

Sixth Grade Pacing Guide for Math Weeks 1-9

Goal	Learning Focus	Assessment
Understand Proportional Relationships Understand ratio concepts and use ratio reasoning to solve problems.		
1	Understand the concept of a ratio and use ratio language to describe ratio relationships between two quantities.	
2	Understand the concept of a unit rate with associated units a ratio and use it to compare to it, and use ratio language to the context of a ratio statement.	
3	Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about ratios of equivalent ratios, map distances, scale factor, time, speed, or interest.	
Number System Apply and extend previous understanding of multiplication and division to work flexibly with fractions.		
4.1	Interpret and compare quotients of fractions, and solve word problems involving division of whole by fractions, e.g., by using visual models and equations to represent the problem.	
Number Theory Work with multi-digit numbers and find common factors and multiples.		
1	Fluently divide multi-digit numbers using the standard algorithm.	
2	Fluently add, subtract, multiply, and divide multi-digit numbers using the standard algorithm for each operation.	
3	Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 10; use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor.	
4	Generate and analyze patterns.	
5	Generate and analyze patterns.	
6	Generate and analyze patterns.	
7	Generate and analyze patterns.	
8	Generate and analyze patterns.	
9	Generate and analyze patterns.	

1996, November 10-11

Verb Conjugation	
present infinitive: <i>to + verb</i>	
infinitive	
1st person singular present indicative	
2nd person singular present indicative	
3rd person singular present indicative	
1st person plural present indicative	
2nd person plural present indicative	
3rd person plural present indicative	
present participle	
past infinitive	
1st person singular past indicative	
2nd person singular past indicative	
3rd person singular past indicative	
1st person plural past indicative	
2nd person plural past indicative	
3rd person plural past indicative	
past participle	
future infinitive	
1st person singular future indicative	
2nd person singular future indicative	
3rd person singular future indicative	
1st person plural future indicative	
2nd person plural future indicative	
3rd person plural future indicative	
future participle	

Month: Year:

Key Concepts	
20	
Algebraic expressions and equations	
constant polynomials	
Ex. 1. what the factor of certain other is	
21	
Area and Perimeter	
1. process of answer of any, make the answer available to it, inequality, that answer, also, state that a similarity in the system	
writing and writing, not to what it is	
element is an independent, two/ three, effectively, not but in number	
22	
Number and Algebraic Equations	
1. number, number, the equation is an equation, in terms of it, number	
23	
Area and Perimeter	
1. number, number, the equation is an equation, in terms of it, number	

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Team description	
Name and address	
Manager	
Size (number of members)	
Age (avg. age)	
Experience (yr. in field)	
Why in team	
How	
What do	

Using Guide for Math Weeks 1-9

[illegible]

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AN Whitehead



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