

CURRICULUM UNIT MAP

1ST QUARTER

COURSE TITLE: Mathematics

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit 1: Number and Patterns WEEK 1-3—OBJECTIVES Solve for powers and exponents Solve problems using order of operations Solve expressions Find area of a rectangle	Understand how the powers are written (base number and exponent) give example	Worksheets will be given on the following skills:	Unit 1 Benchmark Assessment Number Patterns and Algebra
	Put the base number in the calculator and multiply by itself	Solve for area of rectangles	
	Press equal one less time than the exponent	Find number patterns	
	Parentheses, exponent, multiply and divide, add and subtract	Write numbers using exponents	
	When it comes to multiplying and dividing always solve the one that's on the left first	Solve for prime factorization	
	When it comes to adding and subtracting, always solve the one that's on the left first	Solve for missing numbers in an equation	
	A= L x W - always remember that formula		
	When solving for area you are only working with two numbers		
Unit 2 Statistics and Graphs WEEK 4-6—OBJECTIVES Interpret frequency tables Create bar, line and circle graphs Create and stem and leaf Solve for mean, median, mode, and range	Stems represent tens and the leaf side is for ones	Worksheets will be given over the following skills:	Unit 2 Benchmark Statistics and Graphs
	Bar graphs compare data, line graphs show change over time, circle graphs compare data	Interpret data on bar, line, and circle graphs	
	Mean—Add all the numbers in the set and divide by the amount of numbers that you added.	Create a stem and leaf graph	
	Median—Put the numbers in the set in order from least to greatest. Then mark off the lowest number and then the highest number until you are left with one number in the middle. That is your median.	Take a given set of data and be able to determine the range, mean, median , and mode	
	Mode—The number that you see most often	Determine the most appropriate graph to use (line, bar, or circle graph.)	
	Range—Highest number minus the lowest number		

CURRICULUM UNIT MAP
1st QUARTER (Cont'd)

COURSE TITLE: Mathematics

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit 3 Adding/Subtracting Decimals Week 7-9--Objectives Write numbers in word form and expanded form Compare and order decimals Round decimals to indicated place value Estimate sums by rounding Add and subtract decimals	Represent decimals on a place value chart	Worksheets will be given over the following skills: Be able to write numbers in word form. Be able to write numbers in expanded form. Be able to round to indicated place value (ones, tens, hundreds, thousands, ten thousands, tenths, hundredths, thousandths) Estimate using rounding Add and subtract decimals	Unit 3 Benchmark Adding and Subtracting Decimals
	Write each decimal in word and expanded form. (Write it on place value chart.) Where the last number ends on the chart, that is how you write the last word in word form.		
	When writing in expanded form, you will have a set of parentheses to represent each number.		
	When comparing decimals, write one over the other. Then annex zeros until they have the same amount of digits and then compare them.		
	When rounding decimals, underline the indicated place value. Circle the number behind the indicated place value. If the circle number is 4 or below, leave the underlined number the way it is. If the underlined number is 5 or above, raise it to the next highest number.		
	Estimate by first locating the indicated number that you are to round to. Locate the number behind that number and leave it the same or round up to one number higher using previous learned skills.		
	When adding or subtracting decimals, always line up your decimals. Annex zeros so that all the numbers have the exact same number of digits. This helps you line up your numbers and avoid confusion.		

CURRICULUM UNIT MAP
2nd QUARTER

COURSE TITLE: Mathematics

GRADE: 6

Unit	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment (Place after last objective in unit that is assessed)
Unit 4 Multiplying /Dividing Decimals WEEK 1-3—OBJECTIVES	Multiply using previous skills. Don't forget zero place holders when multiplying by two and three digit numbers.	Worksheets will be given over the following skills:	Unit 4 Benchmark Test Multiplying and Dividing Decimals
	Multiplying Decimals by whole numbers	Multiplying decimals by whole numbers	
	Multiplying decimals by decimals	Multiplying decimals by decimals	
	Dividing decimals by whole numbers	Dividing decimals by decimals	
	Dividing decimals by decimals	Finding the perimeter of given polygons	
	Find the perimeter of polygons	Determining the circumference of a circle by using the appropriate formula whether it be radius or diameter	
	Determine the circumference of a circle		

CURRICULUM UNIT MAP
2nd QUARTER (Cont'd)

COURSE TITLE: Mathematics

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit 5 Fractions and Decimals WEEK 4-6—OBJECTIVES Determining the greatest common factor of two or more numbers Simplifying fractions Changing mixed numbers to improper fractions and improper fractions to mixed numbers Determining the least common multiple of two or more numbers Comparing and ordering fractions	When working with GCF think factor trees. Create a factor tree until all numbers are prime. Place prime numbers for each number in a Venn diagram. Compare like numbers and place them in the center of the Venn diagram. When Venn diagram is complete, multiply all the numbers inside the Venn diagram and that will give you the GCF. When simplifying fractions, you have to keep reducing to simplest form until there is no other number besides 1 that will go into both numbers. To change a mixed number to an improper fraction, you multiply the denominator by the whole number and add the numerator. This operation creates the NEW numerator. The denominator stays the same. To change an improper fraction to a mixed number, divide the top number by the bottom number. The answer at the top of the division problem is the whole number, the remainder is the numerator, and the denominator stays the same. To compare two fractions you can cross multiply. To compare more than two numbers, come up with a common denominator and create equivalent fractions. Compare the numerators to determine the order of the fractions.	Worksheets will be given over the following skills: Greatest Common Factor Simplifying Fractions Mixed numbers and improper fractions LCM Comparing and ordering fractions	Unit 5 Benchmark Test Fractions and Decimals

