

Sixth Grade

Marion Public Schools Math Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>N.MR.06.01 Understand division of fractions as the inverse of multiplication.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2 Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Bits and Pieces II: Invest. 4, stressing inverse algorithm	CMP2: Bits and Pieces II: Invest. 4, Check-up Quiz, Unit Test: Bits and Pieces II, Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>N.FL.06.02 Given an applied situation involving dividing fractions, write a mathematical statement to represent the situation.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1: Students understand and use various types of operations to solve problems. V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.1:2 Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation. V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Bits and Pieces II: Invest. 4, Looking Back and Looking Ahead: p.63	CMP2: Bits and Pieces II: Invest. 4, Check-up Quiz, Unit Test: Bits and Pieces II, Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Fut	<i>N.MR.06.03 Solve for the unknown in equations.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Bits and Pieces II: Investigation 4- Dividing With Fractions: 53-54, 60	CMP2: Bits and Pieces II: Invest. 4, Check-up Quiz, Unit Test: Bits and Pieces II, Exam View® CD-ROM	
Core	<i>N.FL.06.04 Multiply and divide any two fractions, including mixed numbers, fluently.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1: Students understand and use various types of operations to solve problems.	V.1.2 Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation.	CMP2: Bits and Pieces II: Investigation 3- Multiplying With Fractions: 32-47; Investigation 4- Dividing With Fractions: 52-54, 56-62; Looking Back and Looking Ahead: 63-64	CMP2: Bits and Pieces II: Invest. 3,4, Check-up Quizzes, Unit Test: Bits and Pieces II, Exam View® CD-ROM	

