

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Math/Geometry: Angles & Polygons and Measurement: Perimeter, Area and Volume	6	5th	25 days
TEKS/Student Expectations		Examples/Specifications:	
<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;">(A) use ratios to describe proportional situations;</p> <p style="padding-left: 40px;">(B) represent ratios and percents with concrete models, fractions, and decimals; and</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 style="padding-left: 40px;">(B) use tables of data to generate formulas representing relationships involving perimeter, area, volume of a rectangular prism, etc.</p> <p>(6.5) Patterns, relationships, and algebraic thinking. The student uses letters to represent an unknown in an equation. The student is expected to formulate equations from problem situations described by linear relationships.</p> <p>6.6) Geometry and spatial reasoning. The student uses geometric vocabulary to describe angles, polygons, and circles. The student is expected to:</p> <p style="padding-left: 40px;">(A) use angle measurements to classify angles as acute, obtuse, or right;</p> <p style="padding-left: 40px;">(B) identify relationships involving angles in triangles and quadrilaterals; and</p>		<p>Fractions 9-7</p> <p>Perimeter 10-1 Area 10-3</p> <p>Perimeter 10-1 Area 10-3 Volume 10-6</p> <p>Quadrilaterals 9-5</p>	

C) describe the relationship between radius, diameter, and circumference of a circle.

(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:

(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;

(C) measure angles; and

(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:

(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

(6.12) **Underlying processes and mathematical tools.** The student communicates about Grade 6 mathematics through informal and mathematical language, representations, and models. The student is expected to:

(A) communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models; and

Not circumference 9-2
Circumference 10-2

Perimeter 10-1
Area 10-3
Volume 10-6

Draw a picture 9-6
Make a model 10-5

Language of Instruction:	Instructional Resources/Textbook Correlations:
<p>Chapter 9 Angles Acute angle/triangle Obtuse angle/triangle Right/angle/triangle Equilateral triangle Scalene triangle Quadrilaterals Similar figures Congruent angles Congruent figures & segments Corresponding sides Degree Isosceles triangle Line segment Rectangle Rhombus Scalene triangle Side Square Tessellation Trapezoid Vertex</p> <p>Chapter 10 Circle Circumference Prisms Rectangular Base Center Cubic unit Diameter Height Perimeter Parallelogram Radius Volume</p>	<p>Glencoe Mathematics Chapter 9 Chapter 10</p> <p>Weblinks/Other Resources:</p> <p>Geometry notebook Foldables Donald in Mathemagicland (cd) Quadrilateral color sheet Grandfather Tang, tangrams Line design Tessellations Geometry notebook United streaming</p>
Evaluation/External Assessment/Local Assessment:	Best Instruction Timeline:

Geometry notebook Chapter quiz Chapter test	Chapter 9—13 days Chapter 10—15 days
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