

Prentice Hall Mathematics, Course 1 © 2008

Correlated to:

Minnesota K – 12 Academic Standards in Mathematics for Grade 6, April 2007 Final Draft

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Number and Operation	
Read, write, represent and compare positive rational numbers expressed as fractions, decimals, percents and ratios; write positive integers as products of factors; use these representations in real-world and mathematical situations.	
6.1.1.1 Locate positive rational numbers on a number line and plot pairs of positive rational numbers on a coordinate grid.	SE/TE: 26-28, 191, 201, 548-551
	TR: Section 1-6, 11-8: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide; Activity Lab
	TECH: Section 1-6, 11-8: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; ExamView CD-Rom; Interactive Textbook
6.1.1.2 Compare positive rational numbers represented in various forms. Use the symbols < and >. <i>For example:</i> $\frac{1}{2} > 0.36$.	SE/TE: 5, 26-28, 192-195, 199, 201, 288, 316
	TR: Section 1-6, 4-8: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide; Activity Lab
	TECH: Section 4-8: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom, ExamView CD-Rom; Interactive Textbook
6.1.1.3 Understand that percent represents parts out of 100 and ratios to 100. <i>For example:</i> 75% is equivalent to the ratio 75 to 100, which is equivalent to the ratio 3 to 4.	SE/TE: 331-333
	TR: Section 7-6: Activity Lab; Daily Notetaking Guide; Adaptive Notetaking; Guided Problem Solving; Practice; Adapted Practice; Reteaching; Enrichment
	TECH: Section 7-6: Transparencies; PHSchool.com (web codes are on page T23); Homework Video Tutor; Exam View CD-Rom; Teacher Express CD-Rom; Interactive Textbook

Prentice Hall Mathematics, Course 1 © 2008

Correlated to:

Minnesota K – 12 Academic Standards in Mathematics for Grade 6, April 2007 Final Draft

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>6.1.1.4 Determine equivalences among fractions, decimals and percents; select among these representations to solve problems.</p> <p><i>For example:</i> Since $\frac{1}{10}$ is equivalent to 10%, if a woman making \$25 an hour gets a 10% raise, she will make an additional \$2.50 an hour, because \$2.50 is $\frac{1}{10}$ of \$25.</p>	<p>SE/TE: 198-201, 331-333, 337</p>
	<p>TR: Section 4-9, 7-6: Activity Lab; Daily Notetaking Guide; Adaptive Notetaking; Guided Problem Solving; Practice; Adapted Practice; Reteaching; Enrichment</p>
	<p>TECH: Section 4-9, 7-6: Transparencies; PHSchool.com (web codes are on page T23); Homework Video Tutor; Exam View CD-Rom; Teacher Express CD-Rom; Interactive Textbook</p>
<p>6.1.1.5 Factor whole numbers; express a whole number as a product of prime factors with exponents.</p> <p><i>For example:</i> $24 = 2^3 \times 3$.</p>	<p>SE/TE: 166-168</p>
	<p>TR: Section 4-3: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide; Vocabulary and Study Skills Worksheets; Activity Lab</p>
	<p>TECH: Section 4-3: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom; Interactive Textbook</p>
<p>6.1.1.6 Determine greatest common factors and least common multiples. Use common factors and common multiples to do arithmetic with fractions and find equivalent fractions.</p> <p><i>For example:</i> Factor the numerator and denominator of a fraction to determine an equivalent fraction.</p>	<p>SE/TE: 171-174, 176-179, 188-191, 212-215, 17-227, 228-236, 261-270, 272-279</p>

