Dorchester County Public Schools
Middle School Math Grade 6
Curriculum Map and Pacing Guide

**Standard: 6.0 (Knowledge of Number Relationships and Computation/Arithmetic)** – Students will describe, represent,

or technology.

| Text (page) Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 4.5 (p. 172) Equivalent Fractions<br>4.1 Divisibility | | Simplify fractions/Divisibility rules | Start Aug.28, 2008 | No | -simplify<br>-divisibility |
| 1.3 (p. 12) Exponents | 6.6.A.1.a | Read, write, and represent whole numbers.<br>**AL-Use exponential form with powers of 10 (0-100,000).**<br>Introduce: scientific notation with whole numbers and positive exponents | | yes | -exponent<br>-base<br>-exponential form |
| 9.1 (p. 450) Understanding Integers | 6.6.A.1.b | Read, write, and represent integers.<br>**AL-Use integers from (-100 to 100).**<br>Introduce and use: number line<br>Introduce: integers with money, temperature, football yardage, gain/loss, ascending/descending<br>Introduce: property – additive inverse | | yes | -positive number<br>-negative number<br>-opposites<br>-integer<br>-absolute value<br>-ascending<br>-descending |
| 9.2 (p. 454) Comparing and Ordering Integers | 6.6.A.1.e | Compare and order integers. | | Yes | |

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|---|---|---|---|---|---|
| 4.4 (p. 167) Decimals and Fractions | 6.6.A.1.c | Identify and determine equivalent forms of fractions as decimals, as percents, and as ratios.<br>**AL-Use proper fractions with denominators as factors of 100, decimals, percents, or ratios (0-1000).**<br>Suggestions: use physical models | | no | -mixed number<br>-equivalent fractions<br>-terminating decimal<br>-repeating decimal |
| 8.1 (p. 393) Ratios and Rates | 6.6.A.1.c | Identify and determine equivalent forms of fractions as decimals, as percents, and as ratios.<br>**AL-Use proper fractions with denominators as factors of 100, decimals, percents, or ratios (0-1000).** | | no | -ratio<br>-equivalent ratios |
| 8.7 (p. 418) Percents | 6.6.A.1.c | Identify and determine equivalent forms of fractions as decimals, as percents, and as ratios.<br>**AL-Use proper fractions with denominators as factors of 100, decimals, percents, or ratios (0-1000).** | | no | -percent |
| 8.8 (p. 422) Percents, Decimals, and Fractions | 6.6.A.1.c | Identify and determine equivalent forms of fractions as decimals, as percents, and as ratios.<br>**AL-Use proper fractions with denominators as factors of 100, decimals, percents, or ratios (0-1000).** | | no | |
| 4.7 (p. 182) Mixed Numbers and Improper Fractions | 5.6.A.1.c | **REVIEW** | | | -proper fraction<br>-improper fraction |
| 3.1 (p. 92) Representing, Comparing, and Ordering Decimals | 6.6.A.1.d | Compare and order fractions, decimals alone or mixed together, with and without relational symbols (<, >, =).<br>**AL-Include no more than 4 fractions with denominators with factors of 100 or decimals with up to 2 decimal places (0-100).** | | yes | -place value<br>-standard form<br>-expanded form |

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|---|---|---|---|---|---|
| 4.4 (p. 167) Decimals and Fractions | 6.6.A.1.d | Compare and order fractions, decimals alone or mixed together, with and without relational symbols (<, >, =).<br>**AL-Include no more than 4 fractions with denominators with factors of 100 or decimals with up to 2 decimal places (0-100).** | | yes | |
| 4.6 (p. 178) Comparing and Ordering Fractions | 6.6.A.1.d | Compare and order fractions, decimals alone or mixed together, with and without relational symbols (<, >, =).<br>**AL-Include no more than 4 fractions with denominators with factors of 100 or decimals with up to 2 decimal places (0-100).** | | yes | -like fractions<br>-unlike fractions<br>-common Denominator |
| 4.9(p.192) Multiplying Fractions by Whole Numbers | 6.6.C.1.b | Multiply fractions and mixed numbers and express in simplest form.<br>**AL – Use denominators as factors of 24 not including 24 (0-20).** | | no | |
| 5,1 (p. 212) Multiplying Mixed Numbers | 6.6.C.1.b | Multiply fractions and mixed numbers and express in simplest form.<br>**AL – Use denominators as factors of 24 not including 24 (0-20).** | | no | |
| 5.2 (p. 216) Multiplying Fractions | 6.6.C.1.b | Multiply fractions and mixed numbers and express in simplest form.<br>**AL – Use denominators as factors of 24 not including 24 (0-20).** | End Sept. 11 | no | |

