Grade 6

Prentice Hall

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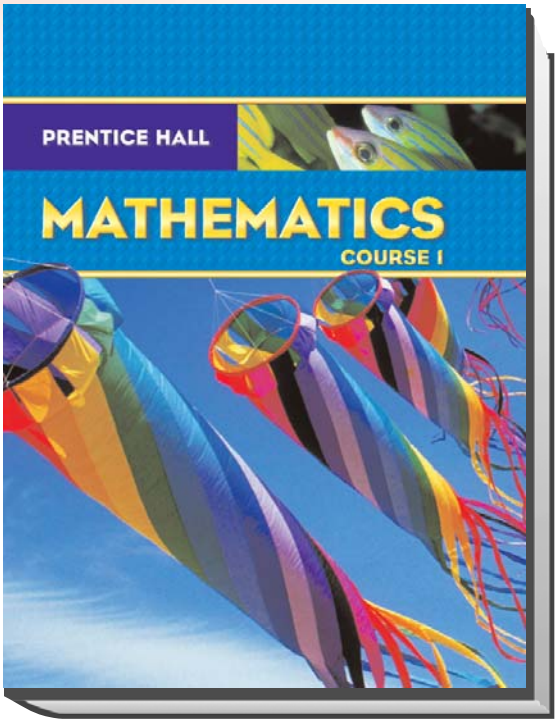

CORRELATED TO

Kentucky Combined Curriculum Standards

Grade 6

PEARSON

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Prentice Hall Mathematics, Course 1 Program Organization

Prentice Hall Mathematics supports student comprehension of the mathematics by providing well organized sequence of the content, structure of the daily lesson, systematic direct instruction, and teacher support provided for each lesson.

Content Sequence - Prentice Hall is organized with the goal of addressing all of the mathematics standards through direct and effective instruction, building concept upon concept, skill upon skill in an order that is pedagogically sound. The Table of Contents shows the smooth flow of the book, with prerequisite skills and concepts presented before the more complex topics that depend on them.

Starting the Chapter - Every chapter begins by reviewing the previous standards that have been learned and overviewing the standards that will be covered in the chapter. New Vocabulary is identified to prepare students for the chapter. Finally, *Check Your Readiness* questions assess student understanding of necessary prerequisite skills and identifies which lesson they can go to for any necessary remediation.

Lesson Organization - The daily lesson is structured and presented in a consistent format that enables teachers to effectively present the content and monitor student understanding.

- The **Instant Check System** is a system of assessments that helps ensure standards mastery. It is comprised of assessments to use before, during, and after instruction so teachers can easily and effectively monitor student understanding.
    - Each lesson begins with *Check Skills You'll Need* to ensure students have the necessary prerequisite skills for success in the lesson. A Go for Help reference directs them to a previous lesson if remediation is necessary.
    - *Check Skills* questions after every single example provide a way to check student understanding during instruction.
    - Finally, *Checkpoint Quizzes* occur after instruction to continually monitor student progress.
- **Daily Standards Practice** is provided with a comprehensive exercise set following every lesson. Each exercise set is leveled to ensure a variety of practice. **Test Prep and Mixed Review** ensures students also have a daily opportunity to practice concepts and skills previously mastered.

Concluding the Chapter - The following features conclude each chapter, providing opportunities for students to review all standards and demonstrate mastery. This part of the systematic instruction provides regular opportunities for review and practice and ensures focus on and mastery of the standards.

- **Chapter Review** – The Chapter Review serves as a chapter study guide for students by reviewing the key concepts covered in each lesson and providing an opportunity to practice. In addition, key vocabulary is reviewed.
- **Chapter Test** – Students demonstrate their understanding of the entire chapter by completing this practice chapter test.
- **Test Prep Cumulative Practice –** This provides a regular opportunity for students to practice and demonstrate mastery of all the standards that have been covered. If remediation is necessary, students are directed to a previous lesson where each concept was taught.

Assessment

Prentice Hall Mathematics provides teachers with the assessment tools needed to inform instruction and document student progress.

The **Progress Monitoring Assessments** contains all the program assessments needed to evaluate student understanding, monitor student progress, and inform future instruction. The following assessments are included:

- **Formative Assessments**
  - Screening Test – check student readiness at the beginning of the school year
  - Benchmark Tests – monitor student progress
  - Test-Taking Strategy Practice Masters – provide opportunities to improve problem-solving skills
- **Summative Assessments –** *All the summative assessments are provided in two forms – on-level and basic versions. Both forms fully assess student progress on the course content, but the basic versions have been modified for special needs students.*
  - Quarter Tests – on-level and basic versions
  - Mid-Course Tests – on-level and basic versions
  - Final Tests – on-level and basic versions

The **Test Preparation Workbook** contains review lessons and multiple-choice practice tests.

Technology, such as the **ExamView® CD-ROM,** allows teachers to create customized assessment, with all test items correlated to state standards.

Universal Access

Prentice Hall Mathematics provides better solutions for meeting the needs of every student in the classroom. Universal Access can be fostered by modifying instruction to address individual needs, and provided adapted resources when appropriate. Prentice Hall uses a systematic method for labeling and identifying resources and instructional support. This consistency helps teachers easily identify and choose the appropriate support for specific populations of students. The Teacher's Edition provides universal access strategies in detailed daily lesson plans, and daily teaching notes to help differentiate the lesson for all learners, including special needs, below level, advanced and English Language Learners. Chapter-level support pages provide teachers with an easy-to-read overview of the chapter resources available and suggest ways in the instructional lesson to use the resources. Key ancillaries to support universal access include the All-in-One Teaching Resources and the All-in-One Student Workbooks. The Teaching Resources include leveled practice for every lesson and daily activity labs. The All-in-One Student Workbook, available as both on-level and adapted for special needs, includes daily notetaking, daily practice, daily guided problem solving, and vocabulary support.

Instructional Planning and Support

Prentice Hall Mathematics is designed to provide teachers the tools needed to effectively and easily implement the program in the classroom.