CURRICULUM UNIT MAP
2nd QUARTER (Cont'd)

COURSE TITLE: Mathematics

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit 6 Adding/Subtracting Fractions WEEK 7-9—OBJECTIVES Rounding and Subtracting Fractions and Mixed Numbers Estimating sums and differences of fractions. Adding and subtracting fractions with like denominators Adding and subtracting fractions with unlike denominators. Adding and subtracting mixed numbers Subtracting Mixed numbers with renaming	<p>Look at your denominator and determine what half of it is. Is the numerator closer to half? Closer to zero? or closer to a whole? After determining that, round your fraction.</p> <p>When adding fractions with like denominators, you only add the numerator.</p> <p>Always put fractions in simplest form and never leave an improper fraction. Always Simplify.</p> <p>Find a common denominator and then create equivalent fractions when adding or subtracting fractions or mixed numbers. Always simplify and don't leave any fractions as improper fractions.</p> <p>When renaming, you will borrow from your whole number. Realize that you are borrowing 1 but the 1 is really a fraction that equals one. You determine this by looking at your denominator. If it is 10 you are borrowing 10/10. Add this on to your current fraction and subtract.</p>	<p>Worksheets will be given over the following skills:</p> <p>Rounding fractions and mixed numbers</p> <p>Estimating sums and differences of fractions and mixed numbers</p> <p>Adding and subtracting fractions with unlike denominators</p> <p>Adding and subtracting mixed numbers</p> <p>Subtracting mixed numbers with renaming</p>	Unit 6 Benchmark Test Adding and Subtracting Fractions

CURRICULUM UNIT MAP
3rd QUARTER

COURSE TITLE: Mathematics

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit 7 Multiplying and Dividing Fractions WEEK 1-3—OBJECTIVES Estimate products of fractions Multiplying Fractions Multiplying Mixed Numbers Dividing Fractions Dividing Mixed Numbers Sequences	Round both fractions to zero, a half, or a whole and then multiply	Students will be given worksheet over the following skills: Multiplying Fractions Multiplying Mixed Numbers Dividing Fractions Dividing Mixed Numbers Number Sequences	Chapter 7 Benchmark Test Multiplying and Dividing Fractions
	Identify the pattern. It may be easier to identify at the beginning or end. Double check to make sure that it works all the way through.		
	Before multiplying mixed numbers, change the mixed number to an improper fraction. Then multiply. Always Simplify.		
	To divide a fraction bring down your first fraction as is, change the division sign to a multiplication sign, and flip the second fraction upside down. (Which means it's reciprocal). Then multiply the two fractions and Simplify.		
	When multiplying fractions, multiply numerator by numerator and denominator by denominator. Always simplify.		
Unit 8 Integers WEEK 4-6—OBJECTIVES Integers Adding Integers Subtracting Integers Multiplying Integers Dividing Integers Coordinate Plane	Recognize that an increase equals a positive integer and a decrease represents a negative integer.	Worksheets will be given on the following skills. Representing Integers Adding Integers Subtracting Integers Multiplying Integers Dividing integers Coordinate Planes	Unit 8 Benchmark Test Integers
	Use a number line to add and subtract integers. (Go right to add and left to subtract.) Remember to include zero when using a number line. It is a number. A minus negative changes to addition.		
	When multiplying and dividing a positive and negative integers, keep in mind that a positive and a negative equals a negative. A negative and a negative equals a positive, and a negative and a negative equals a positive.		
	When working with a coordinate plane, always go left or right on the X axis first, then go up or down on the Y axis second.		

CURRICULUM UNIT MAP
3rd QUARTER (Cont'd)

COURSE TITLE: _____

GRADE: _____

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment
Unit 9 Algebra: Solving Equations WEEK 7-9—OBJECTIVES Properties Solving Addition Equations Solving subtraction Equations Solving Multiplication Equations Solving Two step equations Functions	Recognize commutative, distributive, associative, and Identity properties.	Worksheets will be given on the following skills: Properties Addition Equations Subtraction Equations Two Step Equations Function Tables	Unit 9 Benchmark Test Solving Equations
	To solve addition equations subtract on both sides of the equation to get the variable by itself and solve.		
	To solve subtraction equations add on both sides of the equation to get the variable by itself and solve.		
	To solve multiplication equations divide on both sides of the equation to get the variable by itself and solve.		
	The ultimate goal is to get the variable by itself. Get rid of the extra number and then get rid of the number next to the variable. After getting your final answer, put the number back into the equation to make sure that it works.		
	Find the pattern to see how the function table x variable changes to the y variable. Continue the pattern through the function table.		

CURRICULUM UNIT MAP
4th QUARTER

COURSE TITLE: Mathematics

GRADE: 6

Unit Title and Objectives	List CLTs for Each Objective	Brief Description of Formative Assessment(s)	End-of-Unit Benchmark or Performance Assessment (Place after last objective in unit that is assessed)
Review of All Skills			
Unit: MAP Prep WEEK 1-3—OBJECTIVES Review of all skills			
Unit: MAP Testing WEEK 4—OBJECTIVES MAP Testing			MAP Test
Unit: Checkbook Math WEEK 5-6—OBJECTIVES Add Deposits Subtract Deductions Write checks appropriately	<div>All deposits are added to your current balance.</div> <div>All checks written out are deducted from the balance.</div> <div>Write checks neatly and in the appropriate place.</div> <div>Make sure word and numerical amounts are the same.</div>		Assessment over check writing skills is given.
Unit: Review Skills WEEK 7-9—OBJECTIVES Review skills out of Saxon Math	Review of multiple Skills		Benchmark over sales tax and discounts