

# NORWIN SCHOOL DISTRICT CURRICULUM MAP

Course Name Math Grade 6 Course Number \_\_\_\_\_ Length of Course \_\_\_\_\_

<i>Grading Period</i>	<i>CONTENT</i>	<i>SKILLS</i>
	Express numbers in equivalent forms.	<p><b>M6.A.1.1.1</b> Represent common percents a fractions and/or decimals (e.g., <math>25\% = \frac{1}{4} = 0.25</math>) – common percents are 1%, 10%, 25%, 50%, 75%, 100%.</p> <p><b>M6.A.1.1.2</b> Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal.</p> <p><b>M6.A.1.1.3</b> Represent a number in exponential form (e.g., <math>10 \times 10 \times 10 = 10^3</math>).</p> <p><b>M6.A.1.1.4</b> Represent a mixed number as an improper fraction.</p>
	Compare quantities and/or magnitudes of numbers.	<p><b>M6.A.1.2.1</b> Compare and/or order whole numbers, mixed numbers, fractions, or decimals (do not mix fractions and decimals – decimals through the thousandths).</p>
	Apply number theory concepts (i.e., factors, multiples).	<p><b>M6.A.1.3.1</b> Find the Greatest Common Factor (GCF) of two numbers (through 50) and/or use the GCF to simplify fractions.</p> <p><b>M6.A.1.3.2</b> Find the Least Common Multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions.</p> <p><b>M6.A.1.3.3</b> Use divisibility rules for 2, 3, 5 and/or 10 to draw conclusions and/or solve problems</p>
	Use or develop models to represent percents.	<p><b>M6.A.1.4.1</b> Model percents (through 100%) using drawings, graphs, and/or sets (e.g., circle graph, base ten blocks, etc.).</p>
	Select and/or use operations to simplify or solve problems.	<p><b>M6.A.2.1.1</b> Complete equations by using the following properties: associative, commutative, distributive, and identity.</p>
	Apply estimation strategies to a variety of problems.	<p><b>M6.A.3.1.1</b> Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).</p>

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	<p>Solve problems with and without the use of a calculator.</p> <p>Compare and/or determine elapsed time.</p> <p>Choose or use appropriate tools and/or units to determine measurements within the same system.</p> <p>Solve problems involving length, perimeter, area, and/or volume of geometric figures.</p> <p>Identify, label, and/or list properties of angles.</p> <p>Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons, and circles.</p> <p>Represent and/or use concepts and relationships of lines and line segments.</p>	<p><b>M6.A.3.2.1</b> Solve problems involving operations (+, - x, ÷) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs) – straight computation or word problems.</p> <p><b>M6.B.1.1.1</b> Determine and/or compare elapsed time to the minute (time may cross AM to PM or more than one day).</p> <p><b>M6.B.2.1.1</b> Use or read a ruler to measure to the nearest 1/16 inch or millimeter.</p> <p><b>M6.B.2.1.2</b> Choose the more precise measurement of a given object (e.g., smaller measurements are more precise).</p> <p><b>M6.B.2.1.3</b> Measure angles using a protractor up to 180° - protractor must be drawn – one side of the angle to be measured should line up with the straight edge of the protractor.</p> <p><b>M6.B.2.2.1</b> Find the perimeter of any polygon (include regular polygons where only the measure of one side is given – same units throughout).</p> <p><b>M6.B.2.3.1</b> Define, label, and/or identify right, straight, acute, and obtuse angles.</p> <p><b>M6.C.1.1.1</b> Identify, classify, and/or compare polygons (up to ten sides).</p> <p><b>M6.C.1.1.2</b> Identify and/or describe properties of all types of triangles (scalene, equilateral, isosceles, right, acute, obtuse, (<b>including hypotenuse and leg</b>)).</p> <p><b>M6.C.1.1.3</b> Identify and/or determine the measure of the diameter and/or radius of a circle (when one or the other is given).</p> <p><b>M6.C.1.1.4</b> Identify and/or use the total number of degrees in a triangle, quadrilateral and/or circle.</p> <p><b>M6.C.1.2.1</b> Identify, describe, and/or label parallel, perpendicular, or intersecting lines.</p> <p><b>M6.C.1.2.2</b> Identify, draw, and/or label points, planes, lines, line segments, rays, angles, and</p>

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	<p>Identify, plot points or match point given an ordered pair.</p> <p>Create or extend patterns.</p> <p>Analyze patterns.</p> <p>Select and/or use appropriate strategies to solve number sentences.</p> <p>Create and/or interpret expressions or equations that model problem situations</p> <p>Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs, or line plots.</p> <p>Describe data sets using mean, median, mode, and/or range.</p> <p>Determine all possible combinations, outcomes, and/or calculate the probability of a simple event.</p>	<p>vertices.</p> <p><b>M6.C.3.1.1</b> Plot, locate or identify points in Quadrant I and/or on the x and y axes with intervals of 1, 2, 5, or 10 units – up to a 200 by 200 grid. Points may be in between lines.</p> <p><b>M6.D.1.1.1</b> Create, extend, or find a missing element in a pattern displayed in a table, chart, or graph (pattern must show at least 3 repetitions – may use up to 2 operations with whole numbers).</p> <p><b>M6.D.1.2.1</b> Determine a rule based on a pattern or illustrate a pattern based on a given rule (displayed on a table, chart, or graph; pattern must show at least repetitions).</p> <p><b>M6.D.2.1.1</b> Identify the inverse operation needed to solve a one-step equation.</p> <p><b>M6.D.2.1.2</b> Solve a one-step equation (i.e., using the inverse operation – whole numbers only).</p> <p><b>M6.D.2.2.1</b> Match an equation or expression involving one variable, to a verbal math situation (one operation only).</p> <p><b>M6.E.1.1.2</b> Choose the appropriate representation for a specific set of data (choices should be the same type of graph).</p> <p><b>M6.E.1.1.3</b> Display data in frequency tables, circle graphs, double bar graphs, double line graphs, or line plots using a title, appropriate scale, labels, and a key when needed. Circle graphs for open-ended items must show a center point and tic marks.</p> <p><b>M6.E.2.1.1</b> Determine/calculate the mean, median, mode, and/or range of displayed data (data can be displayed in a table or line plot – use whole numbers only up to 2-digits).</p> <p><b>M6.E.3.1.1</b> Define and/or find the probability of a simple event (express as a fraction in lowest terms).</p> <p><b>M6.E.3.1.2</b> Determine/show all possible combinations involving no more than 20 total arrangements (e.g., tree diagram, table, grid).</p>

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<i>Third Nine Weeks</i>		
<i>Fourth Nine Weeks</i>		