

Curriculum Map

| Subject: Math | Grade Level: 6th | Sixth Week: 4th | Week: 1 |
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| Instructional Focus Summary | | | |
| <p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p> | <p><u>6.4 Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.</u></p> <p><u>(A) use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area</u></p> <p><u>6.5 Patterns, relationships, and algebraic thinking. The student uses letters to represent an unknown in an equation.</u></p> <p><u>The student is expected to formulate equations from problem situations described by linear relationships.</u></p> | | |
| Concepts/ Vocabulary | Input Output Percent | | |
| Resources | <p>Glencoe pages 309-329</p> <p>Glencoe skills workbook p. 47</p> <p>Practice workbook p. 48</p> <p>Word problem workbook p. 49</p> | | |
| Instructional Activities | <p>Day 1 Ch. 6-7 Book pp. 309-313 (6.4A, 6.5) 6-7 Proportions and Equations pp. 309-313. Do the examples and odd problems with students. Students do even numbers (8-30) to turn in.</p> <p>Day 2 Complete worksheets pp. 47-49 from skills, practice and word problem workbook, Glencoe. 6-7 Proportions and Equations (6.2C, 6.4A, 6.5)</p> <p>Day 3 Study guide and review pp. 315-318</p> <p>Day 4 Practice Test p. 319 and Texas Test Practice pp. 320-321, accelerated math</p> <p>Day 5 Ch. 7-1 book pp. 323-329 Percents and Probability 7-1 (6.1B, 6.3B) Percent and Fractions-Do quick review with students p. 323. Discuss writing a percent as a fraction and a fraction as a percent pp. 325-327. Do even numbers to turn in pp. 328-329 (12-50)</p> | | |
| Assessment | | | |
| Integration | | | |

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| Intervention | |
| Extension | |

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| Subject: Math | Grade Level: 6th | Sixth Week: 4th | Week: 2 |
| Instructional Focus Summary | | | |
| <p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p> | <p><u>6.1 Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms.</u> <u>(B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals</u></p> <p><u>6.3 Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships.</u> <u>B) represent ratios and percents with concrete models, fractions, and decimals</u></p> <p><u>6.9 Probability and statistics. The student uses experimental and theoretical probability to make predictions</u> (B) find the probabilities of a simple event and its complement and describe the</p> <p><u>6.10 Probability and statistics. The student uses statistical representations to analyze data.</u> (C) sketch circle graphs to display data</p> | | |
| Concepts/ Vocabulary | <p>Circle graph Outcomes Simple event Probability Random Complementary events</p> | | |
| Resources | <p>Glencoe book pp. 330-346 Glencoe Workbook Disk</p> | | |
| Instructional Activities | <p>Day1 skills, practice and word problem worksheet pp. 11-13 Percent and Fractions (6.1B, 6.3B) Do skills, practice, and word problem worksheets from Glencoe pp. 11-13</p> <p>Day 2 Glencoe pp. 330-333; skills, practice, and work problem workbook pp. 16-18 7-2 Circle Graphs (6.3B,6.10C) Discuss circle graphs pp. 330-333. Students do even numbers (6-28) . Students also do skills, practice, and word problem worksheets from Glencoe pp. 16-18.</p> <p>Day 3 7-3 Percents and Decimals (6.1B, 6.3B) Discuss changing percents to decimals pp. 337-339, and do examples and odd numbers with students. They turn in even numbers (14-52) pp. 339-340.</p> <p>Day 4 7-3 Percents and Decimals (6.1B, 6.3B) Do skills, practice, and word problem worksheets from Glencoe pp. 23-25.</p> <p>Day 5 7-4 (6.3B, 6.9B) Probability Discuss probabilities; use ratios to find probability. Do the examples and odd numbers with students. They do even numbers (8-50) pp. 344-346.</p> | | |

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| Assessment | |
| Integration | |
| Intervention | |
| Extension | |

| Subject: Math | Grade Level: 6th | Sixth Week: 4th | Week: 3 |
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| Instructional Focus Summary | | | |
| <p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p> | <p><u>6.3 Patterns, relationships, and algebraic thinking. The student solves problems</u> <u>B) represent ratios and percents with concrete models, fractions, and decimals</u> <u>C) use ratios to make predictions in proportional situations</u></p> <p><u>6.9 Probability and statistics. The student uses experimental and theoretical probability to make predictions.</u> <u>(A) construct sample spaces using lists and tree diagrams</u> <u>(B) find the probabilities of a simple event and its complement and describe the relationship between the two</u></p> | | |
| Concepts/ Vocabulary | <p>Sample space Tree diagram Survey Population Sample</p> | | |
| Resources | <p>Glencoe book Glencoe workbook disk</p> | | |
| Instructional Activities | <p>Day 1 7-4 Probability (6.3B, 6.9B) Do skills, practice , and word problem worksheets from Glencoe pp. 29-31</p> <p>Day 2 Mid-Chapter Quiz p. 38</p> <p>Day 3 7-5 Sample Spaces (6.9A,B) Discuss using lists and tree diagrams to find out possible outcomes. Do the examples and odd numbers with students. They turn in even numbers pp. 351-353 (4-36)</p> <p>Day 4 7-6 Making Predictions (6.3C, 6.9B) Discuss making predictions using proportions pp. 354-358. Do the examples and odd numbers with students. They turn in even numbers (4-34), pp. 356-358.</p> <p>Day 5 7-6 Making Predictions (6.3C, 6.9B) Do skills, practice, and word problem worksheets from Glencoe pp. 42-44.</p> | | |
| Assessment | | | |
| Integration | | | |
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| Intervention | |
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| Subject: Math | Grade Level: 6th | Sixth Week: 4th | Week: 4 |
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| Instructional Focus Summary | | | |
| <p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p> | <p><u>6.2 Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions.</u></p> <p><u>D) estimate and round to approximate reasonable results and to solve problems</u></p> <p><u>6.3 Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships.</u></p> <p><u>B) represent ratios and percents with concrete models, fractions, and decimals</u></p> <p><u>6.8 Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles.</u></p> <p><u>(A) estimate measurements (including circumference) and evaluate reasonableness of results</u></p> <p><u>(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight</u></p> <p><u>(D) convert measures within the same measurement system (customary and metric) based on relationships between units</u></p> <p><u>6.11 Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</u></p> <p><u>(C) select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem</u></p> | | |
| Concepts/ Vocabulary | Inch Foot Yard Mile | | |
| Resources | Glencoe book Glencoe Workbook Disk | | |
| Instructional Activities | <p>Day 1 7-7 Problem-Solving Investigation: Solve a Simpler Problem (6.11C) Discuss the problem solving investigation together pp. 359-360. Then go into lesson 7-8.</p> <p>7-8 Estimating with Percents (6.2D, 6.3B) Discuss estimating the percent of a number and using a proportion and mental math to solve these problems. Pp. 361-365. Students do even numbers (10-40) pp. 364-365.</p> <p>Day 2 Skills, practice , and word problem worksheets pp. 53-56</p> <p>Day 3 Practice Test pp. 371-373</p> <p>Day 4 8-1 Length in the Customary System (6.8A,B,D) Discuss customary units of lengths pp. 378-381. Do examples and odd numbers with students. They turn in even numbers (10-58) pp. 381-383.</p> | | |

