

South Conway County School District

6th Grade /Math

Arkansas Curriculum Framework (SLE)	Learning Goal (Objective)	Assessment/Bloom's	Essential Vocabulary *teacher word (For Future Use)	Materials/Resources (For Future Use)
First Quarter				
NO.3.6.1	Apply, with and without appropriate technology, algorithms with computational fluency to perform whole number operations (+, -, x, /)	Application		
NO.1.6.5	Recognize and identify perfect squares and their square roots	Knowledge		
NO.2.6.4	Apply rules (conventions) for order of operations to whole numbers with and without parentheses	Application		
NO.2.6.2	Apply distributive property of multiplication over addition to simplify computations with whole numbers	Application		
M.13.6.5	Find the distance between two points on a number line	Knowledge		
NO.2.6.1	Use divisibility rules to determine if a number is a factor of another number (4, 6, 9)	Evaluation		
NO.3.6.5	Find and use factorization (tree diagram) including prime factorization of composite numbers (expanded and exponential notation) to determine the greatest common factor (GCF) and least common multiple (LCM)	Evaluation		
A.5.6.2	Write simple algebraic expressions using appropriate operations (+, -, X, /) with one variable	Knowledge		
A.5.6.3	Evaluate algebraic expressions with one variable using appropriate properties and operations (+, -, X, /)	Application		
NO.2.6.3	Apply the addition, subtraction, multiplication, and division properties of equality to one-step equations with whole numbers	Application		
A.5.6.1	Model, write, and solve one-step equations with informal methods using manipulatives and appropriate technology	Analysis		
A.4.6.1	Solve problems by finding the next term or missing term in a pattern or function table using real world situations	Application		
A.4.6.2	Interpret and write an algebraic rule for a one-operation function table	Application		
NO.3.6.3	Solve, with and without appropriate technology, multi-step problems using a variety of methods and tools (i.e., objects, mental computation, paper and pencil)	Application		

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Second Quarter				
NO.1.6.4	Convert, compare, and order fractions (mixed numbers and improper fractions) decimals and percents and find their approximate locations on a number line	Analysis		
NO.1.6.3	Round and compare decimals to a given place value including thousandths	Analysis		
NO.2.6.5	Model multiplication and division of fractions (including mixed numbers) and decimals using pictures and physical objects (Ex: weight, money, and measuring cups)	Analysis		
NO.3.6.2	Develop and analyze algorithms for computing with fractions (including mixed numbers) and decimals and demonstrate, with and without technology, computational fluency in their use and justify the solution	Synthesis		
NO.3.6.4	Estimate reasonable solutions to problem situations involving fractions and decimals	Comprehension		
NO.1.6.1	Demonstrate conceptual understanding to find a specific percent of a number, using models, real-life examples, or explanations	Synthesis		
NO.3.6.7	Determine the percent of a number and solve related problems in real world situations (Ex. Tip, sales tax, discounts, etc.)	Application		
NO.3.6.6	Use proportional reasoning and ratios to represent problem situations and determine the reasonableness of solutions with and without appropriate technology	Comprehension		
NO.1.6.2	Find decimal and percent equivalents for proper fractions and explain why they represent the same value	Comprehension		
DAP.14.6.3	Construct and interpret graphs, using correct scale, including line graphs and double-bar graphs	Synthesis		
DAP.15.6.1	Interpret graphs such as double line graphs and circle graphs	Evaluation		
DAP.14.6.2	Collect data and select appropriate graphical representations to display the data including Venn diagrams	Comprehension		
DAP.17.6.1	Distinguish between theoretical and experimental probability	Evaluation		
DAP.15.6.2	Compare and interpret information provided by measures of central tendencies (mean, median, and mode) and measures of spread (range)	Evaluation		
DAP.16.6.1	Use observations about differences in data to make justifiable inferences	Comprehension		
DAP.14.6.1	Formulate questions, design studies, and collect data about a characteristic shared by two populations or different characteristics within one population	Synthesis		
A.7.6.1	Identify and compare situations with constant or varying rates of change	Evaluation		

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Third Quarter				
A.6.6.1	Complete, with and without appropriate technology, and interpret tables and line graphs that represent the relationship between two variables in quadrant I	Evaluation		
G.8.6.3	Identify, describe, draw, and classify triangles as equilateral, isosceles, scalene, right, acute, obtuse, and equiangular	Application		
G.10.6.1	Use ordered pairs to plot points in Quadrant I	Knowledge		
G.10.6.2	Plot points that form the vertices of a geometric figure and draw, identify, and classify the figure	Application		
G.8.6.5	Identify similar figures and explore their properties	Knowledge		
M.13.6.6	Use estimation to check the reasonableness of measurements obtained from use of various instruments (including angle measures)	Synthesis		
G.8.6.2	Investigate with manipulatives or grid paper what happens to the perimeter and area of a 2-dimensional shape when the dimensions are changed	Analysis		
M.13.6.4	Establish and apply formulas to find area and perimeter of triangles, rectangles, and parallelograms	Application		
G.8.6.4	Draw, label and determine relationships among the radius, diameter, center, and circumference (e.g. radius is half the diameter) of a circle	Analysis		
G.9.6.1	Identify and describe line and rotational symmetry in two-dimensional shapes, patterns and designs	Knowledge		
G.9.6.2	Describe positions and orientations of shapes under transformation (translation, reflection, and rotation) recognizing the size and shape do not change	Knowledge		
G.8.6.1	Identify three-dimensional geometric figures using models (rectangular prisms, cylinders, cones, pyramids, and spheres)	Analysis		
G.11.6.1	Identify two-dimensional patterns (nets) for three-dimensional solids, such as prisms, pyramids, cylinders, and cones	Knowledge		
M.12.6.1	Identify and select appropriate units and tools from both systems to measure (Ex. Angles with degrees, distance with feet/meters)	Knowledge		
M.13.6.2	Determine which unit of measure or measurement tool matches the context for a problem situation	Comprehension		
M.12.6.4	Determine which unit of measure or measurement tool matches the context for a problem situation	Comprehension		
M.12.6.3	Compare and contrast the differences among linear units, square units, and cubic units	Evaluation		
M.13.6.3	Draw and measure distance to the nearest mm and 1/8 inch accurately	Knowledge		

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M.12.6.2	Make conversions within the same measurement system in real world problems (Ex. Hours to minutes to seconds, meters to cm, feet to inches, liters to milliliters, quarts to gallons, etc)	Synthesis		
M.13.6.1	Solve real world problems involving one elapsed time, counting forward and backward (calendar and clock)	Application		

Forth Quarter
