

STIAchievement Services

Formative Assessments Pacing Guide for St. Clair County Schools ARMT Gr. 6 Mathematics Standards

(Test items include Multiple Choice, Gridded, Open-Ended. MC and G count 1 pt. each; OE count 3 pts. each.)

<p style="text-align: center;">AL COS Standards www.alsde.edu Sections-Classroom Improvement- Publications</p>	<p style="text-align: center;">Months to be Taught Final ARMT Review Weeks 1-3</p>	<p style="text-align: center;">Content Vocabulary (Word Walls)</p>	<p style="text-align: center;">Test Vocabulary/ Bloom's Level (Word Walls)</p>	<p style="text-align: center;">Rigor Level I-introduces content/basic theory Rigor Level II-connects to prior knowledge Rigor Level III-focuses on highly developed skills, integrates complex skills Rigor Level IV-demonstrates skills in independent groups (project based); includes use of technology</p>
Numbers and Operations				
<p>1. Demonstrate computational fluency with addition, subtraction, multiplication, and division of decimals and fractions.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> Multiple Choice- 9 items <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Comparing rational numbers written as fractions, decimals, mixed numbers, and percents Converting fractions and mixed numbers to decimals and percents Converting terminating decimals and percents to fractions and mixed numbers Writing decimals numbers in expanded notation <p>Example: $52.37 = 50 + 2 + \frac{3}{10} + \frac{7}{100}$</p> <ul style="list-style-type: none"> Using prime factorizations Identifying prime and composite numbers Using greatest common factor (GCF) to simplify fractions Formulating algorithms using basic operations on fractions and decimals <p>EX: Determining a systematic set of steps that can be used to divide fractions</p> <ul style="list-style-type: none"> Applying the distributive property to compute with fractions and decimals <p>EX: $4 \times (8 \frac{1}{2}) = (4 \times 8) + (4 \times \frac{1}{2}) = 32 + 2 = 34$</p> <ul style="list-style-type: none"> Using least common multiple (LCM) to add and subtract fractions with unlike denominators <p>Resources used:</p>	<p>Aug./Jan.- Feb.</p> <p>Dec. (Review)</p>	<p>Reduced, increased, standard, expanded, estimate, total, difference, sum, product, improper, mixed, place value, prime, composite, simplify, GCF, LCM, factors, multiples, common, like, unlike, option, exactly</p>	<p>Determine, compare, convert, identify, apply</p>	<p>Levels I, II, III</p>

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<p>2. Solve problems involving decimals, percents, fractions, and proportions.</p> <p>EX: Determining the sale price of a pair of jeans that regularly sells for \$25.00 to be \$22.50 if they are on sale at 10% off the regular price.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> • Multiple Choice- 5 items • Grid- 1 item • Open-ended- 2 items <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> • Estimating with fractions and decimals <p>Resources used:</p>	<p>Aug.-Sept./ Feb. Dec. (Review)</p>	<p>Sale price, discount, original price, tax tip, decrease, increase, change, reduction, regular, percent of change, proportion, percent, ratio, tip, interest, simple, annual, interest, deposit, withdrawal, account, what percent did NOT, omit</p>	<p>Determine, estimate, explain, reasoning, calculate, solve</p>	<p>Levels I, II, III</p>

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Algebra																										
<p>3. Solve problems using numeric and geometric patterns.</p> <p>EX: (a) Predicting the cost of using a cell phone for 60 minutes when given a bar graph</p> <div style="text-align: center;"> <p>Cost of Using a Cell Phone</p> <table border="1" style="margin: 10px auto;"> <caption>Cost of Using a Cell Phone</caption> <thead> <tr> <th>Minutes</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>2</td> </tr> <tr> <td>20</td> <td>4</td> </tr> <tr> <td>30</td> <td>6</td> </tr> <tr> <td>40</td> <td>8</td> </tr> </tbody> </table> </div> <p>(b) Continuing a pattern for the 5th and 6th numbers when given the first four numbers in the pattern</p> <div style="text-align: center;"> </div> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> Multiple Choice- 4 items <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Determining a verbal rule for a function given the input and output <table border="1" style="width: 100%; border-collapse: collapse;"> <tbody> <tr> <td style="text-align: center;">Number of Hours Worked</td> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> </tr> <tr> <td style="text-align: center;">Number of Dollars Earned</td> <td style="text-align: center;">5</td> <td style="text-align: center;">10</td> <td style="text-align: center;">15</td> <td style="text-align: center;">20</td> <td style="text-align: center;">25</td> </tr> </tbody> </table>	Minutes	Cost	10	2	20	4	30	6	40	8	Number of Hours Worked	1	2	3	4	5	Number of Dollars Earned	5	10	15	20	25	<p>Nov.</p>	<p>Pattern, table, chart, frequency, rule, doubling pattern, original pattern, constant rate, next term, repeated pattern, entire, consecutive (days)</p>	<p>Determine, work, estimate, analyze predict, continue</p>	<p>Levels I, II, III</p>
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<p>(Rule: number of dollars earned is five times number of hours worked)</p> <p>Resources used:</p>				

