Hickman County Curriculum Map

Sixth Grade Mathematics

Fourth Six Weeks

Grade Level Expectations	Checks for Understanding	Student Performance Indicator(s)
6.1.3 Develop independent reasoning to communicate mathematical ideas and derives algorithms and/or formulas. 6.1.4 Move flexibly between concrete and abstract representations of mathematical ideas in order to solve problems, model mathematical ideas, and communicate solution strategies. 6.3.5 Use	6.1.10 Use various methods (such as dynamic geometry software) to explore properties of triangles and quadrilaterals. [page 449-452] 6..3.4 Generate data and graph relationships concerning measurement of length, area, volume, weight, time, temperature, money, and information. [various graphing activities] 6.3.8 Represent patterns using words, graphs, and simple symbolic notation. [x & y axis] 6.3.10 Understand that in an ordered pair (x,y), the x represents horizontal location and y represents vertical location. [page 562] 6.4.1 Investigate the sum of the angles in a triangle and a quadrilateral using various methods. [pages 435 & 444] 6.4.2 Relate the sum of the angles in a triangle to the sum of the angles in polygons. [pages 436-440, 449, Diagonals, & page 452 # 23] Using triangles with other polygons http://www.prometheanplanet.com/server.php?show=ConResource.300**Investigating Regular Polygons** 6.4.3 Verify the basic properties of triangles and quadrilaterals using a protractor and ruler. [page 426, 445-448, and *Sir Conference and the Great Knight of Angleland*) 6.4.4 Classify triangles by side length (scalene, isosceles, and equilateral) and angle measure	6.3.8 Select the qualitative graph that model a contextual situation (e.g, water filling then draining from a tub). [Various activities] 6.4.1 Identify, define or describe or describe geometric shapes given a visual representation or a written description of its properties. [Chapters 9-10] 6.4.2 Find a missing angle measure in problems involving interior/exterior angles and/or their sums. [pages 430-434] 6.4.3 Solve problems using the Triangle Inequality Theorem. [NCTM Activity]

multiple representations including symbolic algebra to model and/or solve contextual problems that involve linear relationships. 6.4.1 Understand and use basic properties of triangles, quadrilaterals, and other polygons. 6.4.2 Use the concepts of translation, rotation, reflection, and symmetry to understand congruence in the plane.	(acute, right, obtuse, equiangular) [pages 436-440] 6.4.5 Model and use the Triangle Inequality Theorem. [Activity from NCTM] 6.4.6. Use the properties of interior and exterior angles of polygons to solve problems. [Pages 430-434 & 441-444] Adding it all up (interior and exterior angles) http://illuminations.nctm.org/Lessons/AddingItAllUp/AddingItAllUp-AS.pdf 6.4.7 Work with transformations in a plane and explore their meanings through drawings and manipulatives. [pages 562-571 use dot paper or graph boards & old book] 6.4.8 Understand scaling, dilation and their and their relation to similarity. [pages 454-457 & dot paper] 6.4.9 Analyze the differences between congruence and similarity. [pages 454-457] 6.4.10 Describe the effect of a transformation on a 2-dimensional figure and the resulting symmetry. [pages 454-457 and 565-570] 6.4.14 Relate the area of a trapezoid to the area of a parallelogram. [pages 476-478 & Activity with patty/tracing paper]	

6.4.3 Develop and use formulas to determine the circumference and area of circles, and the area of trapezoids, and develop strategies to find the area of composite shapes.		