

Argenta-Oreana Middle School
6th Grade-Math

Text Book Used: Prentice Hall Mathematics Course 1

Note: There are two Mathematic Curriculums in the 6th grade. 6th graders are separated into a “General Math Course” as well as an “Accelerated Math Course.” Each course covers the same skills while the accelerated course may move at a faster pace and/or include more extension activities.

Date Semester	IL Learning Standards	Unit and/or essential Question Content and/or Skills	Assessments and/or Products
1 st Quarter	6A 6B 6C	Introduction to 6 th Grade Mathematics. <ul style="list-style-type: none"> • Ms. Sisson’s Policies • Interest Inventory • Rules • Extra Credit Information • Math Portfolio (Binder), Folder, Notebook Review Basic Operations of Mathematics <ul style="list-style-type: none"> • Addition and Subtraction (1, 2 and 3 Digit) • Carrying and Borrowing • Multiplication and Long Division (1, 2, and 3 Digit) • Review Steps to all basic operations • Discuss Importance of showing work in Math 	<ul style="list-style-type: none"> • Interest Inventory WS • Star Math – Assessing student’s current level of Math Knowledge. • Addition and Subtraction Worksheet with multiple digit numbers. • Multiplication Worksheet • Review Quiz • Clever Catch Games
	6A 6B	Decimals - Whole Numbers (pg 5) <ul style="list-style-type: none"> • Review Place Value of Whole Numbers (Trillions through Ones) • Review Standard Form and Expanded Form of Whole Numbers • Place Value vs. Value • Compare and Order Whole Numbers Reading and Writing Decimals (pg 9)	Textbook Assignments <ul style="list-style-type: none"> • pg 6 • pg 10 • pg 11 • pg 8 Daily Five Minute Quiz Review

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		<ul style="list-style-type: none"> • Model Decimals using: Money, 100’s Grid, Number Lines and Orange Place Values Pieces (ones, tens, hundreds to relate to hundredths, tenths and one whole) • Place Value of Decimals – through Millionths • Standard and Expanded form of Decimals 	Worksheets: <ul style="list-style-type: none"> • Practice 1-1 • Reteaching 1-1 • Reteaching 1-2 • Practice 1-2
	6A 6B 6C	Compare and Order Decimals (pg13) <ul style="list-style-type: none"> • Draw Decimal Models (Grids) • Use Models as a tool to Order Decimals • Use Models as a tool to Compare Decimals Estimating With Decimals (pg 19) <ul style="list-style-type: none"> • Rounding Decimals (Nearest Hundreds to Nearest Thousandths) • Compatible Numbers – Writing a new problem CLOSE to a decimal problem using whole numbers that are near the decimal numbers – or, whole numbers that are “compatible” with one another. • Front-End Estimation – Add the whole numbers and Estimate the “Back End” to the nearest whole number of each decimal number. 	Textbook Assignments: <ul style="list-style-type: none"> • pg 16 • pg 21 • pg 22 Worksheets: <ul style="list-style-type: none"> • Practice 1-3 • Practice 1-4 • Reteaching 1-3 • Reteaching 1-4 • pg 17 WS Daily Five Minute Quiz Review
	6B 6C	Adding and Subtracting Decimals (pg 25)	Textbook Assignments:

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		<ul style="list-style-type: none"> • Add and Subtract Decimals • Memorize Properties of Addition: Commutative, Identity, Associative <p>Multiplying Decimals (pg 35)</p> <ul style="list-style-type: none"> • Model Multiplying Decimals using 100s Grid • Symbols that mean multiply [x, *, •, and ()] • Properties of Multiplication: Commutative, Identity, and Associative • Utilize the properties to do mental math multiplication with Decimals 	<ul style="list-style-type: none"> • pg 27 – 29 • pg 37 <p>Worksheets:</p> <ul style="list-style-type: none"> • Practice 1-5 • Practice 1-7 • Reteaching 1-5 • Reteaching 1-7 <p>Quiz – Decimals, Place Value, Adding and Subtracting Decimals, Multiplying Decimals, Addition and Multiplication Properties</p> <p>Daily Five Minute Quiz Review</p>
	6A 6B 6C	<p>Multiplying and Dividing Decimals by Powers of Ten (pg 40)</p> <ul style="list-style-type: none"> • Students learn the “shortcut” of moving the decimal when Either multiplying or dividing by a power of ten. • Multiplying and Dividing by powers of ten – Mental Math 	<p>Textbook Assessment:</p> <ul style="list-style-type: none"> • pg 41-42 • pg 45-47 <p>Worksheets:</p>