A Road Map for Planning the Year - A Leveled Pacing Chart is provided in the Teacher's Edition that lays out a plan for teaching all the mathematics content standards. It suggests time to spend on each Chapter, and offers support for adjusting the instruction to meeting the pacing needs of all students.

Planning a Chapter - The Teacher's Edition begins each chapter with a series of planning pages. These pages provide an overview of the chapter and make it easy to determine how to individualize lessons for specific students.

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Planning Daily Instruction - Teachers can use a variety of program materials to organize their teaching. The primary planning tools are the Teacher's Edition and the Teacher Center Planning CD-ROM. The Teacher's Edition includes step-by-step, daily support for directing instruction. Support is organized systematically around a 4-step teaching plan of Plan, Teach, Practice, and Assess/Reteach.

Instructional Tools to Plan, Teach, and Assess:

- **Core Components**
  - **Student Edition** – Thorough coverage of the standards, with built-in assessments and ongoing student support
  - **Teacher's Edition** – Provides comprehensive support for planning, teaching, and providing Universal Access
- **Teacher Support**
  - **All-in-One Teaching Resources -** All teaching resources are in one convenient place. Includes leveled practice, chapter projects, alternative assessments, cumulative reviews, guided problem solving masters, and vocabulary support.
  - **Progress Monitoring Assessments** – Provides support for formative and summative assessment, with comprehensive resources for monitoring progress on the standards.
  - **Test Preparation Workbook –** Provides instruction and practice on specific test taking strategies.
  - **TeacherEXPRESS CD-ROM –** Powerful lesson planning software, Teacher's Edition, and Teaching Resources.
  - **PresentationEXPRESS CD-ROM –** Complete support for digital presentations of lessons including videos, activities, stepped-out examples, quick check assessments, online active math, and Mindpoint Quiz Show to review chapters.
  - **ExamView Test Generator CD-ROM –** Allows teachers to quickly and easily generate tests correlated to the standards.
- **Student Support**
  - **All-in-One Student Workbook –**
    - Structured daily notetaking pages for every lesson
    - Practice for every lesson
    - Guided problem solving pages for every lesson with scaffolded questions
    - Vocabulary and study skills focusing on key mathematical vocabulary
  - **All-in-One Student Workbook, Adapted Version –** Adapted for special needs students. Includes all the resources in the regular All-in-One Student Workbooks, in an adapted form.
  - **Student Text Online –** Complete interactive textbook with videos built-in at point-of-use, digital activities, stepped-out examples, vocabulary support – and more. Also includes the All-in-One Student Workbooks.
  - **StudentEXPRESS CD-Rom** – Interactive Textbook, Homework Video Tutors, Active Math Interactivities and Student Worksheets
  - **Companion Websites -** Grants instant access to a wealth of resources to support learning including vocabulary quizzes, lesson quizzes, data updates, tutorials, chapter tests, and homework video tutors.
- **Transparency Package**
  - **Classroom Aid Transparencies -** Full-color multi-use transparencies such as graphs, fraction strips, and manipulatives
  - **Additional Examples on Transparencies**
  - **Daily Skills Check and Lesson Quiz Transparencies**
  - **Standards Review Transparencies**
  - **Student Edition Answers on Transparencies**

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Big Idea: Number Properties and Operations Middle grades students understand fractions, decimals, percents and integers, compare them and locate their relative positions on a number line. They develop and use proportional reasoning to solve problems. They work with large numbers and small numbers. They use factors, multiples and prime factorizations. They perform arithmetic operations with fractions, decimals and integers, use properties in computation, develop fluency and develop strategies to estimate the result of operations on rational numbers. **Academic Expectations** **2.7** Students understand number concepts and use numbers appropriately and accurately. **2.8** Students understand various mathematical procedures and use them appropriately and accurately.	
Program of Studies: Understandings	
MA-6-NPO-U-1 Students will understand that numbers, ways of representing numbers, relationships among numbers and number systems are means of representing real-world quantities.	
Program of Studies: Skills and Concepts	
MA-6-NPO-S-NS1 Students will continue to develop number sense using fractions, decimals and percents, including percents greater than 100% and improper fractions.	**SE/TE:** 21, 22-23, 26-28, 53, 156D, 175, 176-178, 180, 181, 182-184, 186, 192-194, 196-197, 198-200, 205, 306-307, 310, 330, 331-332, 352, 355
MA-6-NPO-S-NS3 Students will develop place value of large and small numbers, including decimals.	**SE/TE:** 2C-2D, 4-5, 8, 25, 28, 636
MA-6-NPO-S-E2 Students will estimate large and small quantities of objects.	**SE/TE:** 8-11, 213, 445
Related Core Content for Assessment	
MA-06-1.1.1 **Students will provide examples of and identify fractions, decimals and percents.** **DOK 1**	**SE/TE:** 2D, 21-25, 175-179, 181-185, 304D, 330-334
MA-06-1.1.2 *Students will describe and provide examples of representations of numbers (whole numbers, fractions in simplest form, mixed numbers, decimals, percents) and operations in a variety of equivalent forms using models, diagrams, and symbols (e.g., number lines, 10 by 10 grids, rectangular arrays, number sentences), based on real-world and mathematical problems.*	**SE/TE:** 2D, 21-25, 31, 37-39, 42, 45-47, 175-185, 216-219, 221-224, 228-230, 232-233, 260-263, 266-268, 271-274, 276-279, 304D, 330-336
MA-06-1.1.3 **Students will convert between any two of the following numbers: fractions, decimals, and percents (less than or equal to 100%); and will compare and order these numbers.** **DOK 2**	**SE/TE:** 156D, 198-201, 280, 331-334, 337, 352, 484

