Map: **Math Grade 6** Grade Level: **6**

District: **Island Trees**

Created: **12/04/2007** Last Updated: **12/04/2007**

	Essential Questions	Content	Skills		Standards/PIs
Unit 1	How do we apply the basic properties and rules of real numbers? How do the commutative, associative, and distributive properties facilitate mathematical communication? How is algebra used to communicate mathematically? How do we use the metric system to describe capacity? How do we use a coordinate plane to describe 2 dimensional objects?	**Whole Numbers** - read & write to trillions **Exponents** - understand powers of 1, 2, or 3 **Order of Operations** - parentheses, exponents, multiplication, division, additon, subtraction **Number Line** - order positive and negative whole numbers, decimals and fractions **Vocabulary for properties** - commutative, associative, distributive **algebraic expressions** - translate verbal to algebra **Temperature**	identifies place value of whole numbers to trillions reads and writes whole numbers to trilliions ******** writes repeated multiplication in exponential form evaluates an expression written in exponential form, using exponents of 1, 2 or 3 ****** ***review 5th(5A3):*** *substitute assigned values into variable expressions and evaluate using order of operations* evaluate a numerical expression which includes both addition and subtraction or both multiplication and division evaluate a numerical expression which includes addition, subtraction, multiplication and division evaluate a numerical expression which includes addition, subtraction, multiplication, division, and exponents ****** locates positive and negative integers on a number line ****** defines commutative property of addition and multiplication defines associative property of addition and		**MST3-6.N.1** **MST3-6.N.23** **MST3-6.N.24** **MST3-6.N.22** **MST3-6.A.2** **MST3-6.N.14** **MST3-6.N.15** **MST3-6.N.2** **MST3-6.N.3** **MST3-6.N.4** **MST3-6.N.5** **MST3-6.N.25** **MST3-6.A.1** **MST3-6.A.2** **MST3-6.M.4** **MST3-6.M.5** **MST3-6.N.13** **MST3-6.M.6**

		Conversion formula **Capacity:** Measurement, the metric system **Absolute Value -** determine the value **Geometry -** Coordinate plane, ordered pairs	multiplication defines distributive property of multiplication over addition defines identity property of addition (a+0=a) defines identity property of multiplication (a x 1 =a) identifies the inverse property of addition (a - a = 0) identifies inverse property of multiplication (a x 1/a = 1) defines and identifies the zero property of multiplication ****** ***review 5th(5A2):*** *recalls how to translate simple verbal exprssions into algebraic expressions* translates two-step verbal expressions into algebraic expressions ***review 5th: (5A4)****solve simple one-step equations using basic whole-number facts;* ***(5A5)****solve and explain simple one-step equations using inverse operations involving whole numbers* substitute values to convert from Farenheit to Celsius and Celsius to Farenheit using formulas: C=5/9(F-32) and F=9/5(C+32) ****** identifies metric units of capacity(liter, milliter) state operation used to convert equivalent units of capacity for metric units practice converting equivalent units of capacity for metric system ******		

			defines the absolute value of a number determine the absolute value of both positive and negative numbers ****** ***review 5th: (5G12)*** *identify and plot points in the first quadrant* ***review 5th (5G13)*** *plot points to form basic geometric shapes;* ***5G14)*** *calculate perimeter of basic geometric shapes drawn on a cordintae plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)* **********		
Unit 2	How do we apply the basic properties and rules of rational numbers? How do we use numbers to represent parts of a whole? How does fraction arithmetic help to solve real world problems? How do we measure the capacity of real world 3 dimensional objects?	**Fractions Arithmetic** - addition, subtraction, multiplication, division with like and unlike denominators **Mixed Numbers Arithmetic -** addition, subtraction, multiplication, division with like and unlike denominators **Estimation of Rational Numbers** - Round	***review 5th (5N12,5N15,5N19)*** *prime numbers, greatest common factor, simplifying fractions to lowest terms* convert fractions to equivalent fractions find common denominators for a given list of fractions add and subtract fractions with unlike denominators apply estimation to determine whether the result of fraction addition or subtraction is reasonable perform addition and subtraction of mixed numbers perform multiplication of fractions		**MST3-6.N.15** **MST3-6.N.16** **MST3-6.N.17** **MST3-6.N.18** **MST3-6.N.19** **MST3-6.N.20** **MST3-6.N.27** **MST3-6.M.2** **MST3-6.M.3** **MST3-6.M.9** **MST3-6.G.2** **MST3-6.G.3**