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Sections 4-4,4-5, 4-7, 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4: Transparencies; Practice; Adapted Practice; Guided Problem Solving, Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide; Activity Lab
	TECH: Sections 4-4,4-5, 4-7, 5-1, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom; Interactive Textbook
<p>6.1.1.7 Convert between equivalent representations of positive rational numbers.</p> <p><i>For example:</i> Express $\frac{10}{7}$ as $\frac{7+3}{7} = \frac{7}{7} + \frac{3}{7} = 1\frac{3}{7}$.</p>	SE/TE: 176-179, 192-193
	TR: Section 4-5, 4-8: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide; Activity Lab
	TECH: Section 4-5, 4-8: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom: Interactive Textbook
Understand the concept of ratio and its relationship to fractions and to the multiplication and division of whole numbers. Use ratios to solve real-world and mathematical problems.	
<p>6.1.2.1 Identify and use ratios to compare quantities; understand that comparing quantities using ratios is not the same as comparing quantities using subtraction.</p> <p><i>For example:</i> In a classroom with 15 boys and 10 girls, compare the numbers by subtracting (there are 5 more boys than girls) or by dividing (there are 1.5 times as many boys as girls). The comparison using division may be expressed as a ratio of boys to girls (3 to 2 or 3:2 or 1.5 to 1).</p>	SE/TE: 306-309
	TR: Section 7-1: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Section 7-1: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.1.2.2 Apply the relationship between ratios, equivalent fractions and percents to solve problems in various contexts, including those involving mixtures and concentrations.</p> <p><i>For example:</i> If 5 cups of trail mix contains 2 cups of raisins, the ratio of raisins to trail mix is 2 to 5. This ratio corresponds to the fact that the raisins are $\frac{2}{5}$ of the total, or 40% of the total.</p> <p>And if one trail mix consists of 2 parts peanuts to 3 parts raisins, and another consists of 4 parts peanuts to 8 parts raisins, then the first mixture has a higher concentration of peanuts.</p>	SE/TE: 316-324, 331-334
	TR: Section 7-3, 7-4, 7-6: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 7-3, 7-4, 7-6: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.1.2.3 Determine the rate for ratios of quantities with different units.</p> <p><i>For example:</i> 60 miles in 3 hours is equivalent to 20 miles in one hour (20 mph).</p>	SE/TE: 312-315
	TR: Section 7-2: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Activity Lab
	TECH: Section 7-2: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.1.2.4 Use reasoning about multiplication and division to solve ratio and rate problems.</p> <p><i>For example:</i> If 5 items cost \$3.75, and all items are the same price, then 1 item costs 75 cents, so 12 items cost \$9.00.</p>	SE/TE: 312-315