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Program of Studies: Understandings	
MA-6-NPO-U-2 Students will understand that meanings of and relationships among operations provide tools necessary to solve realistic problems encountered in everyday life.	
Program of Studies: Skills and Concepts	
MA-6-NPO-S-NS4 Students will explore positive integral exponents (e.g. squares, cubes).	**SE/TE:** 156C, 162-165, 204, 426, 444, 570, 587
MA-6-NPO-S-NS5 udents will compare, order and convert between whole numbers, fractions, decimals and percents using concrete materials, drawings or pictures and mathematical symbols (e.g., <,≤,>,≥,=,≠ , order on a number line).	**SE/TE:** 5, 26-30, 53, 58, 108, 156, 191, 192-195, 199, 201, 232, 243, 266, 288, 292, 304, 316, 362, 514, 520
MA-6-NPO-S-NO3 udents will explain and/or demonstrate inversely-related operations (addition and subtraction; multiplication and division).	**SE/TE:** 130-131, 151, 240, 253, 543, 565, 572-576, 582
MA-6-NPO-S-PNO1 Students will determine prime numbers, composite numbers, prime factorization, factors, multiples, greatest common factor and least common multiple.	**SE/TE:** 156C, 166-169, 171, 176, 187, 188, 204-205
MA-6-NPO-S-PNO2 Students will simplify fractions and determine equivalent fractions.	**SE/TE:** 156D, 176-178, 180, 205
MA-6-NPO-S-PNO3 Students will use prime numbers, composite numbers, factors, multiples and divisibility to solve problems.	**SE/TE:** 158-161, 166-169, 170, 171-174, 176, 187, 188, 204-205, 275
MA-6-NPO-S-PNO4 udents will explore and/or demonstrate how applications of properties (e.g., commutative, associative, inverse and identity for addition and multiplication) show relationships among numbers and operations.	**SE/TE:** 12-13, 52, 126, 134, 138, 144-147, 148, 151, 201, 348, 516
Related Core Content for Assessment	
MA-06-1.3.1 **Students will add, subtract, multiply and divide whole numbers, fractions and decimals to solve real-world problems and apply order of operations to simplify numerical expressions.** ***DOK 2***	**SE/TE:** 2, 12, 16-19, 31, 32-35, 37, 38-42, 44-47, 53, 58, 80, 106, 122, 156, 163-164, 170, 213-225, 237, 252-253, 260-265, 267, 271-276, 282-285, 292, 298-299, 304, 309, 329, 426, 438, 444, 474, 476, 500, 638-642
MA-06-1.3.2 Students will explain how operations (addition and subtraction; multiplication and division) are inversely related.	**SE/TE:** 129-142, 151, 240-241, 253, 271, 272, 274, 543-546, 565, 572-576, 582

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MA-06-1.5.1 **Students will identify and apply prime numbers, composite numbers, prime factorization, factors, multiples and divisibility to solve real-world and mathematical problems (e.g., prime factorization to determine a least common multiple [LCM] or greatest common factor [GCF]).** **DOK 2**	**SE/TE:** 158-161, 166-169, 171-174, 176, 188-191, 204-205
MA-06-1.5.2 **Students will identify the use of properties (commutative properties of addition and multiplication, the associative properties of addition and multiplication and the identity properties for addition and multiplication) to simplify numerical expressions.** ***DOK 1***	**SE/TE:** 12, 13, 52, 126, 130, 138, 144-147, 148, 151, 201, 240, 253, 348, 516, 543, 565, 572-576, 582
Program of Studies: Understandings	
MA-6-NPO-U-3 Students will understand that computing fluently and making reasonable estimates with fractions, decimals and whole numbers increases the ability to solve realistic problems encountered in everyday life.	
Program of Studies: Skills and Concepts	
MA-6-NPO-S-NS2 Students will extend applications of operations (+, −, ×, ÷) to include fractions and decimals.	**SE/TE:** 31, 32-35, 37, 38-42, 44-47, 58, 80, 106, 122, 156, 213-225, 237, 252-253, 260-265, 267, 271-276, 282-285, 292, 298-299, 304, 309, 329, 438, 474, 476, 500
MA-6-NPO-S-E1 Students will estimate and mentally compute to solve real-world and/or mathematical problems with whole numbers, fractions, decimals and percents, checking for reasonable and appropriate computational results.	**SE/TE:** 9, 10, 30, 32-33, 34, 38, 39, 52, 106, 111, 124, 210, 212-216, 226, 252, 266, 267, 269, 276-269, 298, 300, 350, 441, 445, 446
MA-6-NPO-S-E2 Students will estimate large and small quantities of objects.	**SE/TE:** 8-11, 213, 445
MA-6-NPO-S-NO1 Students will develop addition, subtraction, multiplication and division of common fractions and decimals with manipulatives and symbols (e.g., mental computation, paper and pencil, calculators)	**SE/TE:** 31, 32-35, 37, 38-42, 44-47, 58, 80, 106, 122, 156, 213-225, 237, 252-253, 260-265, 267, 271-276, 282-285, 292, 298-299, 304, 309, 329, 438, 474, 476, 500
MA-6-NPO-S-NO2 Students will add, subtract, multiply, divide and apply order of operations with whole numbers, fractions and decimals to solve real-world problems	**SE/TE:** 16-19, 32-35, 37, 38-42, 44-47, 53, 58, 80, 106, 122, 156, 163, 213-225, 237, 252-253, 260-265, 267, 271-276, 282-285, 292, 298-299, 304, 309, 329, 438, 474, 476, 500