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		Dividing Decimals (pg 43) <ul style="list-style-type: none"> • Divide decimal numbers by whole numbers • Divide a whole number by another whole number which is larger (example: $2 \div 3 = .67$) to get a decimal number • Divide decimal numbers by decimal numbers – utilize the skill of multiplying by powers of ten in order to make the divisor a whole number to divide (example: $1.2 \div .3 = 12 \div 3 = 4$) • Terminating Decimal vs. Repeating Decimal • First discussion of the number PI – 3.14159..... and how it is neither terminating or repeating. • NO MORE REMAINDERS! (Mr. Albert Remainder) 	<ul style="list-style-type: none"> • Practice 1-8 • Practice 1-9 • Reteaching 1-8 • Reteaching 1-9 Daily Five Minute Quiz Review
	6B 8A	Order of Operations (pg 48) <ul style="list-style-type: none"> • Define Expression • Students will learn the appropriate order for addition, subtraction, multiplication, division, parenthesis and exponents when multiple operations occur in a single expression • Students will apply “order of operations” to mathematical expressions in order to get a value for the expression • Students will use order of operations later in the year when exponents are introduced 	Textbook Assessment: <ul style="list-style-type: none"> • pg 49-51 - Students are invited to make their own acronym for the order of operations. - Decimals Mastery Test
		What is Extended Response? <ul style="list-style-type: none"> • Basic Review • Why is it important? 	Textbook Assessments: <ul style="list-style-type: none"> • pg 32-33

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		<ul style="list-style-type: none"> • Students will use algebra tiles to represent algebraic and numerical expressions with the tiles representing whole numbers and variables • Students will evaluate algebraic expressions with coefficients and parenthesis when given the value for a variable. • Students will create and use function tables to apply the use of algebraic expressions to real-life examples 	<p>Worksheet Assessment:</p> <ul style="list-style-type: none"> • Practice and Reteaching 2-2 <p>Daily Five Minute Quiz Review</p>
2nd Quarter		<p>Rainforest Fundraiser Introduction</p> <ul style="list-style-type: none"> • Rainforest Video <p>Writing Algebraic Expressions (pg 74)</p> <ul style="list-style-type: none"> • Students will evaluate common mathematical word phrases such as “more than” in order to translate words into algebraic expressions • Students will create a word bank of common key words in order to translate expressions into words. • Students will use algebraic expressions to describe the relationship of data in a table • Students will use algebraic expressions to evaluate real-life situations. 	<p>Daily Five Minute Quiz Review</p> <p>Textbook Assessment:</p> <ul style="list-style-type: none"> • pg 76-78 <p>Worksheets:</p> <ul style="list-style-type: none"> • P/R 2-2 and 2-3 <p>Quiz – Number Patterns, Rules, Writing Rules, Evaluating Algebraic Expressions, Using Algebra Tiles, Writing</p>

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			Expressions from Words, and Using Tables for Algebraic Expressions.
	8A 8C 8D 6A 6B	One-Step Algebra Equations (pg 84) <ul style="list-style-type: none"> • What is an equation? • Students will examine the similarities between solving an equation and unwrapping a variable. • What is the difference between an equation and an expression? • Students will use mental math to solve one step addition, subtraction, multiplication and division equations. • Students will examine what makes an equation true or false. • Students will learn that an equation is like a balance/scale and how an unbalanced equation is false. • Define Open Sentence and Solution. 	Daily Five Minute Quiz Review Textbook Assessment: <ul style="list-style-type: none"> • pg 86-88 Worksheets: * P/R 2-5
	8A 8C 8D 6A 6B	Addition and Subtraction Equations (pg 90) <ul style="list-style-type: none"> • Students will solve addition and subtraction equations. • Students will learn and apply the basic “4-line” procedure to solving an equation (See example below) $x + 8 = 12$ 	Textbook Assessment: <ul style="list-style-type: none"> • pg 92-94 Worksheets:

