

Fremont City Schools



Pacing Guide Holt McDougal Math Grade 6

Grading Period Three

9 Weeks of Instruction

# of Days	Topics	GLI's	Need: Fill-n-Gaps
12	<p>Chapter 8 (Cont.) Geometric Relationships</p> <ul style="list-style-type: none"> • Lesson 4 - Classifying Pairs of Lines (GSS - 2, 4) • Lesson 5 - Triangles (GSS - 1, 2) • Supplemental Lesson - Exploring and Classifying Triangles (GSS - 2, 3) • Lesson 6 - Quadrilaterals (GSS - 1, 2) • Lesson 7 - Polygons (GSS - 1, 2) • Lesson 8 - Geometric Patterns (PFA 2) • Lesson 9 - Congruent Polygons (GSS 2) • Lesson 10 - Transformations (GSS 5) <p>* Skip Lesson 11 - The content in the lesson is not a 6th grade standard. *</p>	<p>GSS 1 - Classify and describe two-dimensional and three-dimensional geometric figures and objects by using their properties; e.g., interior angle measures, perpendicular/parallel sides, congruent angles/sides.</p> <p>GSS 2 - Use standard language to define geometric vocabulary: vertex, face, altitude, diagonal, isosceles, equilateral, acute, obtuse and other vocabulary as appropriate.</p> <p>GSS 4 - Identify and define relationships between planes; i.e., parallel, perpendicular and intersecting.</p> <p>GSS 5 - Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotations, translations and dilations.</p> <p>PFA 2 - Use words and symbols to describe numerical and geometric patterns, rules and functions.</p>	<p>GSS 3 - Use multiple classification criteria to classify triangles; e.g., right scalene triangle.</p> <ul style="list-style-type: none"> • Identifying Triangles Worksheets

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# of Days	Topics	GLI's	Need: Fill-n-Gaps
15	<p>Chapters 9 & 10 Measurement, Geometric Figures, Area, & Volume Chapter 9</p> <ul style="list-style-type: none"> • Lesson 7 - Perimeter (M 3), (PFA 3) • Lesson 8 - Circles and Circumference (M 2) <p>* Skip Lessons 1, 2, 3, 4, 5, and 6 - The content in the lessons are not 6th grade standards. *</p> <p>Chapter 10</p> <ul style="list-style-type: none"> • Lesson 1 - Area of Rectangles and Parallelograms (M 3) • Lesson 2 - Area of Triangles and Trapezoids (M 3) <p>* Note: Area of triangles is the only required indicator at this grade level. Area of trapezoids is a 7th grade indicator. *</p> <ul style="list-style-type: none"> • Lesson 4 - Changing Dimensions (M - 5, 6) 	<p>M 2 - Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors.</p> <p>M 3 - Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders by:</p> <ol style="list-style-type: none"> a. estimating lengths using string or links, areas using tiles or grid, and volumes using cubes; b. measuring attributes (diameter, side lengths, or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms. <p>M 5 - Understand the difference between perimeter and area, and demonstrate that two shapes may have the same perimeter, but different areas or may have the same area, but different perimeters.</p> <p>M 6 - Describe what happens to the perimeter and area of a two-dimensional shape when the measurements of the shape are changed; e.g. length of sides are doubled.</p> <p>PFA 3 - Recognize and generate equivalent forms of algebraic expressions, and explain how the commutative, associative and distributive properties can be used to generate equivalent forms; e.g., perimeter as $2(l + w)$ or $2l + 2w$.</p>	