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MA-6-NPO-S-NO3 Students will explain and/or demonstrate inversely-related operations (addition and subtraction; multiplication and division).	**SE/TE:** 129-142, 151, 240-241, 253, 271, 272, 274, 543-546, 565, 572-576, 582
Related Core Content for Assessment	
MA-06-1.2.1 **Students will estimate to solve real-world and mathematical problems with whole numbers, fractions, decimals and percents, checking for reasonable and appropriate computational results.** **DOK 2**	**SE/TE:** 32, 33, 39, 41, 53, 111, 125, 212-216, 226, 252, 266-267, 269, 276-279, 298, 445, 446
MA-06-1.3.1 **Students will add, subtract, multiply and divide whole numbers, fractions and decimals to solve real-world problems and apply order of operations to simplify numerical expressions.** **DOK 2**	**SE/TE:** 2, 12, 16-19, 31, 32-35, 37, 38-42, 44-47, 53, 58, 80, 106, 122, 156, 163-164, 170, 213-225, 237, 252-253, 260-265, 267, 271-276, 282-285, 292, 298-299, 304, 309, 329, 426, 438, 444, 474, 476, 500, 638-642
Program of Studies: Understandings	
MA-6-NPO-U-4 Students will understand that proportional reasoning is a tool for modeling and solving problems encountered in everyday situations.	
Program of Studies: Skills and Concepts	
MA-6-NPO-S-RP1 Students will develop meaning of percent and how to determine a percentage.	**SE/TE:** 331, 336-339, 352, 482
MA-6-NPO-S-RP2 Students will develop meaning of ratio (e.g., describe and compare two sets of data using ratios and appropriate notations: 3:5, $\frac{3}{5}$, 3 to 5).	**SE/TE:** 306-309, 310, 312, 354
MA-6-NPO-S-RP3 Students will define and apply ratios to solve real-world problems.	**SE/TE:** 306-309, 310, 312-315, 316-319, 320-324, 326-329, 354-355
Related Core Content for Assessment	
MA-06-1.4.1 **Students will describe and apply ratios to solve real-world problems.** **DOK 2**	**SE/TE:** 306-310, 312-315, 317-318, 320, 326-329, 354-355, 437

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Big Idea: Measurement Students continue to measure and estimate measurements including fractions and decimals. They use formulas to find perimeter, area, circumference and volume. They use rulers and protractors. They use U.S. Customary and metric units of measurement. **Academic Expectations** **2.10** Students understand measurement concepts and use measurements appropriately and accurately. **2.11** Students understand mathematical change concepts and use them appropriately and accurately.	
Program of Studies: Understandings	
MA-6-M-U-1 *Students will understand that there are two major measurement systems (U.S. Customary and metric) and either may be used to solve problems.*	
Program of Studies: Skills and Concepts	
MA-6-M-S-SM1 Students will describe and provide examples of U.S. Customary and metric units of measurement; use these units to solve real-world and/or mathematical problems.	**SE/TE:** 288-291, 292-295, 299, 416-419, 421-424, 468
Related Core Content for Assessment	
MA-06-2.2.1 *Students will convert units within the same measurement system and use these units to solve real-world* problems.	**SE/TE:** 292-295, 299, 416-424, 468
Program of Studies: Understandings	
MA-6-M-U-2 Students will understand that measurable attributes of objects and the units, systems and processes of measurement are powerful tools for making sense of the world around them.	**SE/TE:** 288-291, 299, 302-303, 416-419, 426-430, 432-435, 439-441, 442-443, 446-447, 455-456, 460, 464-466, 468-469
MA-6-M-U-3 Students will understand that measurements are determined by using appropriate techniques, tools, formulas and degree of accuracy needed for the situation.	**SE/TE:** 288-291, 299, 302-303, 416-419, 468
Program of Studies: Skills and Concepts	
MA-6-M-S-MPA1 Students will find perimeter of regular and irregular polygons in metric and U.S. customary units.	**SE/TE:** 426-430, 468
MA-6-M-S-MPA2 Students will read and use measurement tools (e.g., rulers, scales, protractors, angle rulers).	**SE/TE:** 213, 227, 274, 290-291, 367-371, 414, 418-419, 467, 486

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KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MA-6-M-S-MPA3 Students will find area of plane figures composed of triangles, squares and rectangles by subdividing and measuring; use square units appropriately.	**SE/TE:** 426-430, 431, 432-435, 468
MA-6-M-S-MPA4 Students will estimate and find angle measures and segment measures.	**SE/TE:** 366, 368, 370-371
MA-6-M-S-MPA5 Students will estimate measurements in standard units, including fractions and decimals.	**SE/TE:** 366, 368, 370-371
MA-6-M-S-MPA6 Students will explain how measurements and measurement formulas are related or different (e.g., compare the perimeter with the area of a rectangle).	**SE/TE:** 426-430, 468
Related Core Content for Assessment	
MA-06-2.1.1 **Students will measure lengths (to the nearest eighth of an inch or the nearest centimeter) and will determine and use in real-world and mathematical problems:** **• area and perimeter of triangles;** **• area and perimeter of quadrilaterals (rectangles, squares); (using the Pythagorean theorem will not be required as a strategy) and** **• area and perimeter of compound figures composed of triangles and quadrilaterals.** **DOK 2**	**SE/TE:** 296, 420, 426-435, 442-443, 468
MA-06-2.1.2 *Students will estimate measurements in standard units including fractions and decimals.*	**SE/TE:** 212-215, 227, 288-291, 296, 299, 416-419
MA-06-2.1.3 *Students will explain how measurements and measurement formulas are related or different (perimeter and area of rectangles).*	**SE/TE:** 425, 426, 429-430, 434-435

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Program of Studies: Skills and Concepts	
MA-6-M-S-SM2 Students will estimate, compare and convert (meaning to make ballpark comparisons/not memorize conversion factors between U.S. and metric) units of measurement for length, weight/mass and volume/capacity within the U.S. customary system and within the metric system: ▪ length (e.g., parts of an inch, inches, feet, yards, miles, millimeters, centimeters, meters, kilometers); ▪ weight/mass (e.g., pounds, tons, grams, kilograms); ▪ volume/capacity (e.g., cups, pints, quarts, gallons, milliliters, liters).	**SE/TE:** 288-291, 292-295, 299, 416-419, 421-424, 468
Big Idea: Geometry Middle grade students expand analysis of two-dimensional shapes and three-dimensional shapes. They translate shapes in a coordinate plane. They extend work with congruent and similar figures, including proportionality. **Academic Expectation** **2.8** Students understand various mathematical procedures and use them appropriately and accurately. **2.9** Students understand space and dimensionality concepts and use them appropriately and accurately.	
Program of Studies: Understandings	
MA-6-G-U-1 Students will understand that characteristics and properties of two-dimensional figures and three-dimensional objects describe the world and are used to develop mathematical arguments about geometric relationships and to evaluate the arguments of others.	
Program of Studies: Skills and Concepts	
MA-6-G-S-SR1 Students will formulate and use the rules for the sum of angle measures in a triangle (180°) and in a quadrilateral (360°).	**SE/TE:** 381-383, 385, 388, 390
MA-6-G-S-SR2 Students will identify and use relationships among lines (e.g., parallel, perpendicular).	**SE/TE:** 363-365, 368, 371
MA-6-G-S-SR3 Students will identify, describe and provide examples of the basic geometric elements (points, rays, lines, segments, angles [acute, right, obtuse], planes, radius, diameter, circumference).	**SE/TE:** 360C, 362-365, 367-371, 414D, 438-441