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		$\frac{-8 \quad -8}{x + 0 = 4}$ $x = 4$ <ul style="list-style-type: none"> • Students will understand what “inverse operations” are and that they are vital in solving algebraic equations. • Students will understand how a solution should be presented (ex: if $3 + y = 10$, then $y = 7$) • Students will apply these skills to real-life situations. <p>Multiplication and Division Equations (pg 95)</p> <ul style="list-style-type: none"> • Students will solve multiplication and division equations using inverse operations. • Students will apply these skills to real-life situations. <p>Exponents (pg 99)</p> <ul style="list-style-type: none"> • Students will define exponent and base. • Terminology such as “squared and cubed” will be taught. • Students will write multiplication problems using exponents. • Students will evaluate expressions which include exponents while applying order of operations. 	<ul style="list-style-type: none"> • P/R 2-6 <p>Textbook Assessment:</p> <ul style="list-style-type: none"> • pg 97-98 <p>Worksheets:</p> <ul style="list-style-type: none"> • P/r 2-7 <p>Textbook Assessment:</p> <ul style="list-style-type: none"> • pg 101-102 <p>Worksheets:</p> <ul style="list-style-type: none"> • P/R 2-8
	6A 8C	Expanded Form (pg 99)	Textbook Assessment:

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		Numbers from 1-100. Prime Factorization (pg 123) <ul style="list-style-type: none"> • Students will learn to express a number using only its prime factors. • Factor Trees are used to find Prime Factorization on numbers where it is difficult to do so mentally. 	P/R 3-2 Daily Five Minute Quiz Reviews
	6B	Greatest Common Factor (pg 128) <ul style="list-style-type: none"> • Students will list factors for each number in a pair or series of numbers in order to find the greatest factor between them. • Students will use prime factorization as another tool to find GCF of a pair or series of numbers. • Students may learn to use a Division Ladder as yet another tool to find GCF. 	Text: Pg 129 – 131 WS: P/R 3-3 Daily Five Minute Quiz Reviews Quiz – Prime Numbers, Factors, Composite Numbers, Divisibility and Divisibility Rules, GCF, Factor Trees/Prime Factorization
	6A 6B 6C	Fractions (pg 134-135)	Text: Pg 136-137

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		<ul style="list-style-type: none"> • Students will use fraction tiles to discover equivalent fractions while working in pairs. • Students will model various fractions as part of a whole and as part of a set. • Students will name fractions from a picture (as part of a whole, a set, or on a number line.) • Students will discover how to write equivalent fractions (by multiplying by “1” or 2/2 or 3/3, etc.) • Students will learn how to divide a fraction to make it Simplest Form – also by using GCF. <p>Types of Fractions (pg 139)</p> <ul style="list-style-type: none"> • Students will learn about the 3 types of fractions and their characteristics– Mixed Number, Proper Fraction, Improper Fraction 	<p>Worksheets: P/R3-4 Equivalent Fractions Pair Activity WS</p>
	6A 6B 6C	<p>Mixed Number \leftrightarrow Improper Fractions (pg 139)</p> <ul style="list-style-type: none"> • Students will learn/review how to interchange Improper Fractions and Mixed Numbers <p>Factor Christmas Trees</p>	<p>Text: Pg 136-137</p> <p>Factor Tree – Product Assessment</p>
Break/Return	6A 6B 6C	<p>Review</p> <ul style="list-style-type: none"> • Students Review Skills <p>Least Common Multiple (pg 143)</p>	<p>Text: Pg 145-146</p>

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		<ul style="list-style-type: none"> • What is a multiple? • Students will learn to find the Least Common Multiple (LCM) between a pair or series of numbers by listing multiples • Students will learn to use Prime Factorization in order to find LCM for a pair or series of numbers when it is difficult to do so otherwise. <p>Comparing Fractions (pg 148)</p> <ul style="list-style-type: none"> • Use LCM to find LCD or Least Common Denominator between two denominators. • Find equivalent fractions so that a pair of fractions can be written with the same denominator. • Introduce comparing fractions – and the idea that the same “denominator” must be used. 	<p>Pg 150</p> <p>Worksheet: P/R 3-6</p>
	<p>6A 6B 6C</p>	<p>Changing Decimals to Fractions in Simplest Form (pg 153)</p> <ul style="list-style-type: none"> • Discuss how decimals “sound” like fractions • ie. one tenth - $.1 = 1/10$ • ie. two tenths - $.2 = 2/10 = 1/5$ <p>Changing Fractions to Decimals (pg 154)</p> <ul style="list-style-type: none"> • Discuss that some fractions with powers of 10 (ie. 10, 100, 1000) as denominators can be changed directly into decimals. • All fractions, especially those without a power of ten as a 	<p>Text Assessment</p> <p>Worksheet Assessment</p> <p>Test – Divisibility, LCM, GCF, LCD, Comparing Fractions, Equivalent Fractions, Fractions to Decimals, Decimals to Fractions, 3 types of</p>

