Grade 6 Mathematics | CBE Scope and Sequence September 2020 – June 2021

This scope and sequence has been created to ensure alignment between Hub Learning and in-class programming, and smooth transitions following potential staff/student absence. It is intended to support teachers and teams in engaging in collaborative planning for instruction.

Each reporting period has been divided into two segments, defining four quarters across the school year. Each quarter lists the outcomes to be addressed in that approximate time period; the outcomes have been described and grouped using the K – 9 Assessment and Reporting Guide | Mathematics. Outcomes within a quarter are identified for concentrated teaching and learning, though it is acknowledged that spaced practice throughout the school year allows students multiple opportunities to deepen their learning and demonstrate their understanding. Although there is a suggested order shown within each quarter, teachers will design teaching and learning according to their context. Please note that these scope and sequences do not replace the Program of Studies.

<table>
<tr><th colspan="2">First Reporting Period</th><th colspan="2">Second Reporting Period</th></tr>
<tr><td colspan="4">The mathematical processes will be modelled and developed throughout all strands and outcomes as much as possible.
Communication Connections Mental Math and Estimation Problem Solving Reasoning Technology Visualization
*See the Program of Studies for processes tagged to specific outcomes.</td></tr>
<tr><td colspan="4">Specific outcomes N1, N2 (place-value understanding and problem-solving outcomes) will be addressed throughout the year, wherever possible.</td></tr>
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<td>▪ Represent number patterns using variables, graphs and tables. (PR1, PR2, PR3, SS8, SP1) *the remainder of this synthesized outcome is completed later in the scope and sequence
▪ Demonstrate an understanding of prime and composite numbers and factors and multiples. (N3)
▪ Demonstrate an understanding of integers. (N7)
▪ Collect, analyze and graph data to solve problems. (SP1, SP2, SP3, SS8)</td>
<td>▪ Demonstrate an understanding of ratio and percent, concretely, pictorially and symbolically. (N5, N6)
▪ Relate improper fractions and mixed numbers. (N4)
▪ Perform a combination of successive transformations of 2-D shapes. (SS6, SS7)
▪ Plot points and perform single transformations within quadrant I of the Cartesian plane. (SS8, SS9)</td>
<td>▪ Represent number patterns using variables, graphs and tables. (PR1, PR2, PR3, SS8, SP1)
▪ Explain and apply the order of operations. (N9)
▪ Demonstrate an understanding of multiplication and division of decimals. (N8)
▪ Compare, measure and construct angles, triangles, and regular and irregular polygons. (SS1, SS2, SS4, SS5)</td>
<td>▪ Use variables and equality to write and solve equations. (PR3, PR4, PR5, N9)
▪ Develop and apply formulae for determining perimeter, area, and volume. (SS3, PR3)
▪ Demonstrate an understanding of experimental probability and theoretical probability. (SP4, N5)
▪ Solve problems involving whole numbers and decimal numbers and demonstrate an understanding of place value. (N1, N2, N8, N9)</td>
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