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Ext	<i>N.ME.06.05 Order rational numbers and place them on the number line.</i>	IV. Number Sense and Numeration	<p>IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.</p> <p>IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.</p> <p>IV.3 Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers.</p>	<p>IV.1.3 Develop an understanding of the properties of the integer and rational number systems and of the properties of special numbers and the additive and multiplicative inverses.</p> <p>IV.2.1 Give geometric representations of fractions, prime and composite numbers, triangular and square numbers, and other number concepts; represent rational numbers and integers on the number line.</p> <p>IV.3.1 Compare and order integers and rational numbers using relations of equality and inequality.</p>	<p>CMP2: Review from Bits and Pieces I: 30, 33, Investigation 3-Moving Between Fractions and Decimals: 45-46, 48, 50, 52; Looking Back and Looking Ahead: 70; Bits and Pieces III: Problem 3.5; 16, 45,</p>	<p>Teacher created assessment; Exam View® CD-ROM</p>	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	<i>N.ME.06.06</i> <i>Represent rational numbers as fractions or terminating decimals when possible, and translate between these representations.</i>	IV. Number Sense and Numeration	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations.	IV.1.1 Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimal form. IV.2.2 Recognize equivalent representations of a number, especially fractions, decimals and percents, and translate freely among representations.	CMP2: Review from Bits and Pieces I: Investigation 3-Moving Between Fractions and Decimals: 35-44, 47-53; Bits and Pieces III: Investigation 3-The Decimal Divide: 41-42; 45; 47	CMP2: Bits and Pieces III: Check Up Quiz, Unit Test, Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Fut	N.ME.06.07 <i>Understand that a fraction or a negative fraction is a quotient of two integers.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.	IV.1.1 Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimal form.	CMP2: Bits and Pieces III: Invest. 3 additional instruction	Teacher created assessment; Exam View® CD-ROM	
Fut	N.MR.06.08 <i>Understand integer subtraction as the inverse of integer addition. Understand integer division as the inverse of integer multiplication.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.	IV.1.3 Develop an understanding of the properties of the integer and rational number systems and of the properties of special numbers and the additive and multiplicative inverses.	CMP2: Bits and Pieces II: Invest. 2, 3, 4; additional instruction;	Teacher created assessment; Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Fut	<i>N.FL.06.09 Add and multiply integers between -10 and 10; subtract and divide integers using the related facts. Use the number line and chip models for addition and subtraction.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1: Students understand and use various types of operations to solve problems.	V.1:2 Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation.	Supplemental: Houghton Mifflin Teaching model; Integer Fact Sheet	Teacher created assessment; Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>N.FL.06.10 Add, subtract, multiply and divide positive rational numbers fluently.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1: Students understand and use various types of operations to solve problems.	V.1:2 Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper and pencil; explain what they are doing and how they know which operations to perform in a given situation.	<p>CMP2: Bits and Pieces II: Investigation 2- Adding and Subtracting Fractions: 19-21, 25-26; Investigation 3- Multiplying With Fractions: 35-44, 47-53; Investigation 4- Dividing With Fractions: 49-62; Bits and Pieces III: Investigation 1- Decimals—More or Less!: 8-11, 13, 15; Investigation 2-Decimal Times: 24-32, 38-40, 43-44 Supplemental: Mastering Math Facts; Daily Word Problems</p>	<p>Teacher created assessment; Mastering Math Facts; Math Magician online activity</p>	
Core	<i>N.ME.06.11 Find equivalent ratios by scaling up or scaling down.</i>	IV. Number Sense and Numeration	IV.3 Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers.	IV.3.2 Express numerical comparisons as ratios and rates.	<p>Review CMP2: Bits and Pieces I: Investigation 2-Sharing and Comparing With Fractions: 21-23, 28, 32; Supplemental: Practice Worksheets</p>	<p>Teacher created Assessment, Exam View® CD-ROM</p>	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	<i>N.FL.06.12 Calculate part of a number given the percentage and the number.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1: Students understand and use various types of operations to solve problems.	V.1:2 Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation.	CMP2: Bits and Pieces III: 67, 69; Invest. 4	CMP2: Bits and Pieces III; Check Up Quiz, Unit test	
Core	<i>N.MR.06.13 Solve contextual problems involving percentages such as sales taxes and tips.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. V.1: Students understand and use various types of operations to solve problems.	IV.2.5 Select appropriate representations for numbers, including integers and rational numbers, in order to simplify and solve problems. V.1.4 Efficiently and accurately apply operations with integers, rational numbers and simple algebraic expressions in solving problems.	CMP2: Bits and Pieces III: Investigation 4-Using Percents: 50-61; Investigation 5-More About Percents: 62-73; Unit Project: 74-75; Looking Back and Looking Ahead: 76-78; Supplemental: Daily Word Problems	CMP2: Bits and Pieces III: Check Up Quiz, Unit Test, Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>N.FL.06.14 For applied situations, estimate the answers to calculations involving operations with rational numbers.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.2 Students recognize that numbers are used in different ways such as counting, measuring, ordering and estimating, understand and produce multiple representations of a number, and translate among equivalent representations. V.1: Students understand and use various types of operations to solve problems.	IV.2.4 Develop and refine strategies for estimating quantities, including fractional quantities, including fractional quantities, and evaluate the reasonableness and appropriateness of their estimates. IV.2.5 Select appropriate representations for numbers, including integers and rational numbers, in order to simplify and solve problems. V.1.2 Compute with integers, rational numbers and simple algebraic expressions using mental computation, estimation, calculators and paper-and-pencil; explain what they are doing and how they know which operations to perform in a given situation.	CMP2: Bits and Pieces III: Investigation 1- Decimals—More or Less!: 5-7, 13; 29, 33; Supplemental: Daily Word Problems	CMP2: Bits and Pieces III: Check-Up quiz, teacher created assessment	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>N.FL.06.15 Solve applied problems that use the four operations with appropriate decimal numbers.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.1: Students understand and use various types of operations to solve problems.	V.1:4 Efficiently and accurately apply operations with integers, rational numbers and simple algebraic expressions in solving problems.	<p>CMP2: Bits and Pieces III: Investigation 1- Decimals—More or Less!: 8-9, 14, 16-17, 19; Investigation 2-Decimal Times: 21-23, 28-29, 31-32, 34; Investigation 3-The Decimal Divide: 36-37, 43, 46-48; Supplemental: Daily Word Problems</p>	<p>CMP2: Bits and Pieces III: Unit Test, Exam View@ CD-ROM</p>	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Fut	<i>N.ME.06.16</i> <i>Understand and use integer exponents, excluding powers of negative bases; express numbers in scientific notation.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.3 Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers.	IV.1.2 Extend their understanding of numeration systems to include decimal numeration, scientific numeration and non-decimal numeration systems. IV.3.4 Explain the meaning of powers and roots of numbers and use calculators to compute powers and square roots.	CMP2: Prime Time: Invest. 4, Problem 4.3, additional instruction	Teacher created assessment; Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>N.ME.06.17 Locate negative rational numbers (including integers) on the number line; know that numbers and their negatives add to 0, and are on opposite sides and at equal distance from 0 on a number line.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. IV.3 Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers.	IV.1.1 Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimal form. IV.1.3 Develop an understanding of the properties of the integer and rational number systems and of the properties of special numbers and the additive and multiplicative inverses. IV.3.1 Compare and order integers and rational numbers using relations of equality and inequality.	CMP2: Prime Time: Invest. 2, Problem 2,2, additional instruction	Teacher created assessment, MEAP released items	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	<i>N.ME.06.18</i> <i>Understand that rational numbers are quotients of integers (non zero denominators), e.g., a rational number is either a fraction or a negative fraction.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.	IV.1.1 Develop an understanding of integers and rational numbers and represent rational numbers in both fraction and decimal form.	CMP2: Bits and Pieces II: Investigation 2- Adding and Subtracting Fractions: 19-21, 25-26; Investigation 3- Multiplying With Fractions: 35-44, 47-53; Investigation 4- Dividing With Fractions: 49-62; Bits and Pieces III: Investigation 1- Decimals—More or Less!: 8-1	Teacher created assessment, MEAP released items	
Ext	<i>N.ME.06.19</i> <i>Understand that 0 is an integer that is neither negative nor positive.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.	IV.1.3 Develop an understanding of the properties of the integer and rational number systems and of the properties of special numbers and the additive and multiplicative inverses.	CMP2: Prime Time: Invest. 2, additional instruction	Teacher addition to CMP2 Check Up Quiz, MEAP released items	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	<i>N.ME.06.20 Know that the absolute value of a number is the value of the number ignoring the sign, or is the distance of the number from 0.</i>	IV. Number Sense and Numeration	IV.1: Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers.	IV.1.3 Develop an understanding of the properties of the integer and rational number systems and of the properties of special numbers and the additive and multiplicative inverses.	CMP2: Prime Time: Invest. 2, additional instruction, Math dictionary entry	Teacher created assessment, MEAP released items	
Core	<i>A.PA.06.01 Solve applied problems involving rates, including speed, e.g., if a car is going 50 mph, how far will it go in 3 hours?</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.3 Students investigate relationships such as equality, inequality, inverses, factors, and multiples, and represent and compare very large and very small numbers. V.2 Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	IV.3.2 Express numerical comparisons as ratios and rates. V.2.5 Explore problems that reflect the contemporary uses of mathematics in significant contexts and use the power of technology and algebraic and analytic reasoning to experience the ways mathematics is used in society.	Supplemental: Daily Word Problems, Mackinac Island Trip problem solving	MEAP released items, clarification document	