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		denominator can be divided to change into a decimal. <ul style="list-style-type: none"> • ie. $\frac{3}{4} = 3 \div 4 = .75$ 	fractions.
	6A 6B 6C	Estimating Fractions (pg 171) <ul style="list-style-type: none"> • Estimating Fractions using Benchmarks 1, $\frac{1}{2}$ and 0 • When do fractions estimate to 1, $\frac{1}{2}$ or 0? Add and Subtract Fractions with Like Denominators (pg 175) <ul style="list-style-type: none"> • Discuss how $\frac{1}{3} + \frac{1}{3}$ does not equal $\frac{2}{6}$ • Discuss how denominators do not get added or subtracted but to treat them like a unit • ie. $\frac{1}{3} + \frac{1}{3}$ is like “one apple plus one apple” which would then be “two apples” or two thirds Add and Subtract Fractions with Unlike Denominators (pg 180) <ul style="list-style-type: none"> • Use LCM to find LCD or Least Common Denominator between two fractions. • Find equivalent fractions so that a pair of fractions in any given problem can be written with the same denominator so they can be combined or subtracted. • Reiterate the idea that the same denominator must be used Add Mixed Numbers (pg 185) <ul style="list-style-type: none"> • Mixed numbers must have the same denominator before adding • Add whole numbers first, then add fractions • If the result is a mixed number with an improper fraction, the improper fraction must be “renamed” 	Text Assessment Pg 171 – 189 Worksheet Assessment

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		<p>use their calculator and the “%” button to find percent of a number</p> <ul style="list-style-type: none"> Students will be introduced to simple interest given real life examples (ie. car loan) and they will find the interest accrued using percent of a number. 	
	<p>10A 10B 10C</p>	<p>Probability (pg 547)</p> <ul style="list-style-type: none"> Students will learn to find the probability of simple events Students will learn the following vocabulary terms as they pertain to probability: outcome, event, favorable outcomes, likely, less likely, certain, and impossible. Students will express probability as a fraction, percent, and decimal. Students will learn the proper notation for probability (ie. probability of rolling a 6 = $p(\text{rolling a } 6)$) <p>Counting Principle and Tree Diagrams (pg 568)</p> <ul style="list-style-type: none"> Students will learn to find the probability of more complex events (ie. multiple events) Students will find probability of various outcomes using tree diagrams to map out the different combinations Students will connect tree diagrams to the counting principle Students will utilize the counting principle to determine the total number of outcomes possible for any combination of events Students will be introduced to complex probability without replacement and how this will affect the tree diagram Students will represent the probabilities as fractions, decimals 	<p>Book: Pg 549-571</p> <p>Worksheets as needed.</p>

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		and percents.	
	10A	<p>Measures of Central Tendency (pg 322)</p> <ul style="list-style-type: none"> • Students will find the mean of a given set of data • Students will find the mode of a given set of data • Students will find the median of a given set of data • Students will examine the three measures of central tendency in order to evaluate which measure is the “best measure” for a particular purpose • Students will understand how measures of central tendency can be used as misleading statistics (pg 358) • Students will find the range and outlier(s) of a given data set <p>Reading Graphs Students will:</p> <ul style="list-style-type: none"> • Read graphs such as bar graphs, line plots, Venn diagrams, charts/tables, line graphs and circle graphs • Compare different representations of the same data <p>Line Plot and Frequency Chart/Table Students will:</p> <ul style="list-style-type: none"> • Read, interpret, and make predictions from data presented in line plots and frequency charts • Create frequency tables and line plots for a given set of data • Find the mean, median and mode of data presented in a line plot <p>Bar Graphs and Line Graphs (pg 335)</p>	<p>Book Assessments: Pg 324, 334, 328, 337, 343</p> <p>Worksheet Assessment supplemented as needed</p>

