Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit: Warm-Up Problems
Standards:
Anchors: M6.A.1, M6.A.3, M6.C.1 Estimated Time: Ongoing throughout the year

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.2 Compare quantities and/or magnitudes of numbers.	M6.A.1.2.1 Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals-decimals through thousandths).			Compare and/or order whole numbers.		
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation and word problems.			Solve problems involving +, -, x, / with whole numbers, straight computation or word problems.		
M6.C.1.1 Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons and circles.	M6.C.1.1.3 Identify and/or determine the measure of the diameter and/or radius of a circle (scalene, equilateral, isosceles, right, acute, obtuse).			Radius and diameter relationship	circle, radius, diameter	How are the radius and diameter of a circle related?

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit: Warm-Up Problems
Standards:
Anchors: M6.C.1, M6.D.1, M6.E.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.1.1 Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons and circles.	M6.C.1.1.4 Identify and/or use the total numbers of degrees in a triangle, quadrilateral and/or circle.	.		Degrees in a circle	360 degrees	
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M6.D.1.1 Create or extend patterns.	M6.D.1.1.1 Create, extend or find a missing element in a pattern displayed in a table, chart or graph (pattern must show at 3 repetitions- may use up to 2 operations with whole numbers).			Patterns	pattern	
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M6.E.1.1 Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs or line plots.	M6.E.1.1.2 Choose the appropriate representation for a specific set of data (choices should be the same type of graph).			Choose the appropriate type of graph.		

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit: Warm-Up Problems
Standards:
Anchors: M6.A.3, M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.1 Apply estimation strategies to a variety of problems.	M6.A.3.1.1 Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).			Estimation		
M6.A.1.2 Compare quantities and/or magnitudes of numbers.	Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals- decimals through thousandths).			Comparing and Ordering Decimals		
M6.A.1.2 Compare quantities and/or magnitudes of numbers.	Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals- decimals through thousandths).			Comparing and Ordering of Fractions		

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Unit: Whole Number Division
Standards:
Anchors: M6.A.3

Estimated Time: 3 days- September

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Divide whole numbers with a 2-digit divisor.	Skills Handbook p. 744 Selected Exercises pp. 3-8 Middle School Math with Pizzazz A67-A72 Compute a Design Whole Numbers pp. 46-47 Mathimagination B33-B40, B42	Whole Number Division	divisor, dividend, quotient, remainder	How do you divide whole numbers with a 2-digit divisor? --- Quiz

Math-Grade 6- Pennsylvania Edition
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Unit 1: Number Sense and Algebraic Thinking
Standards:
Anchors: M6.A.3 Estimated Time: 9 days- September

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.1 Apply estimation strategies to a variety of problems.	M6.A.3.1.1 Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).	Estimate the sum, difference, product or quotient of whole numbers.	Guided Practice pp. 11-12 Exercises pp. 13-14 Resource Planning Guide TE p. 11 Middle School Math with Pizzazz A30, A36 Estimation, Etc. by Design pp. 13, 14	1.2 Whole Number Estimation	leading digit, compatible numbers, estimate	How do you estimate a sum or difference? How do you estimate a product? How do you estimate a quotient? How do you use estimation strategies to determine if our answer is reasonable?

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 1: Number Sense and Algebraic Thinking
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A1.1 Express numbers in equivalent forms.	M6.A.1.1.3 Represent a number in exponential form (e.g., $10x10x10=10^3$)	Write a product as a power. Find the value of a power.	Guided Practice pp. 15-16 Exercises pp. 17-19 Resource Planning Guide TE p. 15 Mathimagination C15, C18 Middle School Math with Pizzazz A49 Estimation, Etc. by Design p. 5	1.3 Powers and Exponents	factor, base, exponent, squared, cubed, power	How do you write a power as a product? How are numbers expressed in exponential form? --- Quiz 1.2, 1.3

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 1: Number Sense and Algebraic Thinking
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Solve problems involving +, -, x, / (left to right rule). Solve problems including exponents. Solve problems involving grouping symbols. Solve all of the above without a calculator, then with a calculator.	Guided Practice p. 22 Exercises pp. 23-26 Resource Planning Guide TE p. 21 Algebra by Design pp. 1-2 Pre-Algebra by Design pp. 1-2 Middle School Math by Design p. 1	1.4 Order of Operations	numerical expression, grouping symbols, evaluate, order of operations, parentheses, fraction bar	Does order of operations make a difference when simplifying expressions? If more than one operation is involved in a problem, in what order do you do them? --- Quiz 1.4

Math-Grade 6- Pennsylvania Edition
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Unit 1: Number Sense and Algebraic Thinking
Standards:
Anchors: M7.D.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.D.2.1 Select and/or use appropriate strategies to solve or represent equations or expressions.	M7.D.2.1.2 Use substitution of one and/or two variables to simplify expressions (whole numbers only- use order of operations).	Evaluate expressions with one or two variables.	Guided Practice pp. 29-30 Exercises pp. 31-33 Resource Planning Guide TE p. 29	1.5 Variables and Expressions Investigation 1.5	variable, variable expression	Explain how to evaluate m^2+4n when m=8 and n=7. --- Quiz 1.5 Unit 1 Test

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Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.B.2 Estimated Time: 13 days- September/October

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.B.2.1 Choose or use appropriate tools and/or units to determine measurements within the same system.	M6.B.2.1.1 Use or read a ruler to measure to the nearest 1/16 inch or millimeter. M6.B.2.1.2 Choose the more precise measurement of a given object (e.g., smaller measurements are more precise).	Measure length to the nearest inch or millimeter. Choose an appropriate tool to measure length. Choose an appropriate unit of length. Example: Which is more precise: 57mm or 6 cm? (Only metric measurements at this time.)	Guided Practice pp. 59-62 Exercises pp. 62-65 Resource Planning Guide TE p. 59 Mathimagination F22, F48 Middle School Math with Pizzazz D8	2.1 Measuring Lengths	inch, foot, yard, mile, millimeter, centimeter, meter, kilometer, linear	What are the customary (English) units of measure and how do we use them (length measure to the nearest 16^{th} of an inch)? What are the metric units of measure and how do we use them (length measure to the nearest millimeter)? How do we choose the most appropriate unit for measuring?