**Review – Numbers A – Sept. 12**
**Unit Exam 1 – Numbers A – Sept. 15/16, 2008**

| | | | | | |
|---|---|---|---|---|---|
| 4.2 (p. 156) Factors and Prime Factorization | 6.6.B.1.a | Determine prime factorization for whole numbers and express them using exponential form. | Begin Sept. 17 | | -divisible<br>-composite number<br>-prime number<br>-factors<br>-prime factorization |
| 4.8 (p. 188) Adding and Subtracting with Like Denominators | 6.6.C.1.a | Add and subtract fractions and mixed numbers and express answers in simplest form.<br>**AL-Use proper fractions and denominators as factors of 60 (0-20).** | | no | |
| 5.7 (p. 242) Adding and Subtracting with Unlike Denominators | 6.6.C.1.a | Add and subtract fractions and mixed numbers and express answers in simplest form.<br>**AL-Use proper fractions and denominators as factors of 60 (0-20).** | | no | -least common denominator |
| 5.8 (p. 246) Adding and Subtracting Mixed Numbers | 6.6.C.1.a | Add and subtract fractions and mixed numbers and express answers in simplest form.<br>**AL-Use proper fractions and denominators as factors of 60 (0-20).** | | no | |
| 5.9 (p. 252) Renaming to Subtract Mixed Numbers | 6.6.C.1.a | Add and subtract fractions and mixed numbers and express answers in simplest form.<br>**AL-Use proper fractions and denominators as factors of 60 (0-20).** | | no | |
| 3.6 (p. 120) Multiplying Decimal | 6.6.C.1.d | Multiply decimals.<br>**AL-Use a decimal with no more than 3 digits multiplied by a 2-digit decimal (0-1000).** | | no | |

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|---|---|---|---|---|---|
| 3.7 (p. 124) Dividing Decimals by Whole Numbers | 6.6.C.1.d | Divide decimals.<br>**AL-Use a decimal with no more than 5 digits divided by a whole number with no more than 2 digits without annexing zeros (0-1000).** | | no | |
| 8.9 (p. 426) Percent Problems | 6.6.C.1.e | Determine a percent of a whole number.<br>**AL-Use 10%, 20%, 25%, or 50% of a whole number (0-1000).** | | no | |
| 1.5 (p. 24) Mental Math | 6.6.C.1.f | Simplify numeric expressions using the properties of addition and multiplication.<br>**AL-Use the distributive property to simplify numeric expressions with whole numbers (0-1000).**<br>Introduce: additive inverse<br>Suggestion: Hot Seat Activity | | yes | -commutative property<br>-associative property<br>-distributive property |
| 3.2 (p. 96) Estimating Decimals | 6.6.C.2.a | Determine the approximate products and quotients of decimals.<br>**AL-Use a decimal with no more than 3 digits multiplied by a 2-digit whole number, or the quotient of a decimal with no more than 4 digits in the dividend divided by a 2-digit number.**<br>Suggestion: Use calculator to calculate, then round answer. | | yes | |
| 8.2 (p. 398) Proportions | 6.6.C.3.a | Represent ratios in a variety of forms. | | | -proportion<br>-cross products |
| 8.1 (p. 393) Ratios and Rates | 6.6.C.3.b | Use ratios and unit rates to solve problems. | End Sept. 29 | | -unit rate |

**REVIEW – Numbers B Sept. 30, 2008**

**UNIT EXAM 2 – (NUMBER RELATIONSHIPS AND COMPUTATION B) – Oct. 2/3, 2008**

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Curriculum Map and Pacing Guide

**Standard: 1.0 (Knowledge of Algebra, Patterns, and Functions)** – Students will algebraically represent, model, analyze or solve mathematical or real-world problems, involving patterns or functional relationships.