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		<p>Students will:</p> <ul style="list-style-type: none"> • Read, interpret, and make predictions from data presented in a bar graph, and line graph • Create bar graphs and line graphs for a given set of data • Set up a survey to gather data and create a graph for their data <p>Circle Graphs (pg 341) Students will:</p> <ul style="list-style-type: none"> • Read, interpret, and make predictions from data presented in circle graphs • Create circle graphs for a given set of data using whole numbers, fractions, or percents 	
	8B	<p>Inequalities (pg 601) Students will:</p> <ul style="list-style-type: none"> • Identify graphs of inequalities on a number line • Represent problems with inequalities (<, >, < or =, > or =) 	Book Assessments: Pg 603
	9A 9B 9C 7A	<p>Geometric Parts (pg 373) Students will:</p> <ul style="list-style-type: none"> • Identify and sketch parallel, intersecting, and skew lines • Name points, segments, rays, planes, and lines using proper notation • Determine if points are collinear or noncollinear <p>Angles (pg 379)</p>	Textbooks/Worksheets as needed.

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		<p>Students will:</p> <ul style="list-style-type: none"> • Name angles using proper notation • Identify and sketch perpendicular lines, and acute, right, and obtuse angles • Estimate the measure of angles using benchmarks such as 0, 90, and 180 degrees. <p>Polygons (pg 397) Students will:</p> <ul style="list-style-type: none"> • Classify, describe, and sketch regular and irregular polygons and parallelograms according to the number of sides, length of sides, number of vertices and interior angles <p>Congruent and Similar (pg 405) Students will:</p> <ul style="list-style-type: none"> • Identify congruent and similar figures by visual inspection • Determine if figures are similar, and identify relationships between corresponding parts of similar figures (pg407) <p>Line Symmetry (pg 410) Students will:</p> <ul style="list-style-type: none"> • Determine if a figure has line symmetry and find lines of symmetry in a given figure <p>Transformations (pg 417) Students will:</p>	

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		<ul style="list-style-type: none"> • Identify, describe, sketch, and predict results of reflections (flip), translations (slide), and rotations (turns) of polygons. <p>Triangles (pg 392) Students will:</p> <ul style="list-style-type: none"> • Solve problems using properties of triangles • Recognize the sum of interior angles is 180 degrees • Classify, describe, and sketch triangles according to the measure of the angles and the number of congruent sides (ie. acute, obtuse, right, equilateral, isosceles, and scalene triangles) 	
	9B	<p>Three-Dimensional Figures (pg 462) Students will:</p> <ul style="list-style-type: none"> • Identify and describe three-dimensional shapes (cubes, spheres, cones, cylinders, prisms, and pyramids) according to their characteristics (faces, edges, vertices) • Use their knowledge of polygons to name prisms and pyramids according to the shape of their base(s) • Identify three-dimensional objects using the net of the original object (supplementary materials) • Recognize which attributes (such as shape, perimeter, and area) change or don't change when three-dimensional figures are composed, decomposed, or rearranged 	Textbook/Worksheets as needed.
	7C	<p>Perimeter and Area of Rectangles (pg 440) Students will:</p> <ul style="list-style-type: none"> • Understand the and define perimeter and area • Solve problems involving the perimeter and area of 	Textbook/Worksheets as needed.

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		<p>rectangles using diagrams, models, and grids or by measuring or using given formulas</p> <ul style="list-style-type: none"> • Compare and estimate perimeter and area of given rectangles <p>Areas of Parallelograms and Triangles (pg 446) Students will:</p> <ul style="list-style-type: none"> • Solve problems involving the area of triangles and parallelograms using diagrams, models, and grids or by measuring or using given formulas <p>Intensive ISAT review which includes brief coverage and review over topics not yet covered such as circles, geometric concepts, and data and probability.</p>	
	6A 6B 6C 7A 7B 7C	<p>Pi Day - March 14th – Intro to Circles Students will:</p> <ul style="list-style-type: none"> • Celebrate Pi Day while learning about the number pi as a decimal and as a fraction • Measure circular items to find the ratio of circumference to diameter (pi) • Wear/purchase pi day t-shirts that say “mmmm, pi” in the spirit of science and math coordinating pi day 	Textbooks/Worksheets as needed.
	7A 7B 7C	<p>Circles (pg 452)</p> <ul style="list-style-type: none"> • Parts of a circle (Radius, diameter, chords, circumference, area) • Using formulas to find the area, diameter, and radius of a 	Textbooks/Worksheets as needed.