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Section 7-2, 7-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 7-3, 7-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.	
6.1.3.1 Multiply and divide decimals and fractions, using efficient and generalizable procedures, including standard algorithms.	SE/TE: 37-47, 261-270, 271-280
	TR: Section 1-8, 6-1,6-2, 6-3, 6-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 1-8, 6-1,6-2, 6-3, 6-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
6.1.3.2 Use the meanings of fractions, multiplication, division and the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions. <i>For example:</i> Just as $\frac{12}{4}=3$ means $12=3\times 4$, $\frac{2}{3}\div\frac{4}{5}=\frac{5}{6}$ means $\frac{5}{6}\times\frac{4}{5}=\frac{2}{3}$.	SE/TE: 271-275
	TR: Section 6-3: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 6-3: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>6.1.3.3 Calculate the percent of a number and determine what percent one number is of another number to solve problems in various contexts.</p> <p><i>For example:</i> If John has \$45 and spends \$15, what percent of his money did he keep?</p>	<p>SE/TE: 336-339</p>
	<p>TR: Section 7-7: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 7-7: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>
<p>6.1.3.4 Solve real-world and mathematical problems requiring arithmetic with decimals, fractions and mixed numbers.</p>	<p>SE/TE: 32-35, 38-47, 217-227, 228-236, 261-270, 272-280</p>
	<p>TR: Section 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 1-7, 1-8, 1-9, 5-2, 5-3, 5-4, 5-5, 6-1, 6-2, 6-3, 6-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>
<p>6.1.3.5 Estimate solutions to problems with whole numbers, fractions and decimals and use the estimations to assess the reasonableness of computations and of results in the context of the problem.</p> <p><i>For example:</i> The sum $\frac{1}{3} + 0.25$ can be estimated to be between $\frac{1}{2}$ and 1, and this estimate can be used as a check on the result of a more detailed calculation.</p>	<p>SE/TE: 32-24, 213-214</p>
	<p>TR: Section 1-7, 5-1: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TECH: Section 1-7, 5-1: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
Algebra	
Recognize and represent relationships between varying quantities; translate from one representation to another; use patterns, tables, graphs and rules to solve real-world and mathematical problems.	
<p>6.2.1.1 Understand that a variable can be used to represent a quantity that can change, often in relationship to another changing quantity. Use variables in various contexts.</p> <p><i>For example:</i> If a student earns \$7 an hour in a job, the amount of money earned can be represented by a variable and is related to the number of hours worked, which also can be represented by a variable.</p>	SE/TE: 113-115, 118-120
	TR: Section 3-2, 3-3: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 3-2, 3-3: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.2.1.2 Represent the relationship between two varying quantities with function rules, graphs and tables; translate between any two of these representations.</p> <p><i>For example:</i> Describe the terms in the sequence of perfect squares $t = 1, 4, 9, 16, \dots$ by using the rule $t = n^2$ for $n = 1, 2, 3, 4, \dots$</p>	SE/TE: 558-562
	TR: Section 11-10: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 11-10: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
Use properties of arithmetic to generate equivalent numerical expressions and evaluate expressions involving positive rational numbers.	
<p>6.2.2.1 Apply the associative, commutative and distributive properties and order of operations to generate equivalent expressions and to solve problems involving positive rational numbers.</p> <p><i>For example:</i> $\frac{32}{15} \times \frac{5}{6} = \frac{32 \times 5}{15 \times 6} = \frac{2 \times 16 \times 5}{3 \times 5 \times 3 \times 2} = \frac{16}{9} \times \frac{2}{2} \times \frac{5}{5} = \frac{16}{9}$.</p> <p><i>Another example:</i> Use the distributive law to write:</p> $\frac{1}{2} + \frac{1}{3} \left(\frac{9}{2} - \frac{15}{8} \right) = \frac{1}{2} + \frac{1}{3} \times \frac{9}{2} - \frac{1}{3} \times \frac{15}{8} = \frac{1}{2} + \frac{3}{2} - \frac{5}{8} = 2 - \frac{5}{8} = 1\frac{3}{8}$	SE/TE: 12-14, 16-19, 144-147, 163
	TR: Section 1-3, 1-4, 3-8, 4-2: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 1-3, 1-4, 3-8, 4-2: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
Understand and interpret equations and inequalities involving variables and positive rational numbers. Use equations and inequalities to represent real-world and mathematical problems; use the idea of maintaining equality to solve equations. Interpret solutions in the original context.	
<p>6.2.3.1 Represent real-world or mathematical situations using equations and inequalities involving variables and positive rational numbers.</p> <p><i>For example:</i> The number of miles m in a k kilometer race is represented by the equation $m = 0.62 k$.</p>	SE/TE: 124-126, 130-133, 134-143
	TR: Section 3-4, 3-5, 3-6, 3-7: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 3-4, 3-5, 3-6, 3-7: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>6.2.3.2 Solve equations involving positive rational numbers using number sense, properties of arithmetic and the idea of maintaining equality on both sides of the equation. Interpret a solution in the original context and assess the reasonableness of results.</p> <p><i>For example:</i> A cellular phone company charges \$0.12 per minute. If the bill was \$11.40 in April, how many minutes were used?</p>	<p>SE/TE: 130-143, 240-245, 282-287, 572-576</p>
	<p>TR: Section 3-5, 5-6, 6-5, 12-1: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 3-5, 5-6, 6-5, 12-1: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>
<p>Geometry & Measurement</p>	
<p>Calculate perimeter, area, surface area and volume of two- and three-dimensional figures to solve real-world and mathematical problems.</p>	
<p>6.3.1.1 Calculate the surface area and volume of prisms and use appropriate units, such as cm^2 and cm^3. Justify the formulas used. Justification may involve decomposition, nets or other models.</p> <p><i>For example:</i> The surface area of a triangular prism can be derived by decomposing the surface into two triangles and three rectangles.</p>	<p>SE/TE: 453-456, 457-460</p>
	<p>TR: Section 9-8, 9-9: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 9-8, 9-9: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>6.3.1.2 Calculate the area of quadrilaterals. Quadrilaterals include squares, rectangles, rhombuses, parallelograms, trapezoids and kites. When formulas are used, be able to explain why they are valid.</p> <p><i>For example:</i> The area of a kite is one-half the product of the lengths of the diagonals, and this can be justified by decomposing the kite into two triangles.</p>	<p>SE/TE: 426-435</p>
	<p>TR: Section 9-3, 9-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 9-3, 9-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>
<p>6.3.1.3 Estimate the perimeter and area of irregular figures on a grid when they cannot be decomposed into common figures and use correct units, such as cm and cm².</p>	<p>SE/TE: Can be developed from 426-435, 445</p>
	<p>TR: Section 9-3, 9-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 9-3, 9-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>
<p>Understand and use relationships between angles in geometric figures.</p>	
<p>6.3.2.1 Solve problems using the relationships between the angles formed by intersecting lines.</p> <p><i>For example:</i> If two streets cross, forming four corners such that one of the corners forms an angle of 120°, determine the measures of the remaining three angles.</p> <p><i>Another example:</i> Recognize that pairs of interior and exterior angles in polygons have measures that sum to 180°.</p>	<p>SE/TE: 374-377, 385, 388-390</p>

