

# Hickman County Curriculum Map

Sixth Grade

Mathematics

## Second Six Weeks

Grade Level Expectations	Checks for Understanding	Student Performance Indicator(s)
<p>6.1.2 Apply and adapt a variety of appropriate strategies to problem solving, including estimation, and reasonableness of the solution.</p> <p>6.1.4 Move flexibly between concrete and abstract representation of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies.</p> <p>6.2.1 Understand and explain the procedures for multiplication and division of <u>fractions</u>, <u>mixed numbers</u>, and decimals.</p>	<p>6.1.2 Recognize when an estimate is more appropriate than an exact answer in a variety of problem situations. [page 267]</p> <p>6.1.3 Recognize errors generated by rounding. [page 270]</p> <p>6.2.2 Use area models to represent multiplication of fractions. [page 318-319]</p> <p>6.2.3 Create and solve contextual problems that lead naturally to division of fractions. [pages 334 &amp; 339]</p> <p>6.2.9 Recognize that the decimal form of a rational number either terminates or repeats. [pages 249 &amp; 253]</p>	<p>6.1.2 Judge the reasonableness of the results of rational number estimates and/or computations. [page 267]</p> <p>6.2.1 Solve problems involving the multiplication and division of fractions. [lessons 7.1-7.5]</p> <p>6.2.2 Solve problems involving the addition, subtraction, multiplication, and division of mixed numbers. [Chapters 6 &amp; 7]</p> <p>6.2.4 Solve multi-step arithmetic problems using fractions, mixed numbers, and decimals. [Chapters 6 &amp; 7]</p> <p>6.2.5 Transform numbers from one form to another (<u>fractions</u>, <u>decimals</u>, percents, and mixed numbers). [page 249 &amp; 253]</p>

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<p>6.2.2 Solve multi-step mathematical, contextual and verbal problems using fractions, mixed numbers, and decimals.</p> <p>6.2.4 Understand and convert between fraction, decimal, and percent forms of rational numbers.</p>		
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