| Text /Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 1.4 (p. 20) Order of Operations | 6.1.B.1.c | Evaluate numeric expressions using the order of operations and whole numbers.<br>**AL- Use no more than 4 operations (+, -, x, ÷ with no remainders) with or without 1 set of parentheses or a division bar and whole numbers (0-100).** | Begin Oct. 6 | no | -numerical expression<br>-evaluate<br>-order of operations<br>-inverse operations |
| 3.3 (p. 102) Adding and Subtracting Decimals | 6.1.B.1.b | Evaluate an algebraic expression.<br>**AL-Use one unknown and one operation (+,-), with whole numbers (0-200), fractions with denominators as factors of 24 (0-50), or decimals with no more than two decimal places (0-50).** | | no | |
| 4.8 (p. 188) Adding and Subtracting with Like Denominators | 6.1.B.1.b | Evaluate an algebraic expression.<br>**AL-Use one unknown and one operation (+,-), with whole numbers (0-200), fractions with denominators as factors of 24 (0-50), or decimals with no more than two decimal places (0-50).** | | no | |
| 12.1 (p.598) Tables and Functions | 6.1.A.1.b | Interpret and write a rule for a one-operation (+, -, x, ÷) function table.<br>**AL- Use whole numbers or decimals with no more than two decimal places (0-10,000).** | | Yes | -function<br>-function table<br>-input<br>-output<br>-arithmetic sequence<br>-geometric sequence |

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|---|---|---|---|---|---|
| 12.1(p.598) Tables and Functions | 6.1.A.1.c | Complete a function table with a given two-operation rule.<br>**AL – Use the operations of (+, -, x) and whole numbers with not more than 10 in the rule (0-50) function table** | | yes | |
| Writing Algebraic Expressions | 6.1.B.1.a | Write and evaluate expressions to represent unknown quantities<br>**AL- Use one unknown and one operation (+, -) with whole numbers, fractions with denominators as factors of 24, or decimals with no more than two decimal places (0-200)** | | Yes | |
| Writing Equations and Inequalities | 6.1.B.2.a | Identify and write equations and inequalities to represent relationships<br>**AL – Use a variable, the appropriate relational symbols (<,>, =), and one operational symbol (+, - x, ÷) on either side and use fractions with denominators as factors of 24 (0-50) or decimals with no more than two decimal places(0-200)** | | Yes | |
| 3.10 (p. 134) Solving Decimal Equations | 6.1.B.2.b | Determine the unknown in a linear equation.<br>**AL-Use one operation (+,-,x,÷ with no remainders) and positive whole number coefficients using decimals with no more than two decimal places (0-100).** | | no | |
| 5.4 (p. 226) Solving Fractional Equations: Multiplication and Division | 6.1.B.2.b | Determine the unknown in a linear equation.<br>**AL-Use one operation (+,-,x,÷ with no remainders) and use decimals with no more than two decimal places (0-100).** | | no | |
| Number lines | 6.1.C.1.a | Represent rational numbers on a number line<br>**AL – Use integers (-20 to 20)** | | Yes | |

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| 9.3 (p. 458) The Coordinate Plane | 6.1.C.1.b | Graph ordered pairs in a coordinate plane.<br>**AL-Use no more than 3 ordered pairs of integers (-10 to 20) or no more than 3 ordered pairs of fractions/mixed numbers with denominators of 2 (-10 to 10).** | | yes | -coordinate plane<br>-x-axis<br>-y-axis<br>-quadrants<br>-origin<br>-coordinates<br>-x-coordinate<br>-y-coordinate |
| 12.2 (p. 604) Tables and Functions | 6.1.C.2.a | Identify and describe the change represented in a graph.<br>**AL-Identify increase, decrease or no change.** | End Oct. 31 | yes | |

## REVIEW – ALGEBRA - NOV. 3, 2008
## Unit 3 Exam – ALGEBRA – Nov. 5/6, 2008

## REVIEW FOR BENCHMARK 1 – NUMBERS & ALGEBRA - NOV. 7
## BENCHMARK # 1(NUMBERS & ALGEBRA) – NOV. 10/11, 2008

**Standard: 2.0 (Knowledge of Geometry)** – Students will apply the properties of one, two, or three-dimensional geometric figures to describe, reason or solve problems about shape, size, position or motion of objects.

