

**A Correlation of**

Scott Foresman • Addison Wesley

en**Vision**MATH™

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to the

**INDIANA  
Academic Standards  
Mathematics**

**Grade Two**



G/M-267\_G2

## ***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 2**

Indiana Mathematics Standards	Scott Foresman – Addison Wesley enVisionMATH
<b>GRADE 2</b>	
<b>Standard 1</b>	
Number Sense and Computation	
2.1.1 Count, read, write, compare, and plot on a number line whole numbers to at least 1000.	<b>Topic 4:</b> 97A-97H, 97, 107A-110B, 111A-114B, 115A-118B, 123A-126B <b>Topic 17:</b> 509A-509H, 509, 511A-514B, 515A-518B, 519A-522B, 531A-534B, 535A-538B, 539A-542B
2.1.2 Count by ones, twos, fives, tens and hundreds to at least 1000, and show the number that is ten more or ten less than any number 10 through 90.	<b>Topic 4:</b> 127-129 <b>Topic 5:</b> 144-145, 153 <b>Topic 17:</b> 511-514 <b>Topic 18:</b> 568-569 <b>Topic 19:</b> 590
2.1.3 Match the ordinal numbers, first, second, third, etc. with an ordered set of at least 100 items.	<b>Topic 15:</b> 476B
2.1.4 Use words, models, standard form and expanded form to represent place value and to show equivalent forms of whole numbers up to at least 1,000 as groups of hundreds, tens and ones.	<b>Topic 1:</b> 97A, 97E-97H, 97-98, 99A-102B, 103A-106B, 107A-110B, 113-114B <b>Topic 17:</b> 509A, 509C, 509, 511-514B, 515A-518B, 519A-522B
2.1.5 Identify numbers as even or odd by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over.	<b>Topic 4:</b> 131A-134B
2.1.6 Solve problems involving addition and subtraction of whole numbers less than 1000 fluently using a standard algorithmic approach and show the inverse relationship between addition and subtraction.	<b>Topic 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B <b>Topic 2:</b> 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 5A-58A, 59A-62B, 63A-66B <b>Topic 3:</b> 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B <b>Topic 6:</b> 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B <b>Topic 7:</b> 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B <b>Topic 8:</b> 219A-222B, 223A-226B, 231A-234B, 235A-238B, 239A-242B, 243A-246B <b>Topic 9:</b> 251A-254B, 255A-258B, 259A-

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<b>continued</b>	262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B <b>Topic 10:</b> 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B Topic18: 549A-549H, 551-554B, 559A-562B, 536A-566B, 567A-570B, 575A-578B, 579A-582B
2.1.7 Compare data displayed in tables and picture graphs within the table or graph and with data on other tables and graphs to address a single question.	<b>Topic 16:</b> 477A, 477D, 477G-477H, 479-482B, 483A-486B, 487A-490B
<b>Standard 2</b>	
Algebra and Functions	
2.2.1 Write equations to solve single and multi-step addition and subtraction word problems.	<b>Topic 1:</b> 1A, 1D, 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-29B <b>Topic 2:</b> 63A-66B <b>Topic 3:</b> 77, 93 <b>Topic 6:</b> 185 <b>Topic 7:</b> 205, 209 <b>Topic 8:</b> 243A-246B <b>Topic 19:</b> 591A-594B, 611A-614B
2.2.2 Create, extend, and give a rule for number patterns using addition and subtraction.	<b>Topic 4:</b> 127-130B <b>Topic 6:</b> 187A-190B <b>Topic 17:</b> 527-530B, 543-547B <b>Topic 20:</b> 635-638B
2.2.3 Show that the order in which two numbers are added [commutative property] and how the numbers are grouped in addition [associative property] will not change the sum. Use these properties can be used together to show that numbers can be added in any order.	<b>Topic 1:</b> 23, 24-26 <b>Topic 2:</b> 47-50B, 51A-54B <b>Topic 8:</b> 239-242B
<b>Standard 3</b>	
Geometry and Measurement	
2.3.1 Recognize, identify and describe attributes of common shapes and solids (e.g., the size and type of shape, the two-dimensional faces of three-dimensional figures, the number of sides, edges and vertices; and location in space).	<b>Topic 11:</b> 313B, 313C, 313E-313H, 313-314, 315A-318B, 319A-322B, 343A-346B
2.3.2 Identify and draw congruent two-dimensional shapes in any position. Describe and compare properties of simple and compound figures composed of triangles, rectangles, and squares.	<b>Topic 11:</b> 323A-326B, 331A-334B, 335-338B

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2.3.3 Measure length in standard units (inch, foot, yard) and metric units (centimeter and meter) and select appropriate units to estimate and measure lengths. Use the relationships between the units to express answers in different units. Use units of linear measurements and relationships within a particular system to solve problems.	<b>Topic 13:</b> 377A-377H, 377-378, 391A-394B, 395A-398B
2.3.4 Describe relationships of time (seconds in a minute, minutes in an hour, hours in a day, days in week, and days in a year) and tell time on an analog clock to five-minute intervals.	<b>Topic 15:</b> 449A-449H, 449-450, 451A-454B, 455A-458B, 463A-466B
2.3.5 Find the value of a collection of pennies, nickels, dimes, quarters and dollars.	<b>Topic 5:</b> 141A-141B, 141D, 143A-146B, 147A-150B, 151A-154B, 155A-158B, 159A-162B, 163A-166B
Process Standards	
Problem Solving	
<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 1:</b> 3, 6, 7, 10, 12-13, 15, 19A-22B  <b>Topic 3:</b> 71, 74, 76-77, 79, 82, 83, 86, 87  <b>Topic 4:</b> 99, 102, 104-105, 110, 114, 126  <b>Topic 7:</b> 195, 198, 200-201, 211A-214B  <b>Topic 8:</b> 219, 222, 224-225, 230, 231  <b>Topic 10:</b> 284-285, 287, 290, 294, 302  <b>Topic 11:</b> 315, 316, 320-321, 343A-346B  <b>Topic 12:</b> 351, 354, 356-357, 372-373  <b>Topic 15:</b> 451, 454, 456-457, 471A-474B  <b>Topic 16:</b> 479, 482, 486, 490, 503A-506B</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 <i>Interactive Learning, Problem Solving</i> and <i>Guided Practice</i> features. The following are some representative examples:</b></p> <p><b>Topic 1:</b> 3, 6, 7, 10, 12-13, 15, 19A-22B  <b>Topic 2:</b> 36-37, 39, 42, 46, 48-49, 62  <b>Topic 3:</b> 71, 74, 76-77, 79, 82, 83, 86, 87  <b>Topic 6:</b> 172-173, 175, 178, 182, 184-185  <b>Topic 9:</b> 252-253, 254, 259, 262, 264-265  <b>Topic 11:</b> 315, 316, 320-321, 343A-346B  <b>Topic 13:</b> 379, 382, 384-385, 387, 390  <b>Topic 14:</b> 419, 422, 424-425, 440-441  <b>Topic 17:</b> 515, 518, 519, 522, 524-525  <b>Topic 20:</b> 623, 624-625, 627, 630, 634</p>

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<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> 27-30, 30B  <b>Topic 2:</b> 63-66, 66B  <b>Topic 3:</b> 91-94, 94B  <b>Topic 4:</b> 135-138, 138B  <b>Topic 5:</b> 163-166, 166B  <b>Topic 6:</b> 187-190, 190B  <b>Topic 7:</b> 211-214, 214B  <b>Topic 8:</b> 243-246, 246B  <b>Topic 9:</b> 275-278, 278B  <b>Topic 10:</b> 307-310, 310B  <b>Topic 11:</b> 343-346, 346B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 13:</b> 407A-710B  <b>Topic 14:</b> 443-446, 446B  <b>Topic 15:</b> 471-474, 474B  <b>Topic 16:</b> 503-506, 506B  <b>Topic 17:</b> 543-546, 546B  <b>Topic 18:</b> 583-586, 586B  <b>Topic 19:</b> 611-614, 614B  <b>Topic 20:</b> 635-638, 638B </p>
<ul style="list-style-type: none"> <li>• Monitor and reflect on the process of mathematical problem solving.</li> </ul>	<p> <b>Topic 8:</b> 243-246, 246B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 16:</b> 503-506, 506B  <b>Topic 19:</b> 635-638, 638B </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 8:</b> 243-246, 246B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 16:</b> 503-506, 506B  <b>Topic 19:</b> 611-614, 614B </p>
<ul style="list-style-type: none"> <li>• Make and investigate mathematical conjectures.</li> </ul>	<p> <b>Topic 7:</b> 211-214, 214B  <b>Topic 11:</b> 343-345, 345B  <b>Topic 12:</b> 371-374, 374B </p>
<ul style="list-style-type: none"> <li>• Develop and evaluate mathematical arguments and proofs.</li> </ul>	<p> <b>Topic 8:</b> 243-246, 246B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 16:</b> 503-506, 506B  <b>Topic 19:</b> 611-614, 614B </p>
<ul style="list-style-type: none"> <li>• Select and use various types of reasoning and methods of proof.</li> </ul>	<p> <b>Topic 8:</b> 243-246, 246B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 16:</b> 503-506, 506B  <b>Topic 19:</b> 611-614, 614B </p>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• Organize and consolidate their mathematical thinking through communication.</li> </ul>	<p> <b>Topic 11:</b> 343-346, 346B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 13:</b> 407A-410, 410B </p>

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<ul style="list-style-type: none"> <li>• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.</li> </ul>	<p><b>Topic 8:</b> 243-246, 246B  <b>Topic 12:</b> 371-374, 374B  <b>Topic 16:</b> 503-506, 506B  <b>Topic 19:</b> 611-614, 614B</p>
<ul style="list-style-type: none"> <li>• Analyze and evaluate the mathematical thinking and strategies of others.</li> </ul>	<p><b>Topic 7:</b> 211-214, 214B  <b>Topic 11:</b> 343-345, 345B  <b>Topic 12:</b> 371-374, 374B</p>
<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 the 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.  <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> supplies an <b><i>Animated Glossary</i></b>. The following are representative examples:  <b>Topic 2:</b> 33E-33F, 33, 39-40, 47A, 48  <b>Topic 4:</b> 97E-97F, 109, 113, 123A-124  <b>Topic 5:</b> 147A, 149, 151-153, 155A-158  <b>Topic 6:</b> 169E-169F, 177, 171A, 172-174  <b>Topic 10:</b> 281E-281F, 281, 287A-288  <b>Topic 11:</b> 313E-313F, 315-317, 331A-332  <b>Topic 13:</b> 377E-377F, 397-381, 385, 389  <b>Topic 14:</b> 413E-413F, 413, 425,435A  <b>Topic 16:</b> 477E-477F,481, 485, 495A-497  <b>Topic 19:</b> 591A, 593, 597, 603A-605, 606</p>
<b>Connections</b>	
<ul style="list-style-type: none"> <li>• Recognize and use connections among mathematical ideas.</li> </ul>	<p><b>Topic 17:</b> 543-546, 546B  <b>Topic 16:</b> 503-506, 506B</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 17:</b> 543-546, 546B  <b>Topic 16:</b> 503-506, 506B</p>
<ul style="list-style-type: none"> <li>• Recognize and apply mathematics in contexts outside of mathematics.</li> </ul>	<p><b>Topic 9:</b> 275-278, 278B  <b>Topic 14:</b> 443-446, 446B  <b>Topic 15:</b> 471-474, 474B</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>Each lesson contains a <b>Visual Learning Bridge</b> and related <b><i>Visual Learning Animation</i></b> on CD or <a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>. The following are representative examples:  <b>Topic 1:</b> 8-10, 12-14, 16-18, 27A-30B  <b>Topic 3:</b> 72-74, 76-77, 80-82, 84-86  <b>Topic 4:</b> 100-102, 103A-106B, 108-110</p>

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continued	<b>Topic 7:</b> 196-198, 200-202, 204-206 <b>Topic 8:</b> 223A-226B, 228-230, 232-234 <b>Topic 9:</b> 252-253, 256-258, 260-262 <b>Topic 11:</b> 320-322, 324-326, 332-334 <b>Topic 16:</b> 480-482, 484-486, 488-490 <b>Topic 17:</b> 512-514, 520-522, 524-526 <b>Topic 20:</b> 620-622, 628-630, 631-633
<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></p> <p><b>Topic 1:</b> 3, 6, 8-9, 11, 12-13, 15, 20-21  <b>Topic 4:</b> 98, 100-101, 104-105, 107, 134  <b>Topic 6:</b> 170, 176-177, 179, 184-185, 190  <b>Topic 8:</b> 218, 220-221, 224-225, 232-233  <b>Topic 12:</b> 350, 352-353, 367, 372-373  <b>Topic 15:</b> 450, 452-453, 456-458  <b>Topic 16:</b> 478, 480-481, 488-489, 506  <b>Topic 17:</b> 512-514, 516-518, 520-522  <b>Topic 18:</b> 552-553, 560-561, 576-578  <b>Topic 19:</b> 592-593, 596-597, 604-605</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 provide additional models or representations. The following are some representative examples:</b></p> <p><b>Topic 1:</b> 4-5, 6B, 7-9, 10B, 11, 14B, 19  <b>Topic 3:</b> 76-77, 78B, 80-81, 82B, 86B  <b>Topic 4:</b> 99, 102, 102B, 103-106B, 110B  <b>Topic 7:</b> 196-197, 198B, 200-201, 201B  <b>Topic 12:</b> 351, 354B, 356-357, 358B  <b>Topic 15:</b> 452-454, 456-457, 458B, 474  <b>Topic 17:</b> 512-513, 514B, 518B, 532-533  <b>Topic 18:</b> 552-553, 554B, 560-561, 562B  <b>Topic 19:</b> 592-593, 594B, 596-597, 598B  <b>Topic 20:</b> 620-621, 622B, 632-633, 634B</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 10:</b> 287A-290B, 299A-302B <b>Topic 18:</b> 555A-558B, 571A-574B.
<ul style="list-style-type: none"> <li>• Round numbers to a specified place value.</li> </ul>	<b>Topic 12:</b> 363A-366B
<ul style="list-style-type: none"> <li>• Use estimation to decide whether answers are reasonable.</li> </ul>	<b>Topic 10:</b> 287A-290B, 299A-302B <b>Topic 18:</b> 555A-558B, 571A-574B



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<ul style="list-style-type: none"> <li>Decide when estimation is an appropriate strategy for solving a problem.</li> </ul>	<p><b>Topic 10:</b> 287A-290B, 299A-302B  <b>Topic 18:</b> 555A-558B, 571A-574B.</p>
<ul style="list-style-type: none"> <li>Determine appropriate accuracy and precision of measurement in problem situations.</li> </ul>	<p><b>Topic 13:</b> 383A-386B, 387A-390B, 391A-394B, 395A-398B  <b>Topic 14:</b> 419A-422B</p>
<ul style="list-style-type: none"> <li>Use properties of numbers and operations to perform mental computation.</li> </ul>	<p><b>Topic 6:</b> 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B  <b>Topic 7:</b> 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B</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 6:</b> 169A-169H, 169-170, 171A-174B, 175A-178B, 179A-182B, 183A-186B  <b>Topic 7:</b> 193A-193H, 193-194, 195A-198B, 199A-202B, 203A-206B, 207A-210B</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>  <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;  <b>Overview and Implementation Guide:</b>  T38-T39  <b>Topic 1:</b> 6B, 14B, 16, 18B, 20, 22B, 24, 30  <b>Topic 2:</b> 35, 38B, 39, 42B, 44, 46B, 47, 55  <b>Topic 4:</b> 100, 102B, 106B, 108, 110B, 138  <b>Topic 7:</b> 195, 198B, 202B, 206B, 210B  <b>Topic 9:</b> 254B, 258B, 262B, 266B, 270B  <b>Topic 10:</b> 283, 286B, 288, 290B, 294B, 299  <b>Topic 12:</b> 355, 356, 358B, 362B, 366B, 374  <b>Topic 13:</b> 380, 382B, 383, 384, 390B, 398B  <b>Topic 15:</b> 452, 454B, 455, 458B, 460, 462B  <b>Topic 19:</b> 592, 594B, 596, 598B, 602B, 614</p>