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.B.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.B.2.2 Solve problems involving length, perimeter, area and/or volume of geometric figures.	M6.B.2.2.1 Find the perimeter of any polygon (may include regular polygons) where only the measure of one side is given- same units throughout).	Find the perimeter of rectangles, squares and compound figures formed from rectangles and squares. Find the perimeter of any polygon (not in textbook, needs to be supplemented). Given the perimeter, solve for s in P=4s.	Guided Practice pp. 66-68 Exercises pp. 68-71 Resource Planning Guide TE p. 66 Middle School Math with Pizzazz D46, D47 Mathimagination F25[3], F26 Middle School Math by Design p. 13[3]	2.2 Perimeter and Area (Perimeter only)	Perimeter, formula, length, width, dimension, rectangle, square	How can the formula for the perimeter of a square be derived from the formula for the perimeter of a rectangle? What is perimeter and how is it determined? How can we determine perimeter of an irregular figure? How can we find a missing dimension if we know the perimeter? --- Quiz 2.1-2.2

3- Strategic

Math-Grade 6- Pennsylvania Edition
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Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.E.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.E.1.1 Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs or line plots.	M6.E.1.1.1 Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percent). M6.E.1.1.3 Display data in frequency tables, circle graphs, double bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key where needed. Circle graphs for open-ended items must show a center point and tic marks.	Construct a frequency table. Construct a line plot. Interpret frequency tables and line plots.	Guided Practice pp. 76-77 Exercises pp. 78-80 Resource Planning Guide TE p. 76	2.4 Frequency Tables and Line Plots	data, frequency table, line plot	Explain the relationship between a frequency table and a line plot. How are various graphs and tables created and used to display data? What type of graph best represents a given set of data?

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.E.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.E.1.1 Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs or line plots.	M6.E.1.1.1 Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percent). M6.E.1.1.3 Display data in frequency tables, circle graphs, double bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key where needed. Circle graphs for open-ended items must show a center point and tic marks.	Make and interpret bar graphs and double bar graphs.	Guided Practice pp. 83-84 Exercises pp. 85-87 Resource Planning Guide TE p. 83 Middle School Math with Pizzazz E41, E42	2.5 Bar Graphs Investigation 2.5	bar graph, double bar graph, horizontal axis, vertical axis, key	Explain how to make a bar graph. How are various graphs and tables created and used to display data? What type of graph best represents a given set of data? --- Quiz 2.4-2.5

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.C.3, M6.E.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.3.1 Identify, plot or match points given an ordered pair. M6.E.1.1 Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs or line plots.	M6.C.3.1.1 Plot, locate or identify in Quadrant I and/or the x- and y-axes with intervals 1, 2, 5 or 10 units- up to a 200 by 200 grid. Points may be in-between lines. M6.E.1.1.1 Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percent). M6.E.1.1.3 Display data in frequency tables, circle graphs, double bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key where needed. Circle graphs for open-ended items must show a center point and tic marks.	Graph points on coordinate planes with various intervals (Quadrant I, nonnegative, x- and y- axes only). Make, interpret and compare line graphs.	Guided Practice pp. 88-90 Exercises p. 90-92 Resource Planning Guide TE p. 88 Middle School Math with Pizzazz E44, E45, E67	2.6 Coordinates and Line Graphs	axes, coordinates, ordered pair, origin, x-axis, y-axis, quadrant, line graph, double line graph, horizontal axis, vertical axis, key, scale, increments	Describe how to graph the ordered pair (5,20). How are various graphs and tables created and used to display data? What type of graph best represents a given set of data?

Math-Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.E.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.E.1.1 Interpret data shown in frequency tables, histograms, circle, bar or double bar graphs, line or double line graphs or line plots	M6.E.1.1.1 Analyze data and/or answer questions pertaining to data represented in frequency tables, circle graphs, double bar graphs, double line graphs or line plots (for circle graphs, no computation with percent). M6.E.1.1.3 Display data in frequency tables, circle graphs, double-bar graphs, double line graphs or line plots using a title, appropriate scale, labels and a key where needed. Circle graphs for open-ended items must show a center point and tic marks.	Analyze a circle graph. Use a circle graph to make predictions. Make a circle graph (circle graph paper included).	Guided Practice pp. 94-95 Exercises pp. 95-97 Resource Planning Guide TE p. 94 Middle School Math with Pizzazz E46- E48	2.7 Circle Graphs	circle graph, tic marks, center	How are various graphs and tables created and used to display data? What type of graph best represents a given set of data? --- Quiz 2.6-2.7

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 2: Introduction to Measurement and Statistics
Standards:
Anchors: M6.E.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.E.2.1 Describe data sets using mean, median, mode and/or range.	M6.E.2.1.1 Determine/calculate the mean, median, mode and/or range of displayed data (data can be displayed in a table or line plot- use whole numbers only up to 2 digits).	Find the mean, median, mode and range of a set of data. (Refer to Section 2,4 for data displayed in a line plot.) Determine which average(s) best represents a data set.	Guided Practice pp. 99-100 Exercises pp. 101-104 Resource Planning Guide TE p. 99 Middle School Math with Pizzazz E38, E39 Middle School Math by Design p. 19	2.8 Mean, Median and Mode Investigation 2.8	mean, median, mode, range, measures of central tendencies (averages), data	Explain how to choose the best average to represent the age of students' pets. Given a set of data, how are mean, median, mode and range determined? What can the mean, median, mode and range tell us about a set of data? ---------- Unit 2 Test

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.1

Estimated Time: 21 days- October/November

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.2 Compare quantities and/or magnitude of numbers.	M6.A.1.2.1 Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals- decimals through thousandths).	Compare and order decimals.	Guided Practice p. 131 Exercises pp. 132-135 Resource Planning Guide TE p. 130 Middle School Math with Pizzazz B16, B23	3.3 Ordering Decimals	less than, greater than, equal to, tenth, hundredth, thousandth, ten-thousandth, decimal, place value	What is the most effective way to compare and/or order numbers, fractions or decimals?