	How do we use geometric concepts to find measurements of circles?	Fractions and Mixed Numbers **Estimation** - Fraction and Mixed Number arithmetic **Capacity** - Measurement of customary units **Circles -** vocabulary, circumference, area	convert mixed numbers to improper fractions perform multiplication of mixed numbers identify the reciprocal of a number perform division of fractions and mixed number assesses the reasonableness of the answer by using estimation ****** identifies customary units of capacity (cups, pints, quarts, gallons) state operation used to convert equivalent units of capacity for customary units practice converting equivalent units of capacity for customary units ****** use proper vocabulary to describe a circle: radius, diameter, chord, central angle explore the relationships between radius and diameter and between diameter and circumference calculate the area and circumference of a circle, using the appropriate formula define central angle of a circle calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle assess the reasonableness of the answer, using estimation	**MST3-6.G.5** **MST3-6.G.6** **MST3-6.G.7** **MST3-6.G.9** **MST3-6.M.8** **MST3-6.G.8** **MST3-6.M.6**

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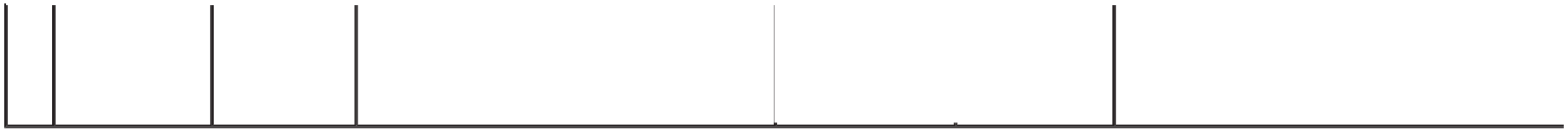
Unit 3	How can we use visual models to represent data? How can we interpret and analyze a set of data? How can we compare the values of fractions and decimals?	**Bar Graph** - create and interpret **Line Graph** - create and interpret **Circle Graph** - create and interpret **Vocabulary**: mean, median, mode, range **Fraction to Decimal conversion** **Number Line** - fractions and decimals on the same line	construct a bar graph from a given set of data construct a line graph from a given set of data construct a circle graph from a given set of data determine the best graph to use to provide a visual representation for a given set of data ****** define mean, median, mode, and range for a given set of data calculate the mean, median, mode, and range for a given set of data justify predictions made from data ****** converts fraction to decimal, using division identifies positive and negative fractions and decimals on a number line order fractions and decimals on the same number line **********		**MST3-6.N.14** **MST3-6.S.5** **MST3-6.S.6** **MST3-6.S.7** **MST3-6.S.8** **MST3-6.N.20**



	Essential Questions	Content	Skills		Standards/PIs
Unit 4	How can we use ratios, proportions, and percentages to model real world situations? How are ratios and proportions related to fractions? How can similar triangles be compared, using proportional reasoning?	**Ratio** - create and interpret **Rate** - use in problem solving **Distance formula** **Proportion** - solve problems **Similar triangles -** compare, using proportional reasoning	define ratio as a relationship betweeen two numbers ***review 5th Probability (5S5,5S6,5S7)*** *list the possible outcomes for a single-event experiment;* *record experiment results using fractions/ratios;* *create a sample space and determine the probability of a single event, given a simple experiment (e.g. rolling a number cube)* read and write a ratio using a colon, a fraction, and words ****** define a rate as a ratio that compares two different units solve problems using unit rate solve problems using the distance formula (rate x time = distance) ****** define a proportion as equivalent ratios solve proportions by using cross products ****** recognize, describe, and create similar triangles		**MST3-6.N.6** **MST3-6.N.7** **MST3-6.N.8** **MST3-6.N.9** **MST3-6.N.10** **MST3-6.G.1** **MST3-6.A.5**

			identify corresponding sides of similar triangles calculate the length of corresponding sides of similar triangles, using proportional reasoning (*solve simple proportions within context)* **********	
Unit 5	How can we use percentages and rates to model real world situations? How can we use percents to solve real world applications?	**Fraction, Decimal, Percent Equivalence** **Modeling Percents** **Percents** - use in problem solving **Sales Tax formula** **Interest formula**	***review 5th (5N23)*** *- use a variety of strategies to add, subtract, multiply, and divide decimals to thousandths* determine the equivalency of a number in fractional/decimal/percent form expresses sales tax rate as a percent and as a decimal solve sales tax and total cost problems (tax rate x price = tax) solve problems using the interest formula (interest = principal x rate x time) **********	**MST3-6.N.6** **MST3-6.N.11** **MST3-6.N.12** **MST3-6.N.21** **MST3-6.N.26**