| Text /Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 7.1 (p. 322) Points, Lines and Planes | 6.2.A.1.a | Identify, describe and label points, lines, rays, line segments, vertices, angles, and planes using correct symbolic notation. | Start Nov. 12 | | -point<br>-line<br>-line segment<br>-ray |

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|---|---|---|---|---|---|
| Extension-Angle Relationships | 6.2.C.1.c | Identify or describe angle relationships.<br>**AL- Use perpendicular bisectors or angle bisectors.** | | yes | -bisect<br>-angle bisector<br>-perpendicular bisector |
| 7.1 (p. 322) Points, Lines and Planes | 6.2.A.1.b | Identify and describe line segments.<br>**AL-Use diagonal line segments.** | | yes | |
| 7.5 (p. 344) Triangles | 6.2.A.2.a | Compare and classify triangles by sides.<br>**AL-Use scalene, equilateral, or isosceles.** | | yes | -acute triangle<br>-obtuse triangle<br>-right triangle<br>-scalene triangle<br>-isosceles triangle<br>-equilateral triangle |
| 7.5 (p. 344) Triangles | 6.2.A.2.b | Compare and classify triangles by angle measure.<br>**AL-Use equiangular, obtuse, acute or right.** | | yes | |
| 7.5 (p. 345) Triangles | 6.2.A.2.c | Determine a third angle measure of a triangle given two angle measures.<br>**AL- Use the concept of the sum of angles in any triangle is 180 degrees without using a diagram.** | | yes | |
| 7.S Supplemental Math Materials Binder | 6.2.C.1.a | Draw geometric figures using a variety of tools,<br>**AL- Draw triangles given the measure of 2 sides and one angle or 2 angles and 1 side using whole numbers (0-20) and angle measures (0-179)** | | yes | -protractor<br>-degrees<br>-construct |
| 7.S Supplemental Math Materials Binder | 6.2.C.1.b | Identify, describe, or draw a polygon.<br>**AL-Use the first quadrant given no more than six coordinates.** | | yes | |

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|---|---|---|---|---|---|
| 10.5 (p. 516)<br>Circles | 6.2.A.1.c | Identify and describe the parts of a circle.<br>**AL – Use radius, diameter, or circumference.** | | Yes | -circle<br>-center<br>-radius<br>-diameter<br>-circumference<br>-pi |
| 10.5 (p. 516)<br>Circles | 6.2.A.2.d | Identify and compare the relationship between parts of a circle.<br>**AL – Use radius, diameter, or circumference (pi = 3.14)** | End<br>Dec. 2 | yes | |

**REVIEW – GEOMETRY DEC. 3, 2008**
**UNIT EXAM 4 - (STANDARD 2.0 – GEOMETRY) - DEC. 4/5, 2008**

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**Standard: 3.0 (Knowledge of Measurement)** – Students will identify attributes, units. or systems of measurements or apply a variety of techniques, formulas, tools, or technology for determining measurements.

| Text /Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 8.S Supplemental Math Materials Binder | 6.3.B.1.a | Select and use appropriate tools and units.<br>**AL- Measure length to the nearest 1/16 inch with a ruler.** | Begin Dec. 8 | Yes | |
| 7.2 (p. 326) Angles | 6.3.B.2 | Measure angles in polygons, (Classify, Measure, & Construct). | | | -angle<br>-vertex<br>-acute angle<br>-right angle<br>-obtuse angle<br>-straight angle<br>-perpendicular |
| 10.1(p. 500) Finding Perimeter | 6.3.C.1.d | Determine missing dimension of a quadrilateral given the perimeter length.<br>**AL- Find length in a quadrilateral given the perimeter with whole number dimensions (0-200).** | | yes | -perimeter |
| 10.2 (p. 504) Estimating and Finding Area | 6.3.C.1.a | Estimate and determine the area of a polygon.<br>**AL- Use triangles and whole number dimensions (0-200)..** | | Yes | -area |
| 10.8 (p. 534) Finding Volume | 6.3.C.a.b | Estimate and determine the volume of a rectangular prism.<br>**AL-Use rectangular prisms and whole number dimensions (0-1000).** | | Yes | -volume |