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.1 Apply estimation strategies to a variety of problems.	M6.A.3.1.1 Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations).	Round to estimate sums and differences of decimals.	Guided Practice p. 143 Exercises pp. 145-147 Resource Planning Guide TE p. 143	3.5 Decimal Estimation (Examples 1 and 2 only)		How can you get a good estimate of the total bill for a list of items? How do you use estimation strategies to determine if our answer is reasonable? --- Quiz 3.3-3.5

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.2, M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.2.1 Select and/or use operations to simplify or solve problems. M6.A.3.2 Solve problems with and without the use of a calculator.	M6..2.1.1 Complete equations by using the following properties: associative, commutative, distributive and identity. M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (Avoid complicated LCDs)- straight computation or word problems.	Add and subtract decimals. Identify and use properties of addition. Complete equations using properties- not in textbook.	Guided Practice pp. 149-150 Exercises pp. 151-154 Resource Planning Guide TE p. 148 Middle School Math with Pizzazz A24 Compute a Design Decimals pp. 1-18, 45	3.6 Adding and Subtracting Decimals (reference 1.6- Equations and Mental Math for Identity Property of Addition)	commutative property of addition, associative property of addition, identity property of addition, sum, difference	You are going to add the decimals 12.357, 218.2 and 5.069. Which digits would align under the digit "5" in 12.357? How are the procedures for adding and subtracting whole numbers and decimals similar and how are they different? --- Chapter Test 3.3, 3.5-3.6

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.2, M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.2.1 Select and/or use operations to simplify or solve problems. M6.A.3.1 Apply estimation strategies to a variety of problems. M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.2.1.1 Complete equations by using the following properties: associative, commutative, distributive and identity. M6.A.3.1.1 Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations). M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers (through thousands) and fractions (avoid complicated LCDs)- straight computation or word problems.	Multiply a decimal and a whole number. Estimate to check reasonableness of an answer. Identify and use properties of multiplication. Complete equations using the properties- not in textbook	Guided practice pp. 169-171 Exercises pp. 171-173 Resource Planning Guide TE p. 169 Mathimagination A26 (Also have the student write the name of the property.) Middle School Math with Pizzazz A32, B37 Compute a Design Decimals pp. 19-22, 28	4.1 Multiplying Decimals and Whole Numbers (Reference 1.6- Equations and Mental Math for Identity Property of Multiplication and Multiplication Property of Zero)	commutative property of multiplication, associative property of multiplication, identity property of multiplication, multiplication property of zero, product	When you multiply a decimal and a whole number, how do you determine the number of decimal places in the product? How do you use estimation strategies to determine if our answer is reasonable?

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.2.1 Select and/or use operations to simplify or solve problems.	M6.A.2.1.1 Complete equations by using the following properties: associative, commutative, distributive and identity.	Evaluate expressions using the distributive property. Complete equations using the distributive property- not in textbook.	Guided Practice pp. 175-177 Exercises pp. 177-179 Resource Planning Guide TE p. 175 Middle School Math with Pizzazz A33	4.2 The Distributive Property	distributive property	How can you rewrite the product of the two factors p and (q+r) as the sum of two products?

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.1 Apply estimation strategies to a variety of problems. M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.1.1 Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations). M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Find the product of two decimal numbers. Estimate to check if answer is reasonable.	Guided Practice pp. 181-183 Exercises pp. 183-185 Resource Planning Guide TE p. 181 Compute a Design Decimals pp. 23-27, 29 Mathimagination E23-E29 Middle School Math with Pizzazz B38-B41, B43	4.3 Multiplying Decimals	factor, partial product, product	How is the number of decimal places in a product related to the numbers of decimal places in the factors? How are the procedures for multiplying whole numbers and decimals similar and how are they different? --- Quiz 4.1-4.3

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Divide a decimal by a whole number, with and without rounding the quotient.	Guided Practice pp. 186-187 Exercises pp. 188-191 Resource Planning Guide TE p. 186 Compute a Design Decimals pp. 30-32, 38-40, 43 Mathimagination E30, E31 Middle School Math with Pizzazz BB55-BB57	4.4 Dividing Whole Numbers	dividend, division, quotient	When you divide a decimal number by a whole number, where do you place the decimal point in the quotient?

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Multiply and divide whole numbers and decimals by powers of ten.	Guided Practice p. 194 Exercises pp. 195-197 Resource Planning Guide TE p. 193 Mathimagination E22 Middle School Math with Pizzazz B42, B59, B60	4.5 Multiplying and Dividing by Powers of Ten	power, exponent	How many places and in which direction do you move the decimal point to find 5.4/0.01?

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 3: Decimals
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.1 Apply estimation strategies to a variety of problems. M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.1.1 Use estimation to solve problems involving whole numbers and decimals (up to 2-digit divisors and 4 operations). M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Divide a decimal by a decimal, with and without rounding the quotient. Estimate using compatible numbers to check reasonableness of answers. (See Example 3, p. 199.)	Guided Practice pp. 198-199 Exercises pp. 200-202 Resource Planning Guide TE P 198 Compute a Design Decimals pp. 33-37, 41-42, 44, 46-48 Mathimagination E32-E35, E37 Middle School Math with Pizzazz B60-B62, B65-B67	4.6 Dividing by Decimals	dividend, divisor, quotient	When you divide decimals, what must be true of the divisor if the quotient is greater than the dividend? How are the procedures for dividing whole numbers and decimals similar and how are they different? --- Quiz 4.4-4.6 Chapter Test 4.1-4.6 Unit 3 Test

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1 Estimated Time: 15 days- November/December

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.3 Apply number theory concepts (i.e., factors, multiples).	M6.A.1.3.3 Use divisibility rules for 2, 3, 5, and/or 10 to draw conclusions and/or solve problems.	List the factors of a number. Use the divisibility rules for 2, 3, 5 and 10 (6,9).[1] Classify a number as prime or composite. Find the prime factorization of a number using a factor tree.	Guided Practice pp. 231-232 Exercises pp. 232-235 Resource Planning Guide TE p. 230 Mathimagination C26-C28, C32-C36 Middle School Math with Pizzazz C7, C8, C10-C16 Middle School Math by Design pp. 3-4 Sieve of Eratosthenes	5.1 Prime Factorization Investigation 5.1	divisible, prime number, composite number, prime factorization, factor tree	What is the difference between a prime number and a composite number?