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Section 8-3, 8-5: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 8-3, 8-5: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.3.2.2 Determine missing angle measures in a triangle using the fact that the sum of the interior angles of a triangle is 180°. Use models of triangles to illustrate this fact.</p> <p><i>For example:</i> Cut a triangle out of paper, tear off the corners and rearrange these corners to form a straight line.</p> <p><i>Another example:</i> Recognize that the measures of the two acute angles in a right triangle sum to 90°.</p>	SE/TE: 381-383
	TR: Section 8-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 8-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.3.2.3 Develop and use formulas for the sums of the interior angles of polygons by decomposing them into triangles.</p>	SE/TE: 385
	TR: Activity Lab 8-5
	TECH: Protractor, straightedge, Straws, tape
Choose appropriate units of measurement and use ratios to convert within measurement systems to solve real-world and mathematical problems.	
<p>6.3.3.1 Solve problems in various contexts involving conversion of weights, capacities, geometric measurements and times within measurement systems using appropriate units.</p>	SE/TE: 246-250, 292-295, 296, 416-419, 420-424, 426-430, 432-435, 438-441, 444-447, 457-460, 462-467

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
	TR: Section 5-7, 6-7, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-9, 9-10: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 5-7, 6-7, 9-1, 9-2, 9-3, 9-4, 9-5, 9-6, 9-9, 9-10: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook
<p>6.3.3.2 Estimate weights, capacities and geometric measurements using benchmarks in measurement systems with appropriate units.</p> <p><i>For example:</i> Estimate the height of a house by comparing to a 6-foot man standing nearby.</p>	SE/TE: 290, 418
Data Analysis & Probability	
Use probabilities to solve real-world and mathematical problems; represent probabilities using fractions, decimals and percents.	
<p>6.4.1.1 Determine the sample space (set of possible outcomes) for a given experiment and determine which members of the sample space are related to certain events. Sample space may be determined by the use of tree diagrams, tables or pictorial representations.</p> <p><i>For example:</i> A 6×6 table with entries such as $(1,1)$, $(1,2)$, $(1,3)$, ..., $(6,6)$ can be used to represent the sample space for the experiment of simultaneously rolling two number cubes.</p>	SE/TE: 476-479, 488-491
	TR: Section 10-1, 10-3: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab
	TECH: Section 10-1, 10-3: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>6.4.1.2 Determine the probability of an event using the ratio between the size of the event and the size of the sample space; represent probabilities as percents, fractions and decimals between 0 and 1 inclusive. Understand that probabilities measure likelihood.</p> <p><i>For example:</i> Each outcome for a balanced number cube has probability $\frac{1}{6}$, and the probability of rolling an even number is $\frac{1}{2}$.</p>	<p>SE/TE: 476-479, 482-492</p>
	<p>TR: Section 10-1, 10-2, 10-3: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 10-1, 10-2, 10-3: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>
<p>6.4.1.3 Perform experiments for situations in which the probabilities are known, compare the resulting relative frequencies with the known probabilities; know that there may be differences.</p> <p><i>For example:</i> Heads and tails are equally likely when flipping a fair coin, but if several different students flipped fair coins 10 times, it is likely that they will find a variety of relative frequencies of heads and tails.</p>	<p>SE/TE: 488-491, 498</p>
	<p>TR: Section 10-3, 10-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 10-3, 10-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>

MINNESOTA K – 12 ACADEMIC STANDARDS IN MATHEMATICS (GRADE 6)	PAGE(S) WHERE TAUGHT (If submission is not a text, cite appropriate resource(s))
<p>6.4.1.4 Calculate experimental probabilities from experiments; represent them as percents, fractions and decimals between 0 and 1 inclusive. Use experimental probabilities to make predictions when actual probabilities are unknown.</p> <p><i>For example:</i> Repeatedly draw colored chips with replacement from a bag with an unknown mixture of chips, record relative frequencies, and use the results to make predictions about the contents of the bag.</p>	<p>SE/TE: 494-499</p>
	<p>TR: Section 10-4: Practice; Adapted Practice; Guided Problem Solving; Reteaching; Enrichment; Daily Notetaking Guide; Adapted Daily Notetaking Guide: Activity Lab</p>
	<p>TECH: Section 10-4: Transparencies; PHSchool.com (web codes are on page T23); Student Express CD-Rom; Teacher Express CD-Rom; Exam View CD-Rom, Interactive Textbook</p>

Reference:

http://education.state.mn.us/MDE/Academic_Excellence/Academic_Standards/Mathematics/index.htm

|