

Scope and Sequence

Subject	Grade	6 Weeks/Title of Unit	Estimated Time Frame (# of days)
Math-Percent, probability, systems of measurement	6	4th	25 days
TEKS/Student Expectations		Examples/Specifications: (such as=optional; including=testable)	
<p>(6.1) Number, operation, and quantitative reasoning. The student represents and uses rational numbers in a variety of equivalent forms. The student is expected to:</p> <p>B) generate equivalent forms of rational numbers including whole numbers, fractions, and decimals</p> <p>(6.2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, and divides to solve problems and justify solutions. The student is expected to:</p> <p style="padding-left: 40px;">(D) estimate and round to approximate reasonable results and to solve problems where exact answers are not required; and</p> <p>6.3) Patterns, relationships, and algebraic thinking. The student solves problems involving direct proportional relationships. The student is expected to:</p> <p style="padding-left: 40px;">B) represent ratios and percents with concrete models, fractions, and decimals; and</p> <p style="padding-left: 40px;">(C) use ratios to make predictions in proportional situations.</p> <p>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. The student is expected to:</p> <p style="padding-left: 40px;">(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; and</p> <p>(6.8) Measurement. The student solves application problems involving estimation and measurement of length, area, time, temperature, volume, weight, and angles. The student is expected to:</p> <p style="padding-left: 40px;">(A) estimate measurements (including circumference) and evaluate reasonableness of results;</p>		<p>.</p> <p>Fractions 7-1 Decimals 7-3</p> <p>Percents w/fractions 7-1 Percents w/decimals 7-3</p> <p>Conversions 8-2</p> <p>Not circumference 8-1</p>	

<p>of results;</p> <p>(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;</p> <p>(D) convert measures within the same measurement system (customary and metric) based on relationships between units.</p> <p>(6.9) Probability and statistics. The student uses experimental and theoretical probability to make predictions. The student is expected to:</p> <p>(A) construct sample spaces using lists and tree diagrams; and</p> <p>(B) find the probabilities of a simple event and its complement and describe the relationship between the two</p> <p>6.10) Probability and statistics. The student uses statistical representations to analyze data. The student is expected to:</p> <p>C) sketch circle graphs to display data; and</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. The student is expected to:</p> <p>(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;</p> <p>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; and</p>	<p>Length 8-1 Weight 8-4 Time 8-7 Temperature 8-8</p> <p>Customary 8-1 Metric 8-6</p> <p>Simple event 7-5</p> <p>Solver simpler problems 7-7 Benchmark 8-5</p>
<p>Language of Instruction</p>	<p>Instructional Resources/Textbook Correlations</p>

<p>Chapter 7 Percents Circle Graphs Probability Sample Spaces Complementary event Outcomes Population Random Sample Simple event Survey Tree Diagram</p> <p>Chapter 8</p> <table border="0"> <tr><td>Capacity</td><td>Mile</td></tr> <tr><td>Metric system</td><td>Milligram</td></tr> <tr><td>Temperature</td><td>Milliliter</td></tr> <tr><td>Celsius</td><td>Millimeter</td></tr> <tr><td>Centimeter</td><td>Pint</td></tr> <tr><td>Elapsed time</td><td>Pound</td></tr> <tr><td>Fahrenheit</td><td>Quart</td></tr> <tr><td>Ounce</td><td>Ton</td></tr> <tr><td>Kilogram</td><td>Yard</td></tr> </table> <p>Kilometer Liter Mass Meter</p>	Capacity	Mile	Metric system	Milligram	Temperature	Milliliter	Celsius	Millimeter	Centimeter	Pint	Elapsed time	Pound	Fahrenheit	Quart	Ounce	Ton	Kilogram	Yard	<p>Glencoe Mathematics Chapter 7 Chapter 8</p> <p>Weblinks/Other Resources:</p> <p>Practice worksheets Study Guide and Intervention worksheets Protractor Compass Circle graph Metric ruler, scale, cups Strip/percent United Streaming Percent Packet—Merritt Probability game</p>
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<p>Evaluation/External Assessment/Local Assessment:</p>	<p>Best Instruction Timeline:</p>																		
<p>Chapter quizzes Chapter tests</p>	<p>Chapter 7-- 13 days Chapter 8—12 days</p>																		