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MA-6-G-S-SR4 Students will identify, describe and provide examples and properties of two-dimensional figures (circles, triangles [acute, right, obtuse, scalene, isosceles, equilateral], quadrilaterals, regular polygons); apply these properties and figures to solve real-world problems.	**SE/TE:** 379, 380-383, 386-390, 393-394, 412-413, 442-443, 444-447, 468
MA-6-G-S-SR5 Students will describe, provide examples of and identify properties (e.g., vertices, angles, faces, edges, congruent parts) of common three-dimensional figures (spheres, cones, cylinders, prisms and pyramids).	**SE/TE:** 448, 449-452, 453-456, 458-460, 462-466, 469
MA-6-G-S-SR6 Students will describe and provide examples of congruent and similar plane figures; apply congruent and similar plane figures to solve real-world problems.	**SE/TE:** 392-395, 409
Related Core Content for Assessment	
MA-6-3.1.1 **Students will describe and provide examples of the basic geometric elements (points, rays, lines, segments, angles [acute, right, obtuse], planes, radius, diameter, circumference).** **DOK 2**	**SE/TE:** 360C, 361, 362-363, 367-368, 378, 408-409, 437-441
MA-06-3.1.2 **Students will describe, and provide examples of the elements (e.g., sides, vertices, angles, congruent parts) of two-dimensional figures (circles, triangles, quadrilaterals, regular polygons), and will apply these elements and figures to solve real-world and mathematical problems.** **DOK 2**	**SE/TE:** 380-383, 385, 386-390, 392-397, 408-409, 437-441, 444-447
MA-06-3.1.3 *Students will describe, provide examples of, and identify elements (e.g., vertices, angles, faces, edges, congruent parts) of common three-dimensional figures (spheres, cones, cylinders, prisms, and pyramids).*	**SE/TE:** 448-466
MA-06-3.1.4 **Students will identify and describe congruent figures, and will apply congruent figures to solve real-world and mathematical problems.** **DOK 2**	**SE/TE:** 392-395
MA-06-3.1.5 *Students will identify similar figures and apply similar figures to solve real-world and mathematical problems.*	**SE/TE:** 393-397, 409, 411, 626-627

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Program of Studies: Understandings	
MA-6-G-U-2 *Students will understand that representational systems, including coordinate geometry, are means for specifying locations and describing spatial relationships and are organizers for making sense of the world around them.*	
Program of Studies: Skills and Concepts	
MA-6-G-S-CG1 Students will identify and graph ordered pairs on a positive coordinate system, identifying the origin, axes and ordered pairs.	**SE/TE:** 547, 548-551, 565
MA-6-G-S-CG2 Students will apply graphing in the positive coordinate system to solve real-world and mathematical problems.	**SE/TE:** 549-551, 557, 559-562
Related Core Content for Assessment	
MA-06-3.3.1 **Students will identify and graph ordered pairs on a positive coordinate system (Quadrant I), correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems.** **DOK 2**	**SE/TE:** 547, 548-551, 554, 557, 558-562
Program of Studies: Understandings	
MA-6-G-U-3 Students will understand that transformations and symmetry are used to analyze real-world situations (e.g., art, nature, construction and scientific exploration).	
MA-6-G-U-4 Students will understand that shape and area are conserved during mathematical transformations (flips, slides and turns). Scale conserves shape, but changes size.	
Program of Studies: Skills and Concepts	
MA-6-G-S-TS1 Students will determine lines of symmetry for a plane figure, sketch plane figures with multiple lines of symmetry and apply line symmetry to real-world and/or mathematical situations.	**SE/TE:** 398-401, 402, 410, 447
MA-6-G-S-TS2 Students will transform (translate and reflect across a horizontal or vertical line) figures in the first quadrant of the coordinate plane and determine new coordinates of the shape after transformation.	**SE/TE:** 553

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MA-6-G-S-TS3 Students will explore the rotation of a figure in a plane in the first quadrant, with and without manipulatives.	**SE/TE:** 553
Related Core Content for Assessment	
MA-06-3.2.1 *Students will describe, provide examples of, and apply line symmetry to real-world and mathematical problems.*	**SE/TE:** 398-401, 402, 410, 447
MA-06-3.2.2 **Students will:** **• reflect figures across a horizontal or vertical line in the first quadrant;** **• translate figures in a plane in the first quadrant and** **• determine the coordinates of the image after transformation in the first quadrant.** **DOK 2**	**SE/TE:** 402-405, 409, 553
MA-06-3.2.3 *Students will identify rotations of figures in the plane (90° and 180°).*	**SE/TE:** 404-405, 409
Program of Studies: Understandings	
MA-6-G-U-5 **Students will understand that visualization, spatial reasoning and geometric relationships model real-world situations.**	
Program of Studies: Skills and Concepts	
MA-6-G-S-SR3 Students will identify, describe and provide examples of the basic geometric elements (points, rays, lines, segments, angles [acute, right, obtuse], planes, radius, diameter, circumference).	**SE/TE:** 360C, 361, 362-363, 367-368, 378, 408-409, 437-441
MA-6-G-S-SR4 udents will identify, describe and provide examples and properties of two-dimensional figures (circles, triangles [acute, right, obtuse, scalene, isosceles, equilateral], quadrilaterals, regular polygons); apply these properties and figures to solve real-world problems.	**SE/TE:** 380-383, 385, 386-390, 392-397, 408-409, 437-441, 444-447
MA-6-G-S-SR6 udents will describe and provide examples of congruent and similar plane figures; apply congruent and similar plane figures to solve real-world problems.	**SE/TE:** 392-397, 409, 411