1- Enrichment

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.3 Apply number theory concepts (i.e., factors, multiples).	M6.A.1.3.1 Find the Greatest Common Factor (GCF) of two numbers (through 50) and/or use the GCF to simplify fractions.	Find the GCF of two or more numbers.	Guided Practice pp. 236-237 Exercises p. 238-240 Resource Planning Guide TE p. 236 Middle School Math with Pizzazz C17 Mathimagination C30, C31	5.2 Greatest Common Factor	common factor, greatest common factor (GCF), factor	How do you determine the Greatest Common Factor (GCF) and how is it used to simplify fractions?

Math- Grade 6- Pennsylvania Edition
2008 McDougal Littell

Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.3 Apply number theory concepts (i.e., factors, multiples).	M6.A.1.3.1 Find the Greatest Common Factor (GCF) of two numbers (through 50) and/or use the GCF to simplify fractions.	Write an equivalent fraction using multiplication or division.	Guided Practice pp. 243-245 Exercises pp. 245-248 Resource Planning Guide TE p. 243 Mathimagination D10, D11, D13, D14, D20 Compute a Design Fractions pp. 2, 20 Middle School Math by Design p. 11 Middle School Math with Pizzazz C25-C28 Manipulatives Fraction pieces	5.3 Equivalent Fractions Investigation 5.3	fraction, equivalent fraction, simplest form, numerator, denominator, simplify, reduce, lowest terms	When is a fraction in simplest form? ---------- Quiz 5.1-5.3

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Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.3 Apply number theory concepts (i.e., factors, multiples).	M6.A.1.3.2 Find the Least Common Multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions.	Find the least common multiple of two or more numbers.	Guided Practice pp. 250-251 Exercises pp. 252-253 Resource Planning Guide TE p. 250 Middle School Math by Design p. 6 Middle School Math with Pizzazz C18, C19 Mathimagination C40-C42	5.4 Least Common Multiple	multiple, common multiple, least common multiple (LCM)	How do you determine the Least Common Multiple (LCM) and how is it used to add and subtract fractions?

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Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.2 Compare quantities and/or magnitudes of numbers. M6.A.1.3 Apply number theory concepts (i.e., factors, multiples)	M6.A.1.2.1 Compare and/or order whole numbers, mixed numbers, fractions and/or decimals (do not mix fractions and decimals- decimals through thousandths). M6.A.1.3.2 Find the Lest Common Multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions.	Compare and order fractions.	Guided Practice p.255 Exercises pp. 256-258 Resource Planning Guide TE P. 254 Mathimagination D12 Compute a Design Fractions p. 17 Middle School Math with Pizzazz C23, C32, C33	5.5 Ordering Fractions	least common denominator, common denominator	How do you use the LCD to compare and order fractions? What is the most effective way to compare and/or order numbers, fractions or decimals?

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Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1, M6.B.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.1 Express numbers in equivalent forms. M6.B.2.1 Choose or use appropriate tools and/or units to determine measurements within the same system.	M6.A.1.1.4 Represent a mixed number as an improper fraction. M6.B.2.1.1 Use or read a ruler to measure to the nearest 1/16 inch or millimeter. M6.B.2.1.2 Choose the more precise measurement of a given object (e.g., smaller measurements are more precise).	Measure to the nearest 1/16". Write a mixed number as an improper fraction. Write an improper fraction as a mixed number. Compare and order improper fractions and mixed numbers. Example: Which is more precise: 3 3/8" or 3 7/16"?	Guided Practice pp. 260-262 Exercises pp. 263-265 Resource Planning Guide TE p. 260 Mathimagination D7[3], D16, D41, F21 Middle School Math with Pizzazz C20[3], C21[3], C22[1] Compute a Design Fractions p. 1[3], 3-4, 6 Middle School Math with Pizzazz D15-D17 Manipulatives Fraction pieces	5.6 Mixed Numbers and Improper Fractions	mixed number, improper fraction, proper fraction	How can you compare and order two mixed numbers? What are the customary (English) units of measure and how do we use them (length measure to the nearest 16th of an inch)? --- Quiz 5.4-5.6

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3- Strategic

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Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.1 Express numbers in equivalent forms.	M6.A.1.1.2 Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal.	Write a decimal as a fraction or a mixed number.	Guided Practice p. 267 Exercises pp. 268-270 Resource Planning Guide TE p. 266 Compute a Design Fractions p. 5	5.7 Changing Decimals to Fractions	simplest form, mixed number	How can you write a decimal as a mixed number or fraction?

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Unit 4: Number Patterns and Introduction to Fractions
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.1 Express numbers in equivalent forms.	M6.A.1.1.2 Convert between fractions and decimals and/or differentiate between a terminating decimal and a repeating decimal.	Write a fraction or a mixed number as a terminating or repeating decimal.	Guided Practice pp. 271-272 Exercises pp. 273-275 Resource Planning Guide TE p. 271 Mathimagination E11, E38, E39 Middle Scholl Math with Pizzazz C71-C73 Pre-Algebra with Pizzazz BB18	5.8 Changing Fractions to Decimals	terminating decimal, repeating decimal	How can you change a fraction to a decimal? --- Quiz 5.7-5.8 Unit 4 Test

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Estimated Time: 21 days- December/January

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, - ,x ,/) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Add or subtract fractions with common denominators.	Guided Practice pp. 296-297 Exercises pp. 297-300 Resource Planning Guide TE p. 295 Mathimagination D15, D17 Middle School Math with Pizzazz C36 Compute a Design Fractions pp. 7, 13 Manipulatives Fraction pieces	6.2 Fractions with Common Denominators	mixed number, improper fraction	How do you add or subtract two fractions with a common denominator?

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.1, M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.3 Apply number theory concepts (i.e., factors, multiples) M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.1.3.2 Find the Least Common Multiple (LCM) of two numbers (through 50) and/or use the LCM to find the common denominator of two fractions. M6.A.3.2.1 Solve problems involving operations (+, - ,x ,/) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Add or subtract fractions with different denominators.	Guided Practice pp. 303-304 Exercises pp. 304-307 Resource Planning Guide TE p. 302 Mathimagination D21-D23, D28-D30 Middle School math with Pizzazz C37-C41 Compute a Design Fractions pp. 21-25 Middle School Math by Design p. 7	6.3 Fractions with Different Denominators Investigation 6.3	least common denominator	How do you find the sum or difference of two fractions with different denominators? Quiz 6.1-6.3

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, - ,x ,/) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Add mixed numbers with or without common denominators. Subtract mixed numbers with and without common denominators, no regrouping.	Guided Practice pp. 309-311 Exercises p. 311-314 Resource Planning Guide TE p. 309 Mathimagination D24-D27, D31 Middle School Math with Pizzazz C43-C46 Compute a Design Fractions pp. 26-28	6.4 Adding and Subtracting Mixed Numbers	simplest form, mixed numbers	Add 5 7/8 + 3 1/3, then subtract 5 7/8 – 3 1/3. Are the steps used the same or different? How do we add and subtract mixed numbers?