Unit 6	How do we measure the capacity of real world 3 dimensional objects? How do we use geometric concepts to find measurements?	**Area** of Quadrilaterals **Area** of Triangles **Area** of irregular polygons **Area** of circles and sectors of circles **Volume** of Rectangular Prism	***review 5th: (5G12****)identify and plot points in the first quadrant;****(5G13)*** *plot pints to form basic geometric shapes* calculate the area of a circle calculate the area of a sector of a circle, given a central angle explore the volume of a rectangular prism, using centimeter cubes ***review 5th: (5G14)****calculate perimeter of basic geometric shapes drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths and parallel to the axes)* explore finding the area of polygons, using graph paper develop formulas for the area of specific polygons (triangles, squares, rectangles, rhombi, trapezoids) calculate the area of specific polygons, using		**MST3-6.M.7** **MST3-6.M.8** **MST3-6.G.2** **MST3-6.G.3** **MST3-6.G.4** **MST3-6.M.2** **MST3-6.A.6** **MST3-6.M.1** **MST3-6.G.7** **MST3-6.G.8**

			formulas develop the formula for the volume of a rectangular prism calculate the volume of a rectangular prism, using the formula assess the reasonableness of the answer, using estimation **********		

	Essential Questions	Content	Skills	Standards/PIs
Unit 7	How can we use coordinate geometry to describe and measure two dimensional shapes? How can variables, expressions and equations be used to simplify and solve actual daily problems?	**Review** for State Test **Coordinate Geometry** - plot polygons, determine perimeter and area **Algebra** - use formulas to evaluate variables	define x-axis, y-axis, origin, quadrant identify points in all four quadrants identify coordinate plane plot points on a coordinate plane in all four quadrants graph polygons on a coordinate plane, using coordinate points determine the individual segment length of polygons on a coordinate plane calculate the area of basic polygons drawn on a coordinate plane Create and evaluate algebraic expressions for determining the area of basic polygons **********	**MST3-6.G.10** **MST3-6.G.11** **MST3-6.A.2**
Unit 8	How can we use visual and algebraic models to analyze and represent data?	**Statistics and Probability** - Collection of Data **Statistics and Probability** - Organization and Display of Data	develop concept of sampling when collecting data from a population decide best method to collect data for a particular question make and interpret frequency tables construct Venn diagrams to sort data determine the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, circle graph) justify the choice of most appropriate graph to display a given set of data	**MST3-6.S.1** **MST3-6.S.2** **MST3-6.S.3** **MST3-6.S.4**

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Unit 9	How can we use visual and algebraic models to analyze and represent data? (continued) What is theoretical probability and how does it relate to actual probability of specific events?	**Statistics and Probability** - Probability: compound events, dependent events **Algebra** - equations and inequalities	define outcomes list sample space for outcomes using lists and tree diagrams create sample space for compound events determine the probability of dependent events explain fundamental counting principle using a tree diagram (ie multiply the number of possible choices for each outcome) determine the number of possible outcomes for a compound event using the fundamental counting principle determine the probability of events when the outcomes have equal probability ****** translate two-step verbal sentences into algebraic equations recall inverse operations and create algebraic expressions using inverse operations solve addition equations solve subtraction equations solve multiplication equations solve two-step equations, using whole numbers and inverse operations		**MST3-6.S.9** **MST3-6.S.10** **MST3-6.S.11** **MST3-6.A.2** **MST3-6.A.3** **MST3-6.A.4**

			preview 7th(7A5): *Introduce inequalities* - recognize and graph an inequality on a number line **********		

	Essential Questions	Content	Skills		Standards/PIs
Unit 10	How can we use algebra to solve problems? What have I learned about using math in the real world this year?	**Algebra -** Proportion problems **Review** Topics of the past year	recall proportions as equivalent ratios solve simple proportion word problems ***preview 7th:*** *Introduce integer arithmetic: rules for addition, subtraction, multiplication, division of positive and negative numbers* **********		**MST3-6.A.4** **MST3-6.A.5**

Key to Standards used in this Map

MST3-6.N.1 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representi relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.1 - read and write whole numbers to trillions [Gra

MST3-6.N.2 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representi relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.2 - define and identify the commutative and asso addition and multiplication [Grade 6]

MST3-6.N.3 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representi relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.3 - define and identify the distributive property o addition [Grade 6]