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KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
MA-6-G-S-TS1 Students will determine lines of symmetry for a plane figure, sketch plane figures with multiple lines of symmetry and apply line symmetry to real-world and/or mathematical situations.	**SE/TE:** 398-401, 402, 410, 447
MA-6-G-S-CG2 Students will apply graphing in the positive coordinate system to solve real-world and mathematical problems.	**SE/TE:** 547, 548-551, 554, 557, 558-562
Related Core Content for Assessment	
MA-06-3.1.2 **Students will describe, and provide examples of the elements (e.g., sides, vertices, angles, congruent parts) of two-dimensional figures (circles, triangles, quadrilaterals, regular polygons), and will apply these elements and figures to solve real-world and mathematical problems.** **DOK 2**	**SE/TE:** 380-383, 385, 386-390, 392-397, 408-409, 437-441, 444-447
MA-06-3.1.4 **Students will identify and describe congruent figures, and will apply congruent figures to solve real-world and mathematical problems.** **DOK 2**	**SE/TE:** 392-395
MA-06-3.1.5 *Students will identify similar figures and apply similar figures to solve real-world and mathematical problems.*	**SE/TE:** 393-397, 409, 411, 626-627
MA-06-3.2.1 *Students will describe, provide examples of, and apply line symmetry to real-world and mathematical problems.*	**SE/TE:** 398-401, 402, 410, 447
MA-06-3.3.1 **Students will identify and graph ordered pairs on a positive coordinate system (Quadrant I), correctly identifying the origin, axes and ordered pairs; and will apply graphing in the coordinate system to solve real-world and mathematical problems.** **DOK 2**	**SE/TE:** 547, 548-551, 554, 557, 558-562

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Big Idea: Data Analysis and Probability Middle grades students extend the early development of data representations and examine the appropriateness of graphs and representations of data. They examine central tendencies and dispersion. They develop organized approaches to counting and use experimental and theoretical probabilities. **Academic Expectations** **2.7** Students understand number concepts and use numbers appropriately and accurately. **2.8** Students understand various mathematical procedures and use them appropriately and accurately. **2.13** Students understand and appropriately use statistics and probability.	
Program of Studies: Understandings	
MA-6-DAP-U-1 Students will understand that quantitative literacy is a necessary tool to be an intelligent consumer and citizen.	**SE/TE:** 60, 61-64, 66-69, 70-73, 74-77, 79, 80-83, 84, 86-90, 91-92, 93-97, 104-105, 342-344, 346-347
Program of Studies: Skills and Concepts	
MA-6-DAP-S-DR2 Students will collect, organize, construct, analyze and interpret data in a variety of graphical methods, including line plots, line graphs, circle graphs, bar graphs and stem-and-leaf plots.	**SE/TE:** 60-62, 66-68, 70-84, 86-90, 93-97, 104-105, 340-344, 345, 507
Related Core Content for Assessment	
MA-06-4.1.1 **Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots).** **DOK 3**	**SE/TE:** 60-62, 66-68, 70-84, 86-90, 93-97, 104-105, 340-344, 507
MA-06-4.1.4 **Students will determine and construct appropriate data displays (bar graphs, line plots, Venn diagrams, tables, line graphs), and will explain why the type of display is appropriate for the data.** **DOK 2**	**SE/TE:** 72, 74-77, 79, 84, 90

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KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Program of Studies: Understandings	
MA-6-DAP-U-2 Students will understand that the collection, organization, interpretation and display of data can be used to answer questions.	
Program of Studies: Skills and Concepts	
MA-6-DAP-S-DR2 udents will collect, organize, construct, analyze and interpret data in a variety of graphical methods, including line plots, line graphs, circle graphs, bar graphs and stem-and-leaf plots.	**SE/TE:** 60-62, 64, 66-68, 70-84, 86-90, 93-97, 104-105, 202, 340-344, 345, 437, 491, 492, 507
MA-6-DAP-S-ES1 Students will pose questions; collect, organize and display data.	**SE/TE:** 97, 202, 345, 401
Related Core Content for Assessment	
MA-06-4.1.1 **Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots).** **DOK 3**	**SE/TE:** 60-62, 66-68, 70-84, 86-90, 93-97, 104-105, 340-344, 507
MA-06-4.1.4 **Students will determine and construct appropriate data displays (bar graphs, line plots, Venn diagrams, tables, line graphs), and will explain why the type of display is appropriate for the data.** **DOK 2**	**SE/TE:** 72, 74-77, 79, 84, 90
Program of Studies: Understandings	
MA-6-DAP-U-3 Students will understand that the choice of data display can affect the visual message communicated.	
Program of Studies: Skills and Concepts	
MA-6-DAP-S-DR1 Students will select an appropriate graph to represent given data and justify the selection.	**SE/TE:** 72, 75-76, 79, 84, 88, 93-96
MA-6-DAP-S-DR4 Students will relate different representations of data (e.g., tables, graphs, diagrams, plots).	**SE/TE:** 70, 74-76, 79, 84, 88, 93-96