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Subtract mixed numbers by renaming. Subtract a mixed number from a whole number.	Guided Practice p. 317 Exercises pp. 318-320 Resource Planning Guide TE p. 316 Mathimagination D32[3] , D33, D34 Middle School Math with Pizzazz C47, C48 Compute a Design Fractions pp. 15, 16, 29-33 Middle School math by Design p. 8	6.5 Subtracting Mixed Numbers by Renaming Investigation 6.5	least common denominator, mixed number	Explain how you subtract 1 7/8 from 4 3/8. ---------- Quiz 6.4-6.5

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.B.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.B.1.1 Compare and/or determine elapsed time.	M6.B.1.1.1 Determine and/or compare elapsed time to the minute (time may cross AM to PM or more than one day).	Determine elapsed time. Add or subtract measures of time. Compare elapsed time- not in book.	Guided Practice pp. 322-324 Exercises pp. 324-327 Resource Planning Guide TE p. 322 Middle School Math with Pizzazz D14	6.6 Measures of Time	elapsed time, second, minute, hour, day	How is elapsed time determined? --- Chapter Test 6.2-6.6

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fractions (avoid complicated LCDs)- straight computation or word problems.	Multiply a fraction by a whole number. Estimate the product of a fraction and a whole number.[1]	Guided Practice pp. 342-343 Exercises pp. 343-345 Resource Planning Guide TE p. 341 Mathimagination D35 Middle School Math with Pizzazz C51, C53 Compute a Design Fractions p. 36	7.1 Multiplying Fractions and Whole Numbers	whole number, compatible numbers	How do you multiply a fraction by a whole number?

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fraction (avoid complicated LCDs)- straight computation or word problems.	Multiply two or more fractions.	Guided Practice pp. 348-350 Exercises pp. 351-353 Resource Planning Guide TE p. 348 Mathimagination D37-D39 Middle School Math with Pizzazz C54-C56 Compute a Design Fractions pp. 34-35	7.2 Multiplying Fractions	factor, common factor, simplest form	Describe how to simplify 3/14 x 7/9 before multiplying? How do we multiply fractions?

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fraction (avoid complicated LCDs)- straight computation or word problems.	Multiply with mixed numbers.	Guided Practice p. 355 Exercises pp. 356-359 Resource Planning Guide TE p. 354 Mathimagination D40, D42, D43 Middle School Math with Pizzazz C59-C63 Compute a Design Fractions pp. 36-40	7.3 Multiplying Mixed Numbers	mixed number, improper fraction	Describe how to multiply 1 ½ x 2 2/7. How do we multiply mixed numbers? --- Quiz 7.1-7.3

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fraction (avoid complicated LCDs)- straight computation or word problems	Write a reciprocal of a number. Divide two fractions. Divide a fraction and a whole number.	Guided Practice pp. 362-363 Exercises pp. 364-366 Resource Planning Guide TE p. 362 Mathimagination D44-D45 Middle School math with Pizzazz C64 Compute a Design Fractions pp. 41-42	7.4 Dividing Fractions	reciprocal	Describe how you can divide a fraction by a second fraction.

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Unit 5: Operations with Fractions/Elapsed Time
Standards:
Anchors: M6.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.3.2 Solve problems with and without the use of a calculator.	M6.A.3.2.1 Solve problems involving operations (+, -, x, /) with whole numbers, decimals (through thousandths) and fraction (avoid complicated LCDs)- straight computation or word problems	Divide with mixed numbers.	Guided Practice p. 368 Exercises pp. 369-372 Resource Planning Guide TE p. 367 Mathimagination D46, D47 Middle School Math with Pizzazz C65-C70 Compute a Design Factions pp. 43-48	7.5 Dividing Mixed Numbers	compatible number, mixed number, improper fraction	How is dividing fractions different from dividing mixed numbers? How do we multiply and divide mixed numbers? --- Quiz 7.4-7.5 Chapter Test 7.1-7.5 Unit 5 Test

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Unit 6: Introduction to Percent
Standards:
Anchors: M6.A.1 Estimated Time: 4 days- January

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.4 Use or develop models to represent percents.	M6.A.1.4.1 Model percents (through 100%) using drawings, graphs, and/or sets (e.g., circle graph, base ten blocks, etc.).	Write a percent as a decimal and a fraction. Write a decimal or a fraction as a percent.	Guided Practice pp. 425-426 Exercises pp. 427-428 Resource Planning Guide TE p. 425 Compute a Design Percent pp. 1, 2^3	8.5 Understanding Percent Investigation 8.5	percent	How can you write a percent as a decimal?

3- Strategic

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Unit 6: Introduction to Percent
Standards:
Anchors: M6.A.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.A.1.1 Express numbers in equivalent forms.	M6.A.1.1.1 Represent common percents as fractions and/or decimals (e.g., 25%=1/4=.25)- common percents are 1%, 10%, 25%, 50%, 75%, 100%.	Change a faction to a percent. Change a decimal to a percent. Change common percents to decimals and fractions. (See table- p. 431- include 1%, 10% and 10%.)	Guided Practice pp. 429-431 Exercises pp. 431-433 Resource Planning Guide TE p. 433 Mathimagination E43 Middle School Math with Pizzazz E14 Compute a Design Percents PP. 3, 5, 6, 13, 14, 15, 16	8.6 Percents, Decimals, and Fractions	decimal, fraction, percent	How can you write a fraction or a decimal as a percent? What are the relationships between whole numbers, fractions, decimals and percents? --- Unit 6 Quiz

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Unit 7: Geometry
Standards:
Anchors: M6.C.1

Estimated Time- 10 days- January/February

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.1.2 Represent and/or use concepts and relationships of lines and line segments.	M6.C.1.2.1 Identify, describe and/or label parallel, perpendicular or intersecting lines. M6.C.1.2.2 Identify, draw, and/or label points, planes, lines, line segments, rays, angles and vertices.	Identify, name using symbols, draw and label points, lines, planes, segments, rays, parallel lines, intersecting lines and perpendicular lines.* *perpendicular lines not in textbook	Guided Practice pp. 455-456 Exercises pp. 457-459 Resource Planning Guide TE p. 455 Mathimagination F7	9.1 Introduction to Geometry	point, endpoint, line, ray, segment, plane parallel lines, intersecting lines, perpendicular lines, infinite, series of points	Compare and contrast line, segment and ray. What are the properties and relationships of lines?