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		circle <ul style="list-style-type: none"> Examine how the formula for finding the area of a circle is related to finding the area for a rectangle 	
Fourth Quarter	6A 6C	Number Lines (pg 491) Students will: <ul style="list-style-type: none"> Work with integers on a number line Determine integers that are opposites using a number line Find the absolute value of any given integer using a number line Compare integers using a number line 	Textbooks/Worksheets as needed.
	6A 6C	Computing with integers – Extension (pg 497-515) Students will: <ul style="list-style-type: none"> Use a number line and manipulatives to add and subtract integers Multiply and divide integers 	Textbooks/Worksheets as needed
	6A 6C	Profit and Loss (pg 523) – Checkbook Math (Supplementary Materials) Students will: <ul style="list-style-type: none"> Examine what it means to have a profit and what it means to have a loss Examine and demonstrate an understanding of what a checking account does, how to write a check, how to balance a checkbook 	Textbooks/Worksheets and supplementary materials as needed
	8B 9A	Graphing on the Coordinate Plane (pg 518) Students will: <ul style="list-style-type: none"> Understand and use vocabulary such as: coordinate plane, quadrant, origin, ordered pair 	Textbooks/Worksheets as needed. Supplementary materials as needed.

Argenta-Oreana Middle School
6th Grade-Math

Text Book Used: Prentice Hall Mathematics Course 1

Note: There are two Mathematic Curriculums in the 6th grade. 6th graders are separated into a “General Math Course” as well as an “Accelerated Math Course.” Each course covers the same skills while the accelerated course may move at a faster pace and/or include more extension activities.

Date Semester	IL Learning Standards	Unit and/or essential Question Content and/or Skills	Assessments and/or Products
		<ul style="list-style-type: none"> • Graph ordered pairs on the coordinate plane • Find coordinates of points (x,y) graphed on a coordinate plane <p>Treasure Hunt – Supplementary Game (Battleship)</p>	
	8B 8D 9A	<p>Functions (pg 527) Students will:</p> <ul style="list-style-type: none"> • Examine how a function is a rule that assigns exactly one input (x) and exactly one output (y) • Create function tables for the given functions and/or values • Graph a given function using the x and y coordinate pairs • Complete function tables • Using an equation, create a table and graph the function • Understand the difference between points that are collinear and noncollinear and demonstrate this understanding by telling whether a function is linear or not. 	Textbooks and materials as necessary
	6A 6B 6C 6D 7B 7C 10A 10B	<p>Business Unit (Supplementary Materials) Within this comprehensive unit, students will review and perfect previous math topics in order to run a mock business in a “shopping mall setting” that has been created within the classroom. Businesses will compete against one another within each individual class to make it in the business world. Students will:</p> <ul style="list-style-type: none"> • Work with small groups to create a business of their own • Attend business meetings on a daily basis to complete assigned tasks which will utilize math concepts in a real-world 	Supplementary materials and worksheets as needed.

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Date Semester	IL Learning Standards	Unit and/or essential Question Content and/or Skills	Assessments and/or Products
		<p>setting</p> <ul style="list-style-type: none"> • Pay taxes and calculate their taxes based on itemized purchases • Create a logo for that business as well as advertise their business through various venues (T.V., Billboard, Magazine, Radio, Yellow Pages) • Earn and calculate interest within their money market and savings accounts to run their business effectively • Learn about profit and loss through real-life set backs and gains • Examine current events for business issues that may be brought to the classroom for discussion and PROFIT! • Examine a blueprint to figure out which location within the shopping mall would best suit their business according to the area of the location, and the location itself with relation to the shopping mall entrances, other anchor stores, etc. • Write a formal bid letter to the mall owner including their desired location and a bid for their rental amount • Take out loans according to the needs of their business where they will pay interest • Maintain a business checkbook and attendance log which will be updated daily • Graph their earnings and loss on a weekly basis • Attend a business banquet where the “winning” businesses will be announced. 	