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Related Core Content for Assessment	
MA-06-4.1.2 *Students will explain how different representations of data (e.g., tables, graphs, diagrams, plots) are related.*	**SE/TE:** 70-73, 74-77, 79, 84, 88, 101
Program of Studies: Understandings	
MA-6-DAP-U-4 Students will understand that inferences and predictions from data are used to make critical and informed decisions.	
Program of Studies: Skills and Concepts	
MA-6-DAP-S-DR3 ıdents will compare data from various types of graphs.	**SE/TE:** 70-73, 74-77, 79, 84, 88, 101
MA-6-DAP-S-CD1 Students will make predictions, draw conclusions and verify results from statistical data and probability experiments.	**SE/TE:** 60-62, 66-68, 70-84, 86-90, 93-97, 104-105, 340-344, 507
Related Core Content for Assessment	
MA-06-4.1.1 **Students will analyze and make inferences from data displays (drawings, tables/charts, pictographs, bar graphs, circle graphs, line plots, Venn diagrams, line graphs, stem-and-leaf plots).** **DOK 3**	**SE/TE:** 60-62, 66-68, 70-84, 86-90, 93-97, 104-105, 340-344, 476-480, 481, 482-486, 488-491, 492, 494-497, 500-503, 504, 505-506, 507
Program of Studies: Understandings	
MA-6-DAP-U-5 Students will understand that for a given set of data or a graph, statistical measures (mean, median, mode, range) can be used to describe the distribution of the data.	
Program of Studies: Skills and Concepts	
MA-6-DAP-S-CD2 ıdents will determine and apply measures of distribution (mean, median, mode, range).	**SE/TE:** 60, 61-64, 66-69, 100-101
MA-6-DAP-S-ES2 Students will explore how sample size affects the reliability of the outcome.	**SE/TE:** 97, 495

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Related Core Content for Assessment	
MA-06-4.2.1 **Students will determine and apply the mean, median, mode and range of a set of data.** **DOK 2**	**SE/TE:** 60, 61-64, 66-69, 100-101
Program of Studies: Understandings	
MA-6-DAP-U-6 Students will understand that probability can be used to make decisions or predictions or to draw conclusions.	
Program of Studies: Skills and Concepts	
MA-6-DAP-S-P1 Students will describe or determine (e.g., tables, tree diagrams) the sample space of an event.	**SE/TE:** 476, 478, 508
MA-6-DAP-S-P2 Students will investigate solutions to probability problems using counting techniques, tree diagrams, charts and tables.	**SE/TE:** 474B, 476-480, 481, 489-490, 492, 493, 496, 498, 505
MA-6-DAP-S-P3 Students will make predictions, draw conclusions and verify results from statistical data and probability experiments.	**SE/TE:** 60-62, 66-68, 70-84, 86-90, 93-97, 104-105, 340-344, 476-480, 481, 482-486, 488-491, 492, 494-497, 500-503, 504, 505-506, 507
MA-6-DAP-S-P4 Students will determine simple probabilities based on the results of an experiment and make inferences based on the data.	**SE/TE:** 488-491, 492, 494-497
MA-6-DAP-S-P5 Students will explore the role of probability in decision making.	**SE/TE:** 484-485, 491, 492, 493, 494-497
Related Core Content for Assessment	
MA-06-4.4.1 **Students will describe or determine (e.g., tables, tree diagrams) the sample space of an event for a real-world or mathematical situation.** **DOK 2**	**SE/TE:** 476-479, 481, 508
MA-06-4.4.2 **Students will determine single event probabilities based on the results of an experiment and will make inferences based on the data.** **DOK 3**	**SE/TE:** 482-486, 488-491, 494-497, 508-509
MA-06-4.4.3 *Students will explore the theoretical probability of simple events.*	**SE/TE:** 482-487, 491-497, 500-503, 505-506, 508-512

KENTUCKY COMBINED CURRICULUM STANDARDS, GRADE 6	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Big Idea: Algebraic Thinking Middle grade students extend pattern work to include arithmetic sequences. They use linear functions and linear equations. They plot rational number pairs in the Cartesian plane. They simplify algebraic and numeric expressions. They explore the effects of change on related variables. They use and solve two-step single variable equations and inequalities. **Academic Expectations** **2.8** Students understand various mathematical procedures and use them appropriately and accurately. **2.11** Students understand mathematical change concepts and use them appropriately and accurately. **2.12** Students understand mathematical structure concepts including the properties and logic of various mathematical systems.	
Program of Studies: Understandings	
MA-6-AT-U-1 Students will understand that patterns, relations and functions are tools that help explain or predict real-world phenomena.	
Program of Studies: Skills and Concepts	
MA-6-AT-S-PRF1 Students will recognize, create and extend patterns (give an informal description of the continuation of a pattern and/or generalize a pattern through a verbal rule).	**SE/TE:** 42, 108-112, 162, 165, 195, 197, 216, 271, 437, 446
MA-6-AT-S-PRF2 Students will represent, interpret and describe function relationships through tables, graphs and verbal rules.	**SE/TE:** 108-112, 114-115, 123, 558-562, 565
MA-6-AT-S-PRF3 Students will organize input-output coordinate pairs into tables and plot points in the first quadrant of a coordinate (Cartesian) system/grid.	**SE/TE:** 558-562, 565
Related Core Content for Assessment	
MA-06-5.1.1 **Students will extend, describe rules for patterns and find a missing term in a pattern from real-world and mathematical problems.** **DOK 3**	**SE/TE:** 42, 108-112, 162, 165, 195, 197, 216, 271, 437, 446
MA-06-5.1.2 **Students will create tables for functions and will apply the tables to solve real-world problems.** **DOK 2**	**SE/TE:** 108-112, 114-115, 123, 558-562, 565
MA-06-5.1.3 *Students will describe, define, provide examples of, and apply to real-world and mathematical problems functions using tables, graphs and verbal rules.*	**SE/TE:** 108-112, 113-115, 118-122, 123, 558-562, 565