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Unit 7: Geometry
Standards:
Anchors: M6.B.2, M6.C.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.B.2.1 Choose the appropriate tools and/or units to determine measurements within the same system. M6.C.1.2 Represent and/or use concepts and relationships of lines and line segments.	M6.B.2.1.3 Measure angles using a protractor up to 180°- protractor must be drawn- one side of the angle to be measured should line up with the straight edge of the protractor. M6.C.1.2.2 Identify, draw, and/or label points, planes, lines, line segments, rays, angles and vertices.	Name an angle using symbols. Measure an angle using a protractor (protractor drawn). Measure and/or draw an angle using a protractor.[1]	Guided Practice pp. 460-461 Exercises pp. 462-464 Resource Planning Guide TE p. 460 Reference studyisland.com for problems with protractor drawn. Middle School Math with Pizzazz D25, D27, D28[1], D29[1] Mathimagination F12[1], F13[1]	9.2 Angles (Examples 1 and 2 only)	angle, vertex, degrees, protractor	Name the angle with vertex T and sides $\overrightarrow{TV}$ and $\overrightarrow{TW}$. What are the steps in measuring an angle? --- Quiz 9.1-9.2

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Unit 7: Geometry
Standards:
Anchors: M6.B.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.B.2.3 Identify, label, and/or list properties of angles or triangles.	M6.B.2.3.1 Define, label and/or identify right, straight, acute and obtuse angles.	Classify angles. Classify pairs of angles.[1] Determine angle measures using vertical, complementary and supplementary angles.[1]	Guided Practice pp. 465-467 Exercises pp. 467-469 Resource Planning Guide TE p. 465 Middle School Math with Pizzazz D26, D30, D31, D35, D36 Mathimagination F11, F15	9.3 Classifying Angles	right angle, acute angle, obtuse angle, straight angle, vertical angles, supplementary angles, complementary angles, congruent	Can complementary angles be obtuse? Why or why not? How are angles classified? What is the relationship between complementary and supplementary angles?

1- Enrichment

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Unit 7: Geometry
Standards:
Anchors: M6.C.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.1.1 Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons and circles.	M6.C.1.1.1 Identify, classify and/or compare polygons (up to 10 sides). M6.C.1.1.2 Identify and/or describe properties of all types of triangles (scalene, equilateral, isosceles, right, acute, obtuse). M6.C.1.1.4 Identify and/or use the total number of degrees in a triangle, quadrilateral and/or circle.	Classify triangles by angles. Classify triangles by sides. Use the fact that the sum of the measures of the three angles in a triangle equals 180°.	Guided Practice pp. 471-473 Exercises pp. 473-476 Resource Planning Guide TE p. 471 Middle School Math with Pizzazz D34	9.4 Classifying Triangles Investigation 9.4	triangle, acute triangle, right triangle, obtuse triangle, equilateral triangle, isosceles triangle, scalene triangle, equiangular	How are triangles classified by their sides? How are triangles classified by their angles? How can we find a missing angle in a triangle or a quadrilateral? --- Quiz 9.3-9.4

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Unit 7: Geometry
Standards:
Anchors: M6.C.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.1.1 Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons and circles.	M6.C.1.1.4 Identify and/or use the total number of degrees in a triangle, quadrilateral and/or circle.	Investigate angle sums of 4-sided figures.	Activity p. 479	Investigation 9.5	quadrilateral, square, parallelogram, rhombus	Tell whether the four angle measures could be angle measures of a quadrilateral. 1) 70°, 80°, 100°, 110° 2) 18°, 42°, 140°, 170° How can we find a missing angle in a triangle or quadrilateral?

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Unit 7: Geometry
Standards:
Anchors: M6.C.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.1.1 Define and/or use basic properties of triangles, quadrilaterals, pentagons, hexagons, heptagons, octagons, nonagons, decagons and circles.	M6.C.1.1.1 Identify, classify and/or compare polygons (up to 10 sides).	Classify polygons with 3-10 sides. Determine if a polygon is regular.	Guided Practice pp. 485-486 Exercises pp. 487-489 Resource Planning Guide TE p. 485 Mathimagination F18 Middle School Math with Pizzazz D40	9.6 Polygons	polygon, vertex, triangle, quadrilateral, pentagon, hexagon, heptagon/septagon, octagon, nonagon, decagon, regular polygon, irregular polygon, diagonal	Can a rhombus be regular? What are polygons and how are they classified? --- Quiz 9.5-9.6 Unit 7 Test

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Unit 8: Expressions, Equations and Functions
Standards:
Anchors: M6.D.2

Estimated Time: 12 days- February

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.D.2.2 Create and/or interpret expressions or equations that model problem situations.	M6.D.2.2.1 Match an equation or expression involving one variable to a verbal math situation (one operation only).	Given a phrase, write a variable expression. Given a sentence, write an equation.	Guided Practice pp. 629-630 Exercises pp. 631-632 Resource Planning Guide TE p. 629 Algebra by Design p. 35	12.1 Writing Expressions and Equations	variable expression, equation, plus, the sum of, increased by, total, added to, more than, minus, the difference of, decreased by, fewer than, less than, subtracted from, times, the product of, multiplied by, of, twice, divided by, the quotient of, separate into equal parts, equality, relationship	What are some of the key words that indicate whether to add or multiply? ---------- Quiz 12.1

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Unit 8: Expressions, Equations and Functions
Standards:
Anchors: M6.D.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.D.2.1 Select and/or use appropriate strategies to solve number sentences.	M6.D.2.1.1 Identify the inverse operation needed to solve a one-step equation. M.D.2.1.2 Solve a one-step equation (i.e., using the inverse operation- whole numbers only).	Solve an addition equation using algebra tiles. Solve an addition equation using inverse operations.	Guided Practice pp. 636-637 Exercises pp. 638-639 Resource Planning Guide TE p. 636 Manipulatives	12.2 Solving Addition Equations Investigation 12.2	variable, solution, solve	For an addition equation such as x+12=205, what can you do to solve it?

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Unit 8: Expressions, Equations and Functions
Standards:
Anchors: M6.D.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.D.2.1 Select and/or use appropriate strategies to solve number sentences	M6.D.2.1.1 Identify the inverse operation needed to solve a one-step equation. M.D.2.1.2 Solve a one-step equation (i.e., using the inverse operation- whole numbers only).	Solve subtraction equations using inverse operations.	Guided Practice pp. 640-641 Exercises pp. 642-644 Resource Planning Guide TE p. 640	12.3 Solving Subtraction Equations	variable, solution, solve	For a subtraction equation such as y-15=37, how do you solve the equation? --- Quiz 12.2-12.3

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Unit 8: Expressions, Equations and Functions
Standards:
Anchors: M6.D.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.D.2.1 Select and/or use appropriate strategies to solve number sentences	M6.D.2.1.1 Identify the inverse operation needed to solve a one-step equation. M.D.2.1.2 Solve a one-step equation (i.e., using the inverse operation- whole numbers only).	Solve multiplication equations using algebra tiles. Solve multiplication and division equations using inverse operations.	Guided Practice pp. 646-647 Exercises pp. 648-650 Resource Planning Guide TE p. 646 Manipulatives Algebra by Design pp. 5, 6	12.4 Solving Multiplication and Division Equations	variable, solution, solve	What can you do to solve 3x=21? --- Quiz 12.2-12.4

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Unit 8: Expressions, Equations and Functions
Standards:
Anchors: M.D.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.D.1.2 Analyze patterns.	M6.D.1.2.1 Determine a rule based on a pattern or illustrate a pattern based on a given rule (displayed on a table, chart or graph: pattern must show at least 3 repetitions).	Evaluate functions. From an input/output table, write a function rule.	Guided Practice pp. 654-655 Exercises pp. 656-659 Resource Planning Guide TE p. 654	12.5 Functions Investigation 12.5	function, input, output, function table	Make an input/output table for y=5x-1 when x= 1, 2, 3, 4.

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Unit 8: Expressions, Equations and Functions
Standards:
Anchors: M6.C.3, M6.D.1

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.C.3.1 Identify, plot or match points given an ordered pair. M6.D.1.2 Analyze patterns.	M6.C.3.1.1 –Plot, locate or identify points in Quadrant I and/or on the x- and y- axes with intercepts 1, 2, 5 or 10 units- up to 200 by 200 grid. Points may be in-between lines. M6.D.1.2.1 Determine a rule based on a pattern or illustrate a pattern based on a given rule (displayed on a table, chart or graph: pattern must show at least 3 repetitions).	Graph a linear function in a coordinate plane by making an input/output table.	Guided Practice pp. 660-662 Exercises pp. 662-666 Resource Planning Guide TE p. 660	12.6 Graphing Functions (Example 1 only)	linear function	Represent the function shown in the input/output table in words, writing a rule, listing the ordered pairs and graphing in the coordinate plane. Input, x: 0, 1, 2, 3 Output, y: 0, 5, 10, 15 --- Quiz 12.5-12.6 Unit 8 Test

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Unit 9: Probability
Standards:
Anchors: M6.E.3

Estimated Time: 4 days- February

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.E.3.1 Determine all possible combinations, outcomes and/or calculate the probability of a simple event.	M6.E.3.1.1 Define and/or find the probability of a simple event (express as a fraction in lowest terms).	Find the probability of an event. Describe probabilities using impossible, unlikely, likely to occur half of the time, likely, certain. Describe and find the probability of the complement of the event. Make a prediction using probability.	Guided Practice pp. 683-684 Exercises pp. 685-687 Resource Planning Guide TE p. 682 Pre-Algebra with Pizzazz BB55, BB56 pp. 109-110 Middle School Math with Pizzazz E49, E50	13.1 Introduction to Probability Investigation 13.1	outcome, event, favorable outcomes, probability, complementary events, simple event, prediction	How is the probability of a simple event calculated? Based on the probability of an event, what predictions can be made?

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Unit 9: Probability
Standards:
Anchors: M6.E.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M6.E.3.1 Determine all possible combinations, outcomes and/or calculate the probability of a simple event.	M6.E.3.1.2 Determine/show all possible combinations involving no more than 20 total arrangements (e.g., tree diagram, table, grid).	Find all possible combinations using a tree diagram. Find all possible combinations using a table.	Guided Practice pp. 691-692 Exercises pp. 693-695 Resource Planning Guide TE p. 691	13.2 Finding Outcomes (Examples 1 and 2 only)	tree diagram, combination, table grid, arrangement	What methods can be used to determine all possible outcomes of an event? --- Unit 9 Quiz

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Unit 10: Enrichment
Standards:
Anchors: M7.A.1

Estimated Time: 36 days- March, April, May

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.1.2 Compare quantities and/or magnitudes of numbers.	M7.A.1.2.1 Compare and/or order integers, mixed numbers, fractions and decimals (fractions and decimals may be mixed- no more than 5 numbers in a set to be ordered).	Write an integer to represent a given situation. Find the opposite of an integer. Compare and order integers.	Guided Practice pp. 573-574 Exercises pp. 575-577 Resource Planning Guide TE p. 573	11.1 Comparing Integers[1]	integers, negative integers, positive integers, opposites	Explain why –6 is less than 2.