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<ul style="list-style-type: none"> <li>• Technology can contribute to concept development, simulation, representation, communication, and problem solving.</li> </ul>	<p>There is <b><i>Visual Learning Animation</i></b> In every lesson related to animated learning bridges.</p> <p><a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a> eTools digital activities are found throughout the program. The following are some representative examples:</p> <p><b>Topic 1:</b> 8-10, 12-14, 16-18, 27A-30B  <b>Topic 2:</b> 44-46, 48-50, 52-54, 54B, 58B  <b>Topic 4:</b> 100-102, 103A-106B, 108-110  <b>Topic 5:</b> 144-146, 146B, 148-150, 166  <b>Topic 8:</b> 223A-226B, 228-230, 232-234  <b>Topic 11:</b> 320-322, 324-326, 332-334  <b>Topic 12:</b> 352-354, 354B, 360-362, 374  <b>Topic 15:</b> 456-458, 458B, 460-462, 474  <b>Topic 16:</b> 480-482, 484-486, 488-490  <b>Topic 19:</b> 592-594, 594B, 596-598, 598B</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 problem solving skills.</li> </ul>	<p>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, <b><i>Visual Learning Animation, Going Digital</i></b> and <b><i>Animated Glossary</i></b> to support the development of skills. The following are representative examples:</p> <p><b>Topic 1:</b> 6B, 14B, 16, 18B, 20, 22B, 24, 30  <b>Topic 2:</b> 35, 38B, 39, 42B, 44, 46B, 47, 55  <b>Topic 3:</b> 76-78, 78B, 80-82, 82B, 86B, 90B  <b>Topic 6:</b> 172-174, 174B, 178B, 182B, 186B  <b>Topic 7:</b> 195, 198B, 202B, 206B, 210B  <b>Topic 8:</b> 223A-226B, 228-230, 232-234  <b>Topic 9:</b> 254B, 258B, 262B, 266B, 270B  <b>Topic 18:</b> 552-554, 554B, 558B, 564-566  <b>Topic 19:</b> 592-594, 594B, 596-598, 598B  <b>Topic 20:</b> 619, 624-626, 626B, 632-634</p>

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<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 1:</b> 3A-6B, 7A-10B, 11A-14B, 15A-18B, 19A-22B, 23A-26B, 27A-30B  <b>Topic 2:</b> 35A-38B, 39A-42B, 43A-46B, 47A-50B, 51A-54B, 5A-58A, 59A-62B, 63A-66B  <b>Topic 3:</b> 71A-74B, 75A-78B, 79A-82B, 83A-86B, 87A-90B, 91A-94B  <b>Topic 6:</b> 171A-174B, 175A-178B, 179A-182B, 183A-186B, 187A-190B  <b>Topic 7:</b> 195A-198B, 199A-202B, 203A-206B, 207A-210B, 211A-214B  <b>Topic 8:</b> 219A-222B, 223A-226B, 231A-234B, 235A-238B, 239A-242B, 243A-246B  <b>Topic 9:</b> 251A-254B, 255A-258B, 259A-262B, 263A-266B, 267A-270B, 271A-274B, 275A-278B  <b>Topic 10:</b> 283A-286B, 287A-290B, 291A-294B, 295A-298B, 299A-302B, 303A-306B, 307A-310B  <b>Topic 18:</b> 549A-549H, 551-554B, 559A-562B, 536A-566B, 567A-570B, 575A-578B, 579A-582B  <b>Topic 19:</b> 589A-589H, 591A-594B, 595A-598B, 603A-606B, 607A-610B  <b>Topic 20:</b> 617A-617H, 619A-622B, 623A-626B, 631A-634B</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 <i>eTools, Visual Learning Animation and Animated Glossary</i> to support the curriculum as skills are presented to the student. (<a href="http://www.pearsonsuccessnet.com">www.pearsonsuccessnet.com</a>) The following are representative examples:</b>  <b>Topic 1:</b> 6B, 14B, 16, 18B, 20, 22B, 24, 30  <b>Topic 2:</b> 35, 38B, 39, 42B, 44, 46B, 47, 55  <b>Topic 6:</b> 172-174, 174B, 178B, 182B, 186B  <b>Topic 8:</b> 223A-226B, 228-230, 232-234  <b>Topic 9:</b> 254B, 258B, 262B, 266B, 270B  <b>Topic 11:</b> 320-322, 324-326, 332-334  <b>Topic 14:</b> 419, 420-422, 422B, 424-426  <b>Topic 17:</b> 516-518, 518B, 520-522, 534B  <b>Topic 19:</b> 592-594, 594B, 596-598, 598B  <b>Topic 20:</b> 619, 624-626, 626B, 632-634</p>