MST3-6.N.4 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.4 - define and identify the identity and inverse properties of addition and multiplication [Grade 6]

MST3-6.N.5 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.5 - define and identify the zero property of multiplication [Grade 6]

MST3-6.N.6 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.6 - understand the concept of ratio [Grade 6]

MST3-6.N.7 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.7 - express equivalent ratios as a proportion [Grade 6]

MST3-6.N.8 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.8 - distinguish the difference between rate and ratio [Grade 6]

MST3-6.N.9 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.9 - solve proportions using equivalent fractions [Grade 6]

MST3-6.N.10 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.10 - verify the proportionality using the product of the means equals the product of the extremes [Grade 6]

MST3-6.N.11 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.11 - read, write, and identify percents of a whole (0% to 100%) [Grade 6]

MST3-6.N.12 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.12 - solve percent problems involving percent, rate, and base [Grade 6]

MST3-6.N.13 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.13 - define absolute value and determine the absolute value of rational numbers (including positive and negative) [Grade 6]

MST3-6.N.14 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.14 - locate rational numbers on a number line (including positive and negative) [Grade 6]

MST3-6.N.15 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand numbers, multiple ways of representing numbers, relationships among numbers, and number systems. [Number Systems] - Performance Indicator 6.N.15 - order rational numbers (including positive and negative) [Grade 6]

MST3-6.N.16 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.16 - add and subtract fractions with unlike denominators [Grade 6]

MST3-6.N.17 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.17 - add, subtract, multiply, and divide fractions with unlike denominators. [Grade 6]

MST3-6.N.18 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.18 - multiply and divide mixed numbers with unlike denominators [Grade 6]

MST3-6.N.19 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.19 - identify the multiplicative inverse (reciprocal) of a number [Grade 6]

MST3-6.N.20 [2 occurences] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.20 - represent fractions as terminating or repeating decimals [Grade 6]

MST3-6.N.21 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.21 - find multiple representations of rational numbers (fractions, decimals, and percents 0 to 100) [Grade 6]

MST3-6.N.22 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.22 - evaluate numerical expressions using order of operations (may include exponents of two and three) [Grade 6]

MST3-6.N.23 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.23 - represent repeated multiplication in exponential form [Grade 6]

MST3-6.N.24 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate to one another. [Operations] - Performance Indicator 6.N.24 - represent exponential form as repeated multiplication [Grade 6]

MST3-6.N.25 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will understand meanings of operations and procedures, and how they relate

to one another. [Operations] - Performance Indicator 6.N.25 - evaluate expressions having exponents where the power is an exponent of one, two, or three [Grade 6]

MST3-6.N.26 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 6.N.26 - estimate a percent of quantity (0% to 100%) [Grade 6]

MST3-6.N.27 [1 occurence] - MST Standard 3 - Number Sense and Operations Strand - Students will compute accurately and make reasonable estimates. [Estimation] - Performance Indicator 6.N.27 - justify the reasonableness of answers using estimation (including rounding) [Grade 6]

MST3-6.A.1 [1 occurence] - MST Standard 3 - Algebra Strand - Students will represent and analyze algebraically a wide variety of problem solving situations. [Variables and Expressions] - Performance Indicator 6.A.1 - translate two-step verbal expressions into algebraic expressions [Grade 6]

MST3-6.A.2 [4 occurences] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Variables and Expressions] - Performance Indicator 6.A.2 - use substitution to evaluate algebraic expressions (may include exponents of one, two and three) [Grade 6]

MST3-6.A.3 [1 occurence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 6.A.3 - translate two-step verbal sentences into algebraic equations [Grade 6]

MST3-6.A.4 [2 occurences] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 6.A.4 - solve and explain two-step equations involving whole numbers using inverse operations [Grade 6]

MST3-6.A.5 [2 occurences] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 6.A.5 - solve simple proportions within context [Grade 6]

MST3-6.A.6 [1 occurence] - MST Standard 3 - Algebra Strand - Students will perform algebraic procedures accurately. [Equations and Inequalities] - Performance Indicator 6.A.6 - evaluate formulas for given input values (circumference, area, volume, distance, temperature, interest, etc.) [Grade 6]

MST3-6.G.1 [1 occurence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.1 - calculate the length of corresponding sides of similar triangles, using proportional reasoning [Grade 6]

MST3-6.G.2 [2 occurences] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.2 - determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and trapezoids) and develop formulas [Grade 6]

MST3-6.G.3 [2 occurences] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.3 - use a variety of strategies to find the area of regular and irregular polygons [Grade 6]