1- Enrichment

Math- Grade 6- Pennsylvania Edition
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Unit 10: Enrichment
Standards:
Anchors: M7.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.3.2 Compute accurately with and without use of a calculator.	M7.A.3.2.2 Solve problems involving addition and subtraction of integers.	Model addition of integers on a number line. Model addition of integers using manipulatives. Add integers using the rules.	Guided Practice pp. 579-580 Exercises pp. 581-583 Resource Planning Guide TE p. 579 Manipulatives	11.2 Adding Integers[1] Investigation 11.2[1]	absolute value	How do you add two integers? --- Quiz 11.1-11.2

1- Enrichment

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Unit 10: Enrichment
Standards:
Anchors: M7.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.3.2 Compute accurately with and without use of a calculator.	M7.A.3.2.2 Solve problems involving addition and subtraction of integers.	Model subtraction of integers on a number line. Model subtraction of integers using manipulatives. Subtract integers using the rules.	Guided Practice p. 587 Exercises pp. 588-590 Resource Planning Guide TE p. 586	11.3 Subtracting Integers[1] Investigation 11.3[1]	opposites	How do you subtract integer b from integer a? --- Quiz 11.2-11.3

1- Enrichment

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Unit 10: Enrichment
Standards:
Anchors: M8.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M8.A.3.3 Compute and/or explain operations with integers, fractions, and/or decimals.	M8.A.3.3.1 Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation and word problems).	Multiply integers using the rules.	Guided Practice p. 593 Exercises pp. 594-596 Resource Planning Guide TE p. 592	11.4 Multiplying Integers[1]	negative integers, positive integers	How do you find the product of two integers?

1- Enrichment

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2008 McDougal Littell

Unit 10: Enrichment
Standards:
Anchors: M8.A.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M8.A.3.3 Compute and/or explain operations with integers, fractions, and/or decimals.	M8.A.3.3.1 Add, subtract, multiply and/or divide integers, fractions and/or decimals with and without a calculator (straight computation and word problems).	Divide integers using the rules.	Guided Practice pp. 597-598 Exercises pp. 599-601 Resource Planning Guide TE p. 597	11.5 Dividing Integers[1]		How do you divide two integers? --- Quiz 11.4-11.5 Chapter Test 11.1-11.5

1- Enrichment

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Unit 10: Enrichment
Standards:
Anchors: M7.C.3

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.C.3.1 Locate, plot, and/or describe points on a coordinate plane.	M7.C.3.1.1 Plot and/or identify ordered pairs on a coordinate plane (all four quadrants). M7.C.3.1.2 Identify Quadrants I, II, III, IV, the x- and y- axes and the origin on a coordinate plane.	Plot or identify ordered pairs on a coordinate plane (all quadrants).	Guided Practice p. 603 Exercises pp. 605-607 Resource Planning Guide TE p. 603	11.6 Translations in a Coordinate Plane[1] (Example 1 only)	axes, coordinates ordered pairs, origin, x-axis, y-axis, quadrant	Describe how to graph the ordered pair (-3, -2). ---------- Quiz 11.6

1- Enrichment

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Unit 10: Enrichment
Standards:
Anchors: M7.A.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.2.2 Solve problems using ratios, proportions, percents and/or rates.	M7.A.2.2.1 Write ratios to compare quantities (e.g., ratio of boys to girls).	Write a ratio in different ways. Write a ratio in simplest form. Write an equivalent ratio.	Guided Practice pp. 402-403 Exercises pp. 404-406 Resource Planning Guide TE p. 402	8.1 Ratios[1]	Ratio, equivalent ratio, colon, simplest form	How is a ratio used to compare two quantities? How are ratios used to assist in solving real-life problems?

1- Enrichment

Math- Grade 6- Pennsylvania Edition
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Unit 10: Enrichment
Standards:
Anchors: M7.A.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.2.2 Solve problems using ratios, proportions, percents and/or rates.	M7.A.2.2.4 Calculate and/or apply unit rates or unit prices (terminating decimals through the hundredth place only).	Write an equivalent rate. Write a unit rate. Compare unit rate.	Guided Practice pp. 407-409 Exercises pp. 409-411 Resource Planning Guide TE p. 407	8.2 Rates[1]	rate, unit rate, per, unit price, average rate	How can you calculate the unit price for an item? How are rates used to assist in solving real-life problems? --- Quiz 8.1, 8.2

1- Enrichment

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Unit 10: Enrichment
Standards:
Anchors: M7.A.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.2.2 Solve problems using ratios, proportions, percents and/or rates.	M7.A.2.2.2 Solve for a variable in a given proportion. M7.A.2.2.5 Select and/or use ratios or proportions to solve problems.	Determine if two ratios form a proportion. Write and solve proportions.	Guided Practice pp. 413-414 Exercises pp. 414-416 Resource Planning Guide TE p. 412	8.3 Solving Proportions[1]	proportions, cross products	How can you test whether two ratios can form a proportion. How are proportions used to assist in real-life problems? How do you solve for the unknown value in a proportion?

1- Enrichment

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Unit 10: Enrichment
Standards:
Anchors: M7.A.2, M7.B.2

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
M7.A.2.2 Solve problems using ratios, proportions, percents and/or rates. M7.B.2.2 Construct, interpret and/or use scale drawings to solve real-world problems.	M7.A.2.2.2 Solve for a variable in a given proportion. M7.A.2.2.5 Select and/or use ratios or proportions to solve problems. M7.B.2.2.1 Interpret and/or apply scales shown on maps, blueprints, models, etc.	Apply scales shown on scale drawing and models.	Guided Practice pp. 417-418 Exercises pp. 419-422 Resource Planning Guide TE p. 417	8.4 Proportions and Scale Drawings[1] (Examples 1 and 2 only)	scale drawing, scale	How can you use a scale drawing to find the measurement of the full size object? How are applying and interpreting scales useful for problem solving? --- Quiz 8.3-8.4 Test 8.1-8.4

1- Enrichment

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Unit: Problem Solving
Standards:
Anchors: All

Estimated Time: Ongoing throughout the year

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
See Math Grade 6 Assessment Anchors and Eligible Content-2007.	See Math Grade 6 Assessment Anchors and Eligible Content-2007.		Selected problems form resources listed.	PSSA released problems Open-ended problems-teacher made Course 1- PA Mixed Review PA Presentation and Practice (pages throughout the textbook-selected problems) Countdown to PSSA p. PA34-PA63 (selected problems		Where appropriate, use PSSA rubric to score open-ended problems.

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Unit:
Standards:
Anchors: Estimated Time:

Sub-Anchors	Eligible Content	Skills	Strategies/Activities	Resources	Core Terminology	Assessments
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