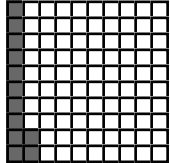


Alabama
Curricular Standards
Mathematics - Grade 6
Correlations with Gourmet Curriculum Press, Inc.®
1.800.900.2290

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
Number Sense, Number Systems, Number Theory				
1 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in the use of whole number and decimal concepts.</i> <ul style="list-style-type: none"> - <i>Rounding</i> - <i>Determining place value</i> - <i>Naming, ordering, comparing</i> 	Appetizers 1 A & B; 10 A, E, & F; Main Dish Objectives 1 (Number Concepts) Lessons 1 & 2; 10 (Estimation) Lessons 1, 5, & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
2	<ul style="list-style-type: none"> • <i>Demonstrate an understanding of decimals using expanded notation.</i> 	Appetizers 1 A & B; Main Dish Objective 1 (Number Concepts) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
3 Stanford 9	<ul style="list-style-type: none"> • <i>Exhibit proficiency in the use of fractions and mixed numbers.</i> <ul style="list-style-type: none"> - <i>Comparing, ordering</i> - <i>Changing to equivalent forms</i> - <i>Changing to lowest terms</i> 	Appetizers 1 C & D; 2 F; 6 C; 11 A; Main Dish Objectives 1 (Number Concepts) Lessons 3 & 4; 2 (Mathematical Relations) Lesson 6; 6 (Addition) Lesson 3; 11 (Problem Solving) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
4 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in multiplying and dividing fractions.</i> 	Appetizers 9 E; Main Dish Objective 9 (Division) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
5 Stanford 9	<ul style="list-style-type: none"> • <i>Add and subtract fractions that do not have common denominators.</i> 	Appetizers 6 C; 7 B; Main Dish Objectives 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
6 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in adding, subtracting, and multiplying decimals.</i> 	Appetizers 6 D; 7 C & D; 8 D; Main Dish Objectives 6 (Addition) Lesson 4; 7 (Subtraction) Lessons 3 & 4; 8 (Multiplication) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
7 Stanford 9	<ul style="list-style-type: none"> • <i>Divide decimals.</i> <ul style="list-style-type: none"> - <i>Whole number divisor</i> - <i>Decimal divisors (tenths)</i> 	Appetizers 9 E & F; Main Dish Objective 9 (Division) Lessons 5 & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
8 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in using methods of estimation appropriate to a given situation.</i> