

## Math 2 Pacing Guide

This Pacing Guide was revised in June 2017.

Topics referenced are from old adopted text, Pearson: Envision Math

SOL #	Standards	Textbook
<b>First Quarter</b>		
2.10a	a) The student will determine past and future days of the week	15-4
2.10b	b) The student will identify specific days and dates on a given calendar	15-4
2.3a	a) The student will count and identify the ordinal positions first through twentieth, using an ordered set of objects	VA 5, VA 6
2.3b	b) The student will write the ordinal numbers 1st through 20th	VA 5, VA 6
2.5b	b) The student will demonstrate fluency with addition and subtraction within 20	Topic 2, 3-1
2.5a	a) The student will recognize and use the relationships between addition and subtraction to solve singlestep practical problems, with whole numbers to 20	3-2, 3-3, 3-4, 3-5, 3-6
2.17	The student will demonstrate an understanding of equality through the use of the equal symbol and the use of the not equal symbol	VA 4
2.1a	a) The student will read, write, and identify the place and value of each digit in a three-digit numeral, with and without models	4-1, 4-2, 4-3, 17-1, 17-2, 17-3
2.1b	b) The student will identify the number that is 10 more, 10 less, 100 more, and 100 less than a given number up to 999	17-4, 17-5
2.2a	a) The student will count forward by twos, fives, and tens to 120, starting at various multiples of 2, 5, or 10	4-8, VA 8
2.2b	b) The student will count backward by tens from 120	VA 7
<b>Second Quarter</b>		
2.7a	a) The student will count and compare a collection of pennies, nickels, dimes, and quarters whose total value is \$2.00 or less	Topic 5
2.7b	b) The student will use the cent symbol, dollar symbol, and decimal point to write a value of money	Topic 5
2.2c	c) The student will use objects to determine whether a number is even or odd	4-9
2.16	The student will identify, describe, create, extend, and transfer patterns found in objects, pictures, and numbers	Supplement
2.1c	c) The student will compare and order whole numbers between 0 and 999	4-4, 4-5, 4-6, 4-7, 17-6, 17-7, 17-8
2.1d	d) The student will round two-digit numbers to the nearest ten	VA 14, VA 15
2.6a	a) The student will estimate sums and differences	10-2, 10-5
<b>Third Quarter</b>		
2.6b	b) The student will determine sums and differences, using various methods	Topics 6, 7, 8, 9, 10-1, 10-3, 10-4, 10-6

2.6c	c) The student will create and solve single-step and two-step practical problems involving addition and subtraction	Topics 6, 7, 8, 9, 10-1, 10-3, 10-4, 10-6
2.15a	a) The student will collect, organize, and represent data in pictographs and bar graphs	16-1, 16-2, 16-3, 16-7, VA 16, VA 17
2.15b	b) The student will read and interpret data represented in pictographs and bar graphs	16-1, 16-2, 16-3, 16-7, VA 16, VA 17
2.4a	a) The student will name and write fractions represented by a set, region, or length model for halves, fourths, eighths, thirds, and sixths	Topic 12
2.4b	b) The student will represent fractional parts with models and with symbols	Topic 12
2.4c	c) The student will compare the unit fractions for halves, fourths, eighths, thirds, and sixths, with models	VA 2, VA 3
2.14	The student will use data from probability experiments to predict outcomes when the experiment is repeated.	16-5, 16-6
<b>Fourth Quarter</b>		
2.9	The student will tell time and write time to the nearest five minutes, using analog and digital clocks	15-1, supplement
2.13	The student will identify, describe, compare, and contrast plane and solid figures (circles/spheres, squares/cubes, and rectangles/rectangular prisms)	11-1, 11-2, 11-3, 11-4, VA 9
2.12a	a) The student will draw a line of symmetry in a figure	11-7
2.12b	b) The student will identify and create figures with at least one line of symmetry	11-7
2.11	The student will read temperature to the nearest 10 degrees	15-5
2.8a	a) The student will estimate and measure length to the nearest inch	Supplement
2.8b	b) The student will estimate and measure weight to the nearest pound	Supplement