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|---|---|---|---|---|---|
| 10.3 (p. 508) Break into Simpler Parts | 6.3.C.1.c | Estimate and determine the area of a composite figure.<br>**AL- Use composite figures with no more than four polygons (triangles or rectangles) and whole number dimensions (0-500).** | | yes | |
| 10.1(p. 500) Finding Perimeter | 6.3.C.1.d | Determine missing dimension of a quadrilateral given the perimeter length.<br>**AL- Find length in a quadrilateral given the perimeter with whole number dimensions (0-200).** | | yes | -perimeter |
| 7.S Supplemental Math Materials Binder | 6.3.C.1.c | Determine the missing dimension of rectangles.<br>**AL- Find length in a square or rectangle given the area and whole number dimensions (0-200).** | End Jan. 13, 2009 | yes | |

**REVIEW – MEASUREMENT - JAN. 14, 2009**
**UNIT EXAM 5 (STANDARD 3.0 – MEASUREMENT) – JAN. 15/16, 2009**

**BENCHMARK REVIEW – JAN. 20, 2009**
**BENCHMARK 2 (NUMBERS, ALGEBRA, GEOMETRY & MEASUREMENT) – JAN. 21/22, 2009**

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**Standard: 4.0 – (Knowledge of Statistics)** – Students will collect, organize, display, analyze, or interpret data to make decisions or predictions.

| Text /Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 6.5 (p. 290) Frequency Tables and Histograms | 6.4.A.1.a | Organize and display data to make frequency tables.<br>**AL- Use no more than 5 categories or ranges of numbers and total frequencies of no more than 25.** | Start Jan. 26, 2009 | yes | -bar graph<br>-double bar graph<br>-frequency table<br>-cumulative frequencies<br>-histograms |
| | 6.4.B.1.a | Interpret frequency tables<br>**AL – Use no more than 5 categories or ranges of numbers and frequencies of no more than 25** | | yes | |
| 6.9 (p. 305) Stem-and-Leaf Plots | 6.4.A.1.b | Organize and display data to make stem and leaf plots.<br>**AL- Use no more than 20 data points and two numbers (0-99).** | | yes | -stem and leaf plots |
| 6.2 (p. 275) Range, Mean, Median and Mode | 6.4.B.2.a | Apply measures of central tendency (mean, median, mode) | | | -mean<br>-median<br>-mode<br>- |
| 6.3 (p. 278) Additional Data & Outliers | | | | | outlier |
| 6.9 Stem-and – Leaf Plots | 6.4.B.1.c | Interpret data from stem and leaf plots. | | | |

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|---|---|---|---|---|---|
| 8.B Construct Circle Graphs (Lab) | 6.4.B.1.b | Read and analyze circle graphs.<br>**AL- Use no more than 5 categories using data in whole numbers or percents (0-1000).** | End Feb. 6, 2009 | yes | |

## REVIEW – STATISTICS – Feb. 9, 2009
## UNIT EXAM 6 (STANDARD 4.0 – STATISTICS) – FEB. 10/11, 2009

**Standard: 5.0 (Knowledge of Probability)** – Students will use experimental and theoretical reasoning to determine probabilities to make predictions or solve problems about events whose outcomes involve random variation.

| Text /Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 11.3 (p. 564) Theoretical Probability | 6.5.B.1.a | Express the probability of an event as a fraction. | Start Feb. 12, 2009 | | -theoretical probability<br>-equally likely<br>-fair |
| 11.3 (p.564) Theoretical Probability | 6.5.B.1.b | Express the probability of an event as a decimal<br>**AL – Use a sample space of 10, 20, 25, or 50 outcomes** | | | |
| 11.3 (p. 564) Theoretical Probability | 6.5.B.1.c | Express the probability of an event as a percent. | | | |
| 11.2 (p. 558) Experimental Probability | 6.5.C.1.a | Make predictions and express the experimental probability as a fraction, a decimal, or a percent.<br>**AL- Use no more than 30 results in the sample space.** | | yes | -experiment<br>-outcome<br>-sample space<br>-experimental probability |