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| | Day 5 Length in the Customary System (6.8A,B,D) Do skills, practice and word problem worksheets from Glencoe pp. 11-13. |
| Assessment | |
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| Subject: Math | Grade Level: 6th | Sixth Week: 4th | Week: 5 |
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| Instructional Focus Summary | | | |
| <p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p> | <p><u>6.4 Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes.</u></p> <p><u>(A) use tables and symbols to represent and describe proportional and other relationships such as those involving conversions arithmetic sequences (with a constant rate of change), perimeter and area</u></p> <p><u>6.8 Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles.</u></p> <p><u>(A) estimate measurements (including circumference) and evaluate reasonableness of results</u></p> <p><u>(B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight</u></p> <p><u>(D) convert measures within the same measurement system (customary and metric) based on relationships between units</u></p> <p>6.11 Underlying processes and mathematical tools. The student applies Grade 6 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school.</p> <p><u>(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness</u></p> | | |
| Concepts/ Vocabulary | <p>Capacity Fluid ounce Cup Pint Quart Gallon Ounce Pound Ton Meter Metric System Millimeter Centimeter Kilometer Mass Milligram Gram Kilogram Milliliter Liter</p> | | |
| Resources | <p>Glencoe book Glencoe workbook disk</p> | | |

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| <p>Instructional Activities</p> | <p>Day 1 8-2 Capacity & Weight in the Customary System (6.4A,6.8D) Review gallons, quarts, pints, oz, cups. lbs. Have students do skills, practice worksheets from Glencoe pp.18-20.</p> <p>Day 2 8-3 Length in the Metric System (6.8A,B) Review the lesson together pp.392-396 and have students do worksheets from Glencoe pp. 25-27.</p> <p>Day 3 8-4 Mass and Capacity in the Metric System (6.8A.B) Review milliliter, liter, milligram, gram, kilogram. Pp. 397-401. Do skills, practice, word problem worksheets pp. 31-33.</p> <p>Day 4 8-5 Problem Solving Investigations (6.11B) Work together pp.402-403; then do the Mid-Chapter Quiz p.404.</p> <p>Day 5 8-6 Changing Metric Units (6.4A, 6.8D) Discuss converting measures within the same measurement system pp. 405-406. Do odd numbers together and then do even numbers pp. 4007-409 (8-58).</p> |
| <p>Assessment</p> | |
| <p>Integration</p> | |
| <p>Intervention</p> | |
| <p>Extension</p> | |

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| Subject: Math | Grade Level: 6th | Sixth Week: 4th | Week: 6 |
| Instructional Focus Summary | | | |
| <p>TEKS/SE</p> <p>(Bolded TEKS/SE are assessed with TAKS)</p> <p><u>(Power TEKS/Student Expectations are Underlined)</u></p> <p>(TEKS below 80% passing on the last TAKS test)</p> | <p><u>6.8 Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. (A) estimate measurements (including circumference) and evaluate reasonableness of results (B) select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight</u></p> | | |
| Concepts/ Vocabulary | <p>Elapsed time Temperature Degree Celsius Fahrenheit</p> | | |
| Resources | <p>Glencoe book Glencoe workbook disk</p> | | |
| Instructional Activities | <p>Day 1 Review for 6 wks test</p> <p>Day 2 Six Weeks Test</p> <p>Day 3 8-7 (6.8A,B) Measures of Time use appropriate units to solve problems involving time. Do the examples and do the odd problems together. Students do even numbers pp. 413-414 (6-40). Use appropriate units to solve problems involving time. Do the examples and do the odd problems together.</p> <p>Day 4 8-7 6.8A,B Measures of Time. Do skills, practice and word problem worksheets pp. 48-50.</p> <p>Day 5 8-8 6.8A,B Measures of Temperature. Do study guide and intervention worksheet p.54 and practice worksheet p. 56. Then do the practice Test p. 425.</p> | | |
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