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	<p>Chapter 10 (Cont.)</p> <ul style="list-style-type: none"> • Lesson 5 - Area of circles (M 2) • Lesson 6 - Three-Dimensional Figures (GSS - 1, 2, 7) • Lesson 7 - Volume of Prisms (M - 1, 3) • Lesson 8 - Volume of Cylinders (M - 1, 3) • Lesson 9 - Surface Area (M - 1, 3) • Supplemental Lesson - Which Measurement Should I Use? (M 4) <p>* Skip Lesson 3 - The content in the lesson is not a 6th grade standard. *</p>	<p>M 1 - Understand and describe the difference between surface area and volume.</p> <p>M 2 - Use strategies to develop formulas for finding circumference and area of circles, and to determine the area of sectors.</p> <p>M 3 - Estimate perimeter or circumference and area for circles, triangles and quadrilaterals, and surface area and volume for prisms and cylinders by:</p> <ol style="list-style-type: none"> a. estimating lengths using string or links, areas using tiles or grid, and volumes using cubes; b. measuring attributes (diameter, side lengths, or heights) and using established formulas for circles, triangles, rectangles, parallelograms and rectangular prisms. <p>GSS 1 - Classify and describe two-dimensional and three-dimensional geometric figures and objects by using their properties; e.g., interior angle measures, perpendicular/parallel sides, congruent angles/sides.</p> <p>GSS 2 - Use standard language to define geometric vocabulary: vertex, face, altitude, diagonal, isosceles, equilateral, acute, obtuse and other vocabulary as appropriate.</p> <p>GSS 7 - Build three-dimensional objects with cubes, and sketch the two-dimensional representations of each side.</p>	<p>M 4 - Determine which measure (perimeter, area, surface area, volume) matches the context for a problem situation; e.g., perimeter is the context for fencing a garden, surface area is the context for painting a room.</p> <ul style="list-style-type: none"> • Notebook lesson file – Which Measurement?

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6	<p>Chapter 11 Integers</p> <ul style="list-style-type: none"> • Lesson 2 - Comparing and Ordering Integers (NNSO 7) • Lesson 3 - The Coordinate Plane & Chapter 6 Lesson 6 - Ordered Pairs (GSS 6 – 5th grade) • Lesson 4 - Transformations in the Coordinate Plane (GSS 5) <p>* Skip Lessons 1, 5, 6, 7, 8, and 9 – The content in the lessons are not 6th grade standards. *</p>	<p>NNSO 7 - Use simple expressions involving integers to represent and solve problems.</p> <p>GSS 5 - Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotations, translations and dilations.</p> <p>GSS 6 (5th Grade) – Extend understanding of coordinate systems to include points whose x or y values may be negative numbers.</p>	<p>NNSO 3 - Explain why a number is referred to as being “rational,” and recognize that the expression a/b can mean a parts of size $1/b$ each, a divided by b, or the ratio of a to b.</p> <ul style="list-style-type: none"> • Real Numbers Worksheet <p>GSS 5 - Predict and describe sizes, positions and orientations of two-dimensional shapes after transformations such as reflections, rotations, translations and dilations.</p> <ul style="list-style-type: none"> • Four Quadrant Ordered Pairs Worksheet

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# of Days	Topics	GLI's	Need: Fill-n-Gaps
7	<p>Chapter 12 Probability</p> <ul style="list-style-type: none"> • Lesson 1 - Introduction to Probability (DAP 6) • Lesson 2 - Experimental Probability (DAP 6) • Lesson 4 - Theoretical Probability (DAP 6) • Supplemental Lesson - Theoretical and Experimental Probability (DAP 7) <p>* Skip Lessons 3, 5, and 6 – The content in the lessons are not 6th grade standards. *</p>	<p>DAP 6 – Make logical inferences from statistical data.</p>	<p>DAP 7 - Design an experiment to test a theoretical probability and explain how the results may vary.</p> <ul style="list-style-type: none"> • Theoretical and Experimental Probability Worksheet

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6	<p>Chapter 13 Functions, Equations, and Inequalities</p> <ul style="list-style-type: none"> • Lesson 1 - Tables and Functions (PFA 5) • Lesson 2 - Graphing Functions (PFA 5) • Supplemental Lessons - Rates of Change (PFA 7) <p>* Skip Lessons 3, 4, 5, and 6 – The content in the lessons are not 6th grade standards. *</p>	<p>PFA 5 - Produce and interpret graphs that represent the relationship between two variables.</p>	<p>PFA 7 - Identify and describe situations with constant or varying rates of change, and compare them.</p> <ul style="list-style-type: none"> • Practice and Apply Worksheet • Rates of Change Worksheet 1 • Rates of Change Worksheet 2