MST3-6.G.4 [1 occurence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.4 - determine the volume of rectangular prisms by counting cubes and develop the formula [Grade 6]

MST3-6.G.5 [1 occurence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.5 - identify radius, diameter, chords and central angles of a circle [Grade 6]

MST3-6.G.6 [1 occurence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.6 - understand the relationship between the diameter and radius of a circle [Grade 6]

MST3-6.G.7 [2 occurences] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.7 - determine the area and circumference of a circle, using the appropriate formula [Grade 6]

MST3-6.G.8 [2 occurences] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.8 - calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle [Grade 6]

MST3-6.G.9 [1 occurence] - MST Standard 3 - Geometry Strand - Students will use visualization and spatial reasoning to analyze characteristics and properties of geometric shapes. [Shapes] - Performance Indicator 6.G.9 - understand the relationship between the circumference and the diameter of a circle [Grade 6]

MST3-6.G.10 [1 occurence] - MST Standard 3 - Geometry Strand - Students will apply coordinate geometry to analyze problem solving situations. [Coordinate Geometry] - Performance Indicator 6.G.10 - identify and plot points in all four quadrants [Grade 6]

MST3-6.G.11 [1 occurence] - MST Standard 3 - Geometry Strand - Students will apply coordinate geometry to analyze problem solving situations. [Coordinate Geometry] - Performance Indicator 6.G.11 - calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths) [Grade 6]

MST3-6.M.1 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 6.M.1 - measure capacity and calculate volume of a rectangular prism [Grade 6]

MST3-6.M.2 [2 occurences] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 6.M.2 - identify customary units of capacity (cups, pints, quarts, and gallons) [Grade 6]

MST3-6.M.3 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 6.M.3 - identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons) [Grade 6]

MST3-6.M.4 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas.

[Units of Measurement] - Performance Indicator 6.M.4 - identify metric units of capacity (liter and milliliter) [Grade 6]

MST3-6.M.5 [1 occurence] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Units of Measurement] - Performance Indicator 6.M.5 - identify equivalent metric units of capacity (milliliter to liter and liter to milliliter) [Grade 6]

MST3-6.M.6 [2 occurences] - MST Standard 3 - Measurement Strand - Students will determine what can be measured and how, using appropriate methods and formulas. [Tools and Methods] - Performance Indicator 6.M.6 - determine the tool and technique to measure with an appropriate level of precision: capacity [Grade 6]

MST3-6.M.7 [1 occurence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 6.M.7 - estimate volume, area, and circumference (see figures identified in geometry strand) [Grade 6]

MST3-6.M.8 [2 occurences] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 6.M.8 - justify the reasonableness of estimates [Grade 6]

MST3-6.M.9 [1 occurence] - MST Standard 3 - Measurement Strand - Students will develop strategies for estimating measurements. [Estimation] - Performance Indicator 6.M.9 - determine personal references for capacity [Grade 6]

MST3-6.S.1 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Collection of Data] - Performance Indicator 6.S.1 - develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question [Grade 6]

MST3-6.S.2 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 6.S.2 - record data in a frequency table [Grade 6]

MST3-6.S.3 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 6.S.3 - construct venn diagrams to sort data [Grade 6]

MST3-6.S.4 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Organization and Display of Data] - Performance Indicator 6.S.4 - determine and justify the most appropriate graph to display a given set of data [Grade 6]

MST3-6.S.5 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 6.S.5 - determine the mean, mode and median for a given set of data [Grade 6]

MST3-6.S.6 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 6.S.6 - determine the range for a given set of data [Grade 6]

MST3-6.S.7 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will collect, organize, display, and analyze data. [Analysis of Data] - Performance Indicator 6.S.7 - read and interpret graphs [Grade 6]

MST3-6.S.8 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will make predictions that are based upon data analysis. [Predictions from Data] - Performance Indicator 6.S.8 - justify predictions made from data [Grade 6]

MST3-6.S.9 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will understand and apply concepts of probability. [Probability] - Performance Indicator 6.S.9 - list possible outcomes for compound events [Grade 6]

MST3-6.S.10 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will understand and apply concepts of probability. [Probability] - Performance Indicator 6.S.10 - determine the probability of dependent events [Grade 6]

MST3-6.S.11 [1 occurence] - MST Standard 3 - Statistics and Probability Strand - Students will understand and apply concepts of probability. [Probability] - Performance Indicator 6.S.11 - determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability [Grade 6]