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Program of Studies: Understandings	
MA-6-AT-U-2 Students will understand that numerical patterns can be written as rules that generate the pattern.	
Program of Studies: Skills and Concepts	
MA-6-AT-S-PRF1 Students will recognize, create and extend patterns (give an informal description of the continuation of a pattern and/or generalize a pattern through a verbal rule).	**SE/TE:** 42, 108-112, 162, 165, 195, 197, 216, 271, 437, 446
MA-6-AT-S-PRF3 Students will organize input-output coordinate pairs into tables and plot points in the first quadrant of a coordinate (Cartesian) system/grid.	**SE/TE:** 558-562, 565
Related Core Content for Assessment	
MA-06-5.1.1 **Students will extend, describe rules for patterns and find a missing term in a pattern from real-world and mathematical problems.** **DOK 3**	**SE/TE:** 42, 108-112, 162, 165, 195, 197, 216, 271, 437, 446
Program of Studies: Understandings	
MA-6-AT-U-3 Students will understand that algebra represents mathematical situations and structures for analysis and problem solving.	
Program of Studies: Skills and Concepts	
MA-6-AT-S-VEO1 Students will explore the use of variables in expressions and equations.	**SE/TE:** 113-116, 117, 150, 240, 563
MA-6-AT-S-VEO2 Students will substitute numerical values for variables and evaluate algebraic expressions.	**SE/TE:** 113-116, 117, 118-121, 150, 165, 344, 427-429, 432-435, 445-447, 458-466, 497, 559-563
MA-6-AT-S-VEO3 Students will describe, define and provide examples of algebraic expressions based on real-world and/or mathematical situations.	**SE/TE:** 113-116, 117, 118-121, 123, 150, 165, 344
MA-6-AT-S-EI1 Students will use concrete and/or informal methods to solve equations with one variable that model real-world situations.	**SE/TE:** 124-127, 129, 130-133, 134-136, 138-139, 142-143, 578-581, 582-585, 585, 599
MA-6-AT-S-EI2 Students will solve problems involving simple formulas (e.g., A=lw, D=rt).	**SE/TE:** 81, 82, 83, 85, 101, 203, 426, 428, 431, 432, 433, 439, 444, 445, 457, 458, 459, 464, 469, 470, 482, 488, 501, 504, 508, 509

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MA-6-AT-S-EI3 Students will model and solve real-world problems with one variable equations and inequalities (e.g., 8x=4, x + 2>5).	**SE/TE:** 124-127, 129, 130-133, 134-136, 138-139, 142-143, 578-581, 582-585, 585, 599
Related Core Content for Assessment	
MA-06-5.2.1 **Students will substitute values for variables (up to two different variables) and evaluate algebraic expressions.** **DOK 2**	**SE/TE:** 113-116, 117, 118-121, 150, 165, 344, 427-429, 432-435, 445-447, 458-466, 497, 559-563
MA-06-5.2.2 *Students will describe, define and provide examples of variables and expressions with a missing value based on real-world and mathematical problems.*	**SE/TE:** 113-116, 117, 118-121, 123, 150, 165, 344
MA-06-5.3.1 **Students will model and solve real-world and mathematical problems with simple equations and inequalities (e.g., 8x = 4, x + 2 > 5).** **DOK 2**	**SE/TE:** 124-127, 129, 130-133, 134-136, 138-139, 142-143, 578-581, 582-585, 585, 599
Program of Studies: Understandings	
MA-6-AT-U-4 Students will understand that real-world situations can be represented using mathematical models to analyze quantitative relationships.	
Program of Studies: Skills and Concepts	
MA-6-AT-S-EI1 Students will use concrete and/or informal methods to solve equations with one variable that model real-world situations.	**SE/TE:** 124-127, 129, 130-133, 134-136, 138-139, 142-143
MA-6-AT-S-EI3 Students will model and solve real-world problems with one variable equations and inequalities (e.g., 8x=4, x + 2>5).	**SE/TE:** 124-127, 129, 130-133, 134-136, 138-139, 142-143, 578-581, 582-585, 585, 599
Related Core Content for Assessment	
MA-06-5.3.1 **Students will model and solve real-world and mathematical problems with simple equations and inequalities (e.g., 8x = 4, x + 2 > 5).** **DOK 2**	**SE/TE:** 124-127, 129, 130-133, 134-136, 138-139, 142-143, 578-581, 582-585, 585, 599

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Program of Studies: Understandings	
MA-6-AT-U-5 Students will understand that functions are used to analyze change in various contexts and model real-world phenomena.	
Program of Studies: Skills and Concepts	
MA-6-AT-S-PRF4 Students will explain how the change in one quantity affects change in another quantity (e.g., in tables or graphs, input/output tables).	**SE/TE:** 108-112, 113-115, 118-122, 123, 558-562, 565
MA-6-AT-S-EI2 Students will solve problems involving simple formulas (e.g., A=lw, D=rt).	**SE/TE:** 81, 82, 83, 85, 101, 203, 426, 428, 431, 432, 433, 439, 444, 445, 457, 458, 459, 464, 469, 470, 482, 488, 501, 504, 508, 509
Related Core Content for Assessment	
MA-06-5.1.5 *Students will explain how the change in one quantity affects change in another quantity (e.g., in tables or graphs, input/output tables).*	**SE/TE:** 108-112, 113-115, 118-122, 123, 558-562, 565
Program of Studies: Understandings	
MA-6-AT-U-6 Students will understand that functions can be written in words, in a symbolic sentence or in a table.	
Program of Studies: Skills and Concepts	
MA-6-AT-S-PRF2 Students will represent, interpret and describe function relationships through tables, graphs and verbal rules.	**SE/TE:** 108-112, 113-115, 118-122, 123, 558-562, 565
MA-6-AT-S-PRF3 Students will organize input-output coordinate pairs into tables and plot points in the first quadrant of a coordinate (Cartesian) system/grid.	**SE/TE:** 558-562, 565
MA-6-AT-S-EI2 Students will solve problems involving simple formulas (e.g., A=lw, D=rt).	**SE/TE:** 81, 82, 83, 85, 101, 203, 426, 428, 431, 432, 433, 439, 444, 445, 457, 458, 459, 464, 469, 470, 482, 488, 501, 504, 508, 509
Related Core Content for Assessment	
MA-06-5.1.2 **Students will create tables for functions and will apply the tables to solve real-world problems.** **DOK 2**	**SE/TE:** 108-112, 114-115, 123, 558-562, 565

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MA-06-5.1.3 *Students will describe, define, provide examples of, and apply to real-world and mathematical problems functions using tables, graphs and verbal rules.*	**SE/TE:** 108-112, 113-115, 118-122, 123, 558-562, 565
MA-06-5.1.4 *Students will explain how tables, graphs and patterns relate to each other.*	**SE/TE:** 108-112, 113-115, 118-122, 123, 558-562, 565