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Core	<i>A.RP.06.02 Plot ordered pairs of integers and use ordered pairs of integers to identify points in all four quadrants of the coordinate plane.</i>	II. Geometry and Measurement	II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object.	II.2.4 Locate the position of points or objects described by two or more conditions; locate all the points that satisfy a given condition.	CMP2: Shapes and Designs: problem 2.2, play "Four in a Row" using four quadrants, Variables and Patterns: Invest. 1	MEAP released items, clarification document, Exam View CDRom	
Core	<i>A.FO.06.03 Use letters, with units, to represent quantities in a variety of contexts, e.g., y lbs., k minutes, x cookies.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Bits and Pieces II and III, Variables and Patterns, Supplemental: Daily Word Problems,	MEAP released items, clarification document	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	A.FO.06.04 Distinguish between an algebraic expression and an equation.	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Variables and Patterns, Supplemental: MEAP released items, Houghton Mifflin lesson models	Teacher created assessment, clarification document	
Fut	A.FO.06.05 Use standard conventions for writing algebraic expressions.	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1. Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Variables and Patterns: Invest. 3, Supplemental: MEAP released items	Teacher created assessment, Exam View CD Rom	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	A.FO.06.06 Represent information given in words using algebraic expressions and equations.	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Variables and Patterns, Invest. 3	Teacher created assessment, Exam View CD Rom	
Fut	A.FO.06.07 Simplify expressions of the first degree by combining like terms, and evaluate using specific values.	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	Supplemental: Houghton Mifflin Teaching model; CMP2 Variables and Patterns	MEAP released items, clarification documents, Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	A.RP.06.08 Understand that relationships between quantities can be suggested by graphs and tables.	I. Patterns, Relationships and Functions Data Analysis and Statistics	I.1: Students recognize similarities and generalize patterns, use patterns to create models and make predictions, describe the nature of patterns and relationships, and construct III. representations of mathematical relationships. III.1 Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats.	I.1.2 Represent and record patterns in a variety of ways including tables, charts and graphs, and translate between various representations. III.1.3 Present data using a variety of appropriate representations and explain why one representation is preferred over another or how a particular representation may bias the presentation.	CMP2: Variables and patterns, Invest. 2, 4	CMP2: Check Up quizzes and Variables and Patterns, Unit Test, Exam View® CD-ROM	

