Pre-AP 6th Grade Math Curriculum Bundle # 9

Title	Suggested Dates
Measurement and Geometry	February 22 – March 12 (15 days)

Big Idea/Enduring Understanding	Guiding Questions
In an algebraic relationship one quantity changes in relation to another and can be described using words, symbols, numbers, tables, and graphs.	1. Given a rule, generate a table for five corresponding input and output values, and vice versa. 2. Given any metric or customary unit conversion, generate a table of values and graph the data.
Geometric figures are classified by their attributes.	1. In what ways can a triangle be classified based on the combination of the sides and angles? 2. What is a set of possible angle measures for an obtuse-isosceles triangle? 3. What is a set of possible angle measures for a parallelogram that is not a rectangle?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	District Specificity/Examples	Suggested Resources (See note above)	
6.4 Patterns, relationships, and algebraic thinking. The student uses letters as variables in mathematical expressions to describe how one quantity changes when a related quantity changes. 6.4A use tables and symbols to represent and describe proportional and other relationships such as those involving conversions, arithmetic sequences (with a constant rate of change), perimeter and area Note: Conversions only	• use metric and customary conversions		**PH**: Lessons 3-1, 3-2, 3-3 **Text Team Algebraic Reasoning**: "Stretching Sequence"