

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
Math /Moving On/ Unit 6	6	6th	31
TEKS/Student Expectations		Examples/Specifications:	
<p>7.1) Number, operation, and quantitative reasoning. The student represents and uses numbers in a variety of equivalent forms. The student is expected to:</p> <p style="padding-left: 40px;">(A) compare and order integers and positive rational numbers;</p> <p>7.2) Number, operation, and quantitative reasoning. The student adds, subtracts, multiplies, or divides to solve problems and justify solutions. The student is expected to:</p> <p style="padding-left: 40px;">(A) represent multiplication and division situations involving fractions and decimals with models, including concrete objects, pictures, words, and numbers;</p> <p style="padding-left: 40px;">(B) use addition, subtraction, multiplication, and division to solve problems involving fractions and decimals;</p> <p style="padding-left: 40px;">(C) use models, such as concrete objects, pictorial models, and number lines, to add, subtract, multiply, and divide integers and connect the actions to algorithms;</p> <p style="padding-left: 40px;">(G) determine the reasonableness of a solution to a problem.</p> <p>7.5) Patterns, relationships, and algebraic thinking. The student uses equations to solve problems. The student is expected to:</p> <p style="padding-left: 40px;">(A) use concrete and pictorial models to solve equations and use symbols to record the actions; and</p> <p style="padding-left: 40px;">(B) formulate problem situations when given a simple equation and formulate an equation when given a problem situation.</p> <p>7.7) Geometry and spatial reasoning. The student uses coordinate geometry to describe location on a plane. The student is expected to:</p>		<p>.</p> <p>Divide decimals 11-3 Multiply fractions 11-6</p> <p>Multiply decimals 11-2 Multiply fractions 11-6 Divide fractions 11-9</p> <p>Add 12-2, subtract 12-3, multiply 12-4, divide 12-6</p> <p>Solve equations 12-8</p>	

describe location on a plane. The student is expected to:

(A) locate and name points on a coordinate plane using ordered pairs of integers; and

7.13) **Underlying processes and mathematical tools.** The student applies Grade 7 mathematics to solve problems connected to everyday experiences, investigations in other disciplines, and activities in and outside of school. The student is expected to:

(B) use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness;

(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

(D) select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems.

Determine reasonableness 11-5

Language of Instruction:

Instructional Resources/Textbook Correlations:

<p>Chapter 11 Compatible numbers Reciprocal Scientific Notation</p> <p>Chapter 12 Coefficient Inverse operations Quadrants</p>	<p>Glencoe Mathematics Chapter 11 Chapter 12</p>
	<p>Weblinks/Other Resources:</p>
	<p>Algebra tiles Cuisenaire rods Guess my rule-Marilyn Burns Algebra tiles United streaming</p>
<p>Evaluation/External Assessment/Local Assessment:</p> <p>Chapter quizzes Chapter tests</p>	<p>Best Instruction Timeline:</p> <p>Chapter 11—23 days Chapter 12—8 days</p>