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	<p><i>A.PA.06.09 Graph and write equations for linear functions of the form $y = mx$, and solve related problems, e.g., given n chairs, the “leg function” is $f(n) = 4n$; if you have 5 chairs, how many legs?; if you have 12 legs, how many chairs?</i></p>	<p>I. Patterns, Relationships and Functions Numerical and Algebraic Operations and Analytical Thinking</p>	<p>I.2 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.</p>	<p>I.2.6 Continue to explore relationships arising from interesting contexts and use variables and relationships to solve mathematical problems. V.2.4 Analyze problems modeled by linear functions, determine strategies for solving the problems and evaluate the adequacy of the solutions in the context of the problems.</p>	<p>CMP2: Variables and Patterns: Invest. 4, additional instruction</p>	<p>MEAP released items, CMP2 Check Up quiz, Variables and Patterns Unit Test, Exam View® CD-ROM</p>	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Fut	A.RP.06.10 Represent simple relationships between quantities using verbal descriptions, formulas or equations, tables, and graphs.	I. Patterns, Relationships and Functions Data Analysis and Statistics Numerical and Algebraic Operations and Analytical Thinking	I.1 Students describe the relationships among variables, predict what will happen to one variable as another variable is changed, analyze natural variation and sources of variability, and compare patterns of change. III. III.1 Students collect and explore data, organize data into a useful form, and develop skill in representing and reading data displayed in different formats. V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	I.2.4 Represent variability or change by ordered pairs, tables, graphs and equations. III.1.3 Present data using a variety of appropriate representations and explain why one representation is preferred over another or how a particular representation may bias the presentation. V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Variables and patterns, Invest. 2, 4	CMP2: Check Up quizzes and Variables and Patterns, Unit Test, Exam View® CD-ROM	

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	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>A.FO.06.11 Relate simple linear equations with integer coefficients to particular contexts and solve.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2:1 Read and write algebraic expressions; develop original examples expressed verbally and algebraically; simplify expressions and translate between verbal and algebraic expressions; and solve linear equations and inequalities.	CMP2: Variables and Patterns, Invest. 1, Supplemental: MEAP released items, Math on Call, Bag the Beans Activity	MEAP released items, clarification documents	
Core	<i>A.FO.06.12 Understand that adding or subtracting the same number to both sides of an equation creates a new equation that has the same solution.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2.3 Solve linear equalities and inequalities using algebraic and geometric methods, and use the context of the problem to interpret and explain their solutions.	Supplemental: Indiana Mathematics Grade 6 Curriculum Framework, classroom lessons and activities	MEAP released items, clarification documents	

