<p><b>Topic 3:</b> 51-54B, 55-58B, 59-62B, 63-66B, 67-70B, 71-74B</p> <p><b>Topic 4:</b> 81-82B, 83-86B, 87-90B, 91-94B, 95-98B, 99-102B, 103-106B, 107-110B, 111-114B,</p> <p><b>Topic 6:</b> 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B</p> <p><b>Topic 7:</b> 171-175B, 175-178B, 179-182B, 183-186B, 187-190B</p> <p><b>Topic 16:</b> 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B</p> <p><b>Topic 17:</b> 517-520B, 521-524B, 525-528B, 529-532B, 533-536B</p>
<ul style="list-style-type: none"> <li>• Recognize when the numbers involved in a computation allow for a mental computation strategy.</li> </ul>	<p><b>Topic 3:</b> 51-54B, 55-58B, 59-62B, 63-66B, 67-70B, 71-74B</p> <p><b>Topic 4:</b> 81-82B, 83-86B, 87-90B, 91-94B, 95-98B, 99-102B, 103-106B, 107-110B, 111-114B,</p> <p><b>Topic 6:</b> 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B</p> <p><b>Topic 7:</b> 171-175B, 175-178B, 179-182B, 183-186B, 187-190B</p> <p><b>Topic 16:</b> 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B</p> <p><b>Topic 17:</b> 517-520B, 521-524B, 525-528B, 529-532B, 533-536B</p>
<b>Technology</b>	
<ul style="list-style-type: none"> <li>• Technology should be used as a tool in mathematics education to support and extend the mathematics curriculum.</li> </ul>	<p><b>Technology is fully integrated into the curriculum.</b></p> <p><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> features <i>eTools</i>, <i>Visual Learning Animation</i> and an <i>Animated Glossary</i> to support and extend the curriculum as does the <i>Going Digital</i> feature. The following are representative examples;</p> <p><b>Overview and Implementation Guide:</b> T38-T39</p> <p><b>Topic 1:</b> 6B, 10, 10B, 14B, 18, 22, 23, 26,  <b>Topic 2:</b> 32, 34, 34B, 26, 38B, 42, 42B  <b>Topic 4:</b> 83, 84, 86, 86B, 87, 94, 94B, 114B  <b>Topic 7:</b> 171, 174, 174B, 175, 178B, 190  <b>Topic 9:</b> 243, 244, 246, 246B, 250B, 258  <b>Topic 10:</b> 267, 270, 270B, 274, 274B, 290B</p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
continued	<p><b>Topic 12:</b> 331, 332, 334B, 338, 339, 342B  <b>Topic 13:</b> 367, 368, 370, 370B, 372, 374B  <b>Topic 15:</b> 453, 454, 456B, 460B, 461, 465  <b>Topic 18:</b> 541, 544, 544B, 546, 548B, 556B</p>
<ul style="list-style-type: none"> <li>• Technology can contribute to concept development, simulation, representation, communication, and problem solving.</li> </ul>	<p><b>Technology contributes to the curriculum in every lesson in the form of <i>Visual Learning Animation</i>, which is related to the animated learning bridges. <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> eTools digital activities are also found throughout the program. The following are some representative examples:</b></p> <p><b>Topic 2:</b> 32-34, 36-38, 40-42, 42B, 46B  <b>Topic 3:</b> 51, 52-54, 60-62, 62B, 64-66, 66B  <b>Topic 5:</b> 120-122, 122B, 124-126, 138B  <b>Topic 7:</b> 172-174, 178B, 180-182, 184-186  <b>Topic 8:</b> 196-198, 198B, 200-202, 206B  <b>Topic 9:</b> 244-246, 248-250, 251, 254B, 255  <b>Topic 14:</b> 396-398, 398B, 400-402, 446B  <b>Topic 17:</b> 517, 518-520, 520B, 522-524  <b>Topic 19:</b> 585, 586-588, 592B, 594-596  <b>Topic 20:</b> 609, 610-612, 612B, 616B, 632B</p>
<ul style="list-style-type: none"> <li>• The challenge is to ensure that technology supports-but is not a substitute for- the development of skills with basic operations, quantitative reasoning, and solving skills.</li> </ul>	<p><b>The technology that is integrated into the curriculum supports but is not a substitute for development of basic skills. <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> features eTools, <i>Visual Learning Animation</i>, <i>Going Digital</i> and <i>Animated Glossary</i> to support the development of skills. The following are representative examples:</b></p> <p><b>Topic 1:</b> 6B, 7, 9-10, 10B, 11, 13-14, 19  <b>Topic 2:</b> 32, 37-38, 38B, 42, 42B, 45-46  <b>Topic 6:</b> 143, 145-146, 150B, 152, 162B  <b>Topic 8:</b> 195, 197-198, 200, 202B, 210B  <b>Topic 9:</b> 243, 249-250, 250B, 254B, 258  <b>Topic 11:</b> 303, 306, 306B, 308, 310B  <b>Topic 14:</b> 395, 397-398, 400, 403, 410B  <b>Topic 17:</b> 521, 524, 524B, 527-528, 532B  <b>Topic 19:</b> 586, 588B, 589, 592B, 596B  <b>Topic 20:</b> 617, 622, 624, 627-628, 628B</p>

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<p>o Elementary students should learn how to perform thoroughly the basic arithmetic operations independent of the use of a calculator.</p>	<p><b>Topic 3:</b> 51-54B, 55-58B, 59-62B, 63-66B, 67-70B, 71-74B  <b>Topic 4:</b> 81-82B, 83-86B, 87-90B, 91-94B, 95-98B, 99-102B, 103-106B, 107-110B, 111-114B,  <b>Topic 6:</b> 143-146B, 147-150B, 151-154B, 155-158B, 159-162B, 163-166B  <b>Topic 7:</b> 171-175B, 175-178B, 179-182B, 183-186B, 187-190B  <b>Topic 16:</b> 481-484B, 319-322B, 485-488B, 489-492B, 493-496B, 497-500B, 501-504B, 505-508B, 509-512B  <b>Topic 17:</b> 517-520B, 521-524B, 525-528B, 529-532B, 533-536B  <b>Topic 20:</b> 609-612B, 613-616B, 617-620B, 621-624B, 625-628B, 629-632B, 633-636B</p>
<p>o The focus must be on learning mathematics, using technology as a tool rather than as an end in itself.</p>	<p><b>Technology features use of eTools, Visual Learning Animation, Going Digital and Animated Glossary to support the curriculum as skills are presented to the student.</b>  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>) The following are representative examples:  <b>Topic 1:</b> 6B, 7, 9-10, 10B, 11, 13-14, 19  <b>Topic 3:</b> 52, 54B, 57-58, 58B, 61-62, 64  <b>Topic 4:</b> 83, 85-86, 86B, 87, 90B, 93-94  <b>Topic 5:</b> 125-126, 126B, 127, 130B, 138  <b>Topic 8:</b> 195, 197-198, 200, 202B, 210B  <b>Topic 9:</b> 243, 249-250, 250B, 254B, 258  <b>Topic 14:</b> 395, 397-398, 400, 403, 410B  <b>Topic 17:</b> 521, 524, 524B, 527-528, 532B  <b>Topic 19:</b> 586, 588B, 589, 592B, 596B  <b>Topic 20:</b> 617, 622, 624, 627-628, 628B</p>