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Geometry				
<p>4. Identify two-dimensional and three-dimensional figures based on attributes, properties, and component parts.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> Multiple Choice- 5 items <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Classifying quadrilaterals based on their attributes Identifying line and rotational symmetries of polygons Classifying triangles as right, obtuse, or acute <p>Resources used:</p>	<p>Dec.</p>	<p>Rectangular, triangular, square, cone, 2-dimensional, 3-dimensional, cube, net, congruent, pentagon, hexagon, octagon, decagon, rhombus, trapezoid, parallelogram, solid, prism, pyramid, heptagon, isosceles, square, rectangle, , cylinder, sphere, faces, vertex, vertices, flat surface</p>	<p>Identify, appears to be, classify, predict</p>	<p>Levels I, II</p>
<p>5. Plot coordinates on grids, graphs, and maps.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> Multiple Choice- 4 items <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Identifying the coordinates of a point on the Cartesian plane Comparing parallel and perpendicular lines 	<p>Oct., Feb.</p>	<p>Grid, coordinates, location, ordered pair, plot, vertex, vertices, parallel, perpendicular</p>	<p>Identify, compare, plot, classify, predict</p>	<p>Levels I, II</p>

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Measurement				
<p>6. Classify angles as acute, obtuse, or right or straight.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> Multiple Choice-4 items <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Estimating angle measures using 45 degrees, 90 degrees, 180 degrees, 270 degrees, or 360 degrees as referents Measuring angles <p>Resources used:</p>	<p>Dec.</p>	<p>Acute, obtuse, straight, in common, angle-xyz, line, line segment</p>	<p>Compare, convert, estimate, classify, solve, determine</p>	<p>Level I</p>
<p>7. Solve problems involving perimeter and area of parallelograms and rectangles.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> Multiple Choice- 2 items Grid- 1 item Open-ended- 1 item <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> Estimating perimeter and area Developing formulas to determine perimeter and area of parallelograms and rectangles <p>Resources used:</p>	<p>Oct.</p>	<p>Perimeter, area, parallelogram, length, width, base, height, squared, original, square units, design, grid, formula</p>	<p>Solve, determine, classify, convert, identify</p>	<p>Levels I, II, III</p>

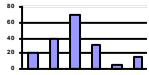
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<p>8. Determine the distance between two points on a scale drawing or a map using proportional reasoning.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> • Multiple Choice- 3 items • Grid- 1 item <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> • Using different forms of notation to symbolize ratios and rates <p>Resources used:</p>	<p>Nov., Jan.</p>	<p>Scale drawing, actual, model, represents, original, similar, ratio, rate, unit rate</p>	<p>Determine, estimate</p>	<p>Levels I, II, III</p>
<p>9. Convert units of length, weight, or capacity within the same system (customary or metric).</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> • Multiple Choice- 4 items <p>Resources used:</p>	<p>Nov.</p>	<p>Length, weight, capacity, system, customary, metric, gallon, quart, pint, cup, fluid ounce, ton, pound, ounce, kilo, centi, milli, deci (meter, liter, gram), mass, equivalent</p>	<p>Convert, about</p>	<p>Levels I, II</p>

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Data Analysis and Probability				
<p>10. Interpret information from bar graphs, line graphs, and circle graphs.</p> <p>Ex. Students who plan instruments at Redbone School</p>  <p>Number of students who plan Instruments</p> <p style="text-align: center;">Trumpet Flute Piano Drums Trombone Clarinet</p> <p>Possible conclusions—Twice as many students play flute as trumpet. Redbone needs more trombone players.</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> • Multiple Choice-2 items • Grid- 1 item • Open-ended- 1 item <p>Resources used:</p>	<p>Oct., Feb.</p>	<p>Interval, survey, specific, line graph, bar graph, circle graph, percentage, data, data display, least, difference, frequency, frequency distribution, better represent, which is "not", more substantial, drawn to scale, vertical axis, horizontal axis, misleading</p>	<p>Compare, determine, interpretation, express</p>	<p>Levels I, II</p>

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<p>11. Find the probability of a simple event</p> <p>ARMT Blueprint:</p> <ul style="list-style-type: none"> • Multiple Choice- 3 items • Grid- 1 item <p>Additional Minimum Required Content:</p> <ul style="list-style-type: none"> • Expressing probabilities as ratios, percents, and decimals <p>Resources used:</p>	<p>Feb.</p>	<p>Probability, random</p>	<p>Express, interpret, which will "not" be chosen</p>	<p>Levels I, II, III</p>