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| 11.3 (p. 564) Theoretical Probability | 6.5.C.3 | Compare outcomes of theoretical probability with the results of experimental probability. | End Feb. 24 | | |

**REVIEW – PROBABILITY – FEB. 25, 2009**
**UNIT EXAM 7 - (STANDARD 5.0 – PROBABILITY) – Feb. 26/27, 2009**

**REVIEW for Benchmark – MARCH 2/3, 2009**
**BENCHMARK 3 (All Standards will be covered) – MARCH 5/6, 2009**
**REVIEW FOR MSA – (March 9-23, 2009)**
**MSA – MARCH 24/25, 2009**

# Post MSA Test (March 26 – June, 2009)

**Unit 1, Standard 6.0 Knowledge of Number Relationships and Computation** – Students will describe, represent, or apply number or their relationships or will estimate or compute using mental strategies, paper/pencil or technology.

| Text/Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 2-1, **Exponents** | 7.6.A.1a | Read, write and represent whole numbers.<br>**AL- Use exponential notation with bases no more than 12 and exponents no more than 3 in standard form (0-1000)**<br><br>***Review base 10.***<br>**** Expose students to scientific notation with negative exponents.*** | Start March 26, 2009 | Yes | Power<br>Exponent<br>Base<br>Rational number<br>Terminating decimal<br>Equivalent fraction<br>Improper fractions<br>Mixed number<br>Numerator<br>Denominator<br>Commutative property<br>Associative property |
| 2-1 **Exponents** | 7.6.C.1.e | Use the laws of exponents to simplify expressions .<br>**AL- Use the rules of exponents (power x Power or power divided by power) with the whole number base (0 -100) and exponents (0-10)**<br><br>***Show students why this works.*** | | No | |
| 3-7 **Decimals** | 7.6.A.1.b | Express decimals using expanded form.<br>**AL – Use decimals with no more than 4 decimal places ( 0 – 100)**<br><br>***Show using addition and multiplication.*** | | Yes | |
| 3-3, 3-4, 3-5 **Integers ( +,-,x,/)** | 7.6.C.1.a | Add, subtract, multiply and divide integers<br>**AL- Use one operation ( -100 to 100)**<br><br>***Students should practice numbering number lines.***<br>***Students should write out their own problems and talk out the problems.*** | | No | |

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|---|---|---|---|---|---|
| 3-7,3-8, 3-9, 6-1 **Equivalent Fractions and Decimals** | 7.6A.1.c | Determine equivalent forms of rational numbers expressed as fractions, decimals, percents and ratios.<br>**AL – Use positive rational numbers (0-100)**<br><br>***Use physical models (manipulatives) to build understanding.*** | | No | Identity property<br>Square root<br>Perfect square<br>Percent<br>Ratio<br>Rate<br>Unit rate<br>Proportion<br>Cross product |
| 3-10 **Comparing and Ordering Rational Numbers** | 7.6.A.1.d | Compare, order, and describe rational numbers with or without relational symbols ( <, > , =)<br>**AL- Use no more than 4 fractions with denominators that are factors of 300 that are less than 101 (0-100), decimals with no more than 4 decimal places (0- 100) percents (0-100) or integers (-100 to 100)** | | Yes | |
| 4-7,4-10, 4-11 **Multiplying Fractions and Mixed Numbers** | 7.6.C.1.b | Add, subtract and multiply positive fractions and mixed numbers.<br>**AL- Use no more than 2 operations and positive fractions or mixed numbers with denominators as factors of 300 or less than 101. (0 – 2000)** | | No | |
| **5-1,5-2, 5-3** **Identifying and Writing Proportions Solving Proportions** | 7.6.C.3.a | Determine equivalent ratios.<br>**AL- Use denominators as factors of 300 but less than 101 and whole numbers. (0-100)** | | Yes | |
| 5-5, 5-6, 6-3,6-4 **Percent of a Number Similar Figures and Proportions** | 7.6.C.3.b | Determine and use rates, unit rates and percents as ratios in the context of a problem.<br>**AL- Use whole numbers. (0-1000)** | | Yes | |

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| Supplement/ Not in text **Properties** | 7.6.C.1.f | Identify and use the properties of addition and multiplication to simplify expressions. **AL- Use the commutative property of addition or multiplication, associative property of addition or multiplication, or the identity property for zero or one with whole numbers. (0-100)** <br><br> ***Use terminology throughout the school year.** | | Yes | |
| 8-7 Powers and Roots | 7.6.C.1.d | Calculate powers of integers and square roots of perfect square whole numbers. **AL- Use exponents of no more than 3 integers (-10 to 20) or square roots of perfect square whole numbers.** <br><br> ***Show students why this works.** | | No | |
| 4-1,4-9,6-2 **Estimate with Decimals** | 7.6.C.2.a | Determine appropriate sums, differences, products and quotients. **AL – Use no more than 3 positive rational numbers. ( 0 – 1000)** <br><br> ***Students will use the calculator for the initial calculation, then round their answer.** | End May 1, 2009 | Yes | |

**Review- Number Relationships/Computation – May 4/5, 2009**
**Unit Exam #1 – Number Relationships/Computation- May 7/8, 2009**

**Unit 4, Standard 2.0 Knowledge of Geometry** – Students will apply the properties of one-, two-, and three dimensional geometric figures to describe, reason, or solve problems about shape, size, position or motion of objects.

| Text/Text Topic | MSA Code | VSC Objective/Assessment Limit | Time Frame | Calculator Use | Vocabulary |
|---|---|---|---|---|---|
| 7-2 , 7-3 **Angles Parallel and Perpendicular Lines** | 7.2.A.1.a | Identify and describe angles formed by intersecting lines, line segments, and rays. **AL-Use vertical, adjacent, complementary, or supplementary angles ( include the angle symbol <m)** | Start May 11, 2009 | Yes | Angle<br>Vertex<br>Right angle<br>Acute angle<br>Obtuse angle<br>Straight angle<br>Complementary angle<br>Supplementary angle<br>Circle<br>Radius<br>Line segment<br>Perpendicular<br>Parallel<br>Skew<br>Vertical angles<br>Transversal<br>Polygon<br>Diagonal<br>Side to side rule |
| 7-3 **Parallel and Perpendicular Lines** | 7.2.A.1.b | Identify angles formed when two parallel lines are cut by a transversal. | | Yes | |
| 7-2, 7-3 **Angles Parallel and Perpendicular Lines** | 7.2.A.2.b | Determine the measurement of angles formed by intersecting lines, line segments and ray. **AL – Use vertical, adjacent, complementary or supplementary angles.** | | Yes | |
| 7-8 **Angles In Polygons** | 7.2.A.2.a | Determine a missing angle measurement using the sum of the interior angles of polygons. **AL – Use angle measures in a quadrilateral** | | Yes | |
| 7-8 **Constructions** | 7.2.C.1b | Construct geometric figures using a variety of construction tools. **AL – Construct a circle using a given line segment as the radius in whole number inches or centimeters** | | Yes | |
| 7-8 **Constructions** | 7.2.C.1b | Construct geometric figures using a variety of construction tools. **AL- Construct a line segment congruent to a given live segment.** | | Yes | |

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|---|---|---|---|---|---|
| 7-8 **Construct Bisectors and Congruent Angles** | 7.2.C.1c | Construct geometric figures using a variety of construction tools. **AL- Construct a perpendicular bisector to a given line segment or a bisector of a given angle** | | Yes | Transformation Image Translation |
| 7-9 **Congruent Figures** | 7.2.D.1a | Determine the congruent parts of polygons. **AL- Use the length of corresponding sides or the measure of corresponding angles and whole numbers** | | Yes | Rotation Reflection Line of reflection |
| 7-10 Trans-formations | 7.2.E.1a | Identify, describe and plot the results of one transformation on a coordinate plane. **AL – Identify and plot the result of one transition (horizontal or vertical), reflection (horizontal or vertical, or rotation about a given point ( 90 or 180 degrees)** | End June 1, 2009 | Yes | |

**Review – Geometry – June 2/3, 2009**
**Unit Exam 4 – Geometry – June 4/5, 2009**

Additional Objectives, if possible.

6.4.B.2.a – Apply measures of central tendency (mean, median, mode)