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Core	A.FO.06.13 <i>Understand that multiplying or dividing both sides of an equation by the same non-zero number creates a new equation that has the same solution.</i>	IV. Number Sense and Numeration V. Numerical and Algebraic Operations and Analytical Thinking	IV.1 Students experience counting and measuring activities to develop intuitive sense about numbers, develop understanding about properties of numbers, understand the need for and existence of different sets of numbers, and investigate properties of special numbers. V.1: Students understand and use various types of operations to solve problems.	V.1.3 Describe the properties of operations with rationales and integers and give examples of how they use those properties. IV.1.3 Develop an understanding of the properties of the integer and rational number systems and of the properties of special numbers and the additive and multiplicative inverses.	Supplemental: Indiana Mathematics Grade 6 Curriculum Framework, classroom lessons and activities	MEAP released items, clarification documents	
Fut	A.FO.06.14 <i>Solve equations of the form $ax + b = c$, by hand for positive integer coefficients less than 20, use calculators otherwise, and interpret the results.</i>	V. Numerical and Algebraic Operations and Analytical Thinking	V.2: Students analyze problems to determine an appropriate process for solution, and use algebraic notations to model or represent problems.	V.2.3 Solve linear equalities and inequalities using algebraic and geometric methods, and use the context of the problem to interpret and explain their solutions.	CMP2: Variables and Patterns, Invest 4., Calculators and Graphing	Teacher created assessment, Exam View CD Rom, CMP2	

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Core	<i>M.UN.06.01 Convert between basic units of measurement within a single measurement system, e.g., square inches to square feet.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurements should be made and to what level of precision.	II.3.5 Use proportional reasoning and indirect measurements to draw inferences.	Supplemental: Daily Word Problems, MEAP released items	Teacher created assessment	
Fut	<i>M.PS.06.02 Draw patterns (of faces) for a cube and rectangular prism that, when cut, will cover the solid exactly (nets).</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.4 Construct familiar shapes using coordinates, appropriate tools, sketching and drawing two and three dimensional shapes.	Supplemental: Teacher created lessons, Christmas Present Challenge	MEAP released items, clarification documents	
	<i>M.TE.06.03 Compute the volume and surface area of cubes and rectangular prisms given the lengths of their sides using formulas.</i>	II. Geometry and Measurement	II.3 Students compare attributes of two objects, or of one object with a standard unit, and analyze situations to determine what measurements should be made and to what level of precision.	II.3.5 Use proportional reasoning and indirect measurements to draw inferences.	Supplemental: Daily Word Problems, Christmas Present Challenge, additional instruction	MEAP released items, clarification documents	

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Marion Public Schools Math Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Fut	G.GS.06.01 <i>Understand and apply basic properties of lines, angles, and triangles.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.6 Generalize about the common properties of similar, congruent, parallel and perpendicular shapes and verify their generalizations informally.	CMP2: Shapes and Designs Invest. 2-Polygons and Angles: 38-39, 45, 46; 67, math dictionary entry	CMP2: Shapes and Designs Unit Test, MEAP released items, clarification documents, Exam View® CD-ROM	
Core	G.GS.06.02 <i>Understand that for polygons, congruence means corresponding sides and angles have equal measures.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes.	II.1.6 Generalize about the common properties of similar, congruent, parallel and perpendicular shapes and verify their generalizations informally.	CMP2: Shapes and Designs Investigation 2-Polygons and Angles: 38-39, 45, 46; 67	CMP2: Check Up quizzes and Shapes and Designs, Unit Test, MEAP released items, Exam View® CD-ROM	

Sixth Grade

Marion Public Schools Math Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>G.TR.06.03</i> <i>Understand the basic rigid motions in the plane (reflections, rotations, translations), relate these to congruence, and apply them to solve problems.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object.	II.1.5 Combine, dissect and transform shapes. II.2.3 Describe translations, reflections, rotations and dilations using the language of transformations and employ transformations to verify congruence of figures. II.2.5 Use concepts of position, direction and orientation to describe the physical world and to solve problems.	CMP2: Shapes and Designs: Invest. 1 Supplemental: explorelearning.com: gizmo with coordinate planes	MEAP released items, clarification documents	

Sixth Grade

Marion Public Schools Math Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	<i>G.TR.06.04</i> <i>Understand and use simple compositions of basic rigid transformations, e.g., translation followed by a reflection.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object.	II.1.5 Combine, dissect and transform shapes. II.2.3 Describe translations, reflections, rotations and dilations using the language of transformations and employ transformations to verify congruence of figures.	CMP2: Shapes and Designs: Invest. 1 Supplemental: explorelearning.com: gizmo with coordinate planes	MEAP released items, clarification documents	

Sixth Grade

Marion Public Schools Math Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
NASL	<i>G.SR.06.05 Use paper folding to perform basic geometric constructions of perpendicular lines, midpoints of line segments and angle bisectors; justify informally.</i>	II. Geometry and Measurement	II.1 Students develop spatial sense, use shape as an analytic and descriptive tool, identify characteristics and define shapes, identify properties and describe relationships among shapes. II.2 Students identify locations of objects, identify location relative to other objects, and describe the effects of transformations on an object.	II.1.4 Construct familiar shapes using coordinates, appropriate tools, sketching and drawing two and three dimensional shapes. II.2.2 Locate and describe objects in terms of their orientation and relative position, including coincident, collinear, parallel, perpendicular; differentiate between fixed and relative orientations; recognize and describe examples of bilateral and rotational symmetry.	CMP2: Shapes and Designs: Invest. 1 Polygons and Bees, Invest. 2, Problem 2.5 Angles and Parallel lines	CMP2: Shapes and Designs Unit Test, Exam View® CD-ROM MEAP released items, clarification documents	

Sixth Grade

Marion Public Schools Math Curriculum Alignment

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Core	<i>D.PR.06.01 Express probabilities as fractions, decimals, or percentages between 0 and 1; know that 0 probability means an event will not occur and that probability 1 means an event will occur.</i>	VI. Probability and Discrete Mathematics	VI.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made in probabilistic situations.	VI.1.1 Describe events as likely of unlikely and give qualitative and quantitative descriptions of the degree of likelihood. VI.1.2 Describe probability as a measure of certainty ranging from 0 to 1 and conduct activities that allow them to express probabilities of simple events in mathematical terms.	CMP2: How Likely Is It?: Invest. 2: Experimental and Theoretical Probability, Invest. 3: Making Decisions with Probability, Invest. 4: Probability, Genetics and Games.	CMP2: Check Up quizzes, Partner Quiz, How Likely Is It? Unit test, Exam View® CD-ROM	

	GLCE	STRAND	CONTENT STANDARD	BENCHMARK	INSTRUCTION	ASSESSMENT	
Ext	<i>D.PR.06.02 Compute probabilities of events from simple experiments with equally likely outcomes.</i>	VI. Probability and Discrete Mathematics	VI.1 Students develop an understanding of the notion of certainty and of probability as a measure of the degree of likelihood that can be assigned to a given event based on the knowledge available, and make critical judgments about claims that are made	VI.1.1 Describe events as likely of unlikely and give qualitative and quantitative descriptions of the degree of likelihood. VI.1.2 Describe probability as a measure of certainty ranging from 0 to 1 and conduct activities that allow them to express probabilities of simple events in mathematical terms. VI.1.3 Conduct experiments and give examples to illustrate the difference between dependent and independent events. VI.1.5 Conduct probability experiments and simulations to model and solve problems.	CMP2: How Likely Is It?: Invest. 1: A Look at Chance, Invest. 2: Experimental and Theoretical Probability, Supplemental: Daily Word Problems	CMP2: Check Up quizzes, Partner Quiz, How Likely Is It? Unit test, Exam View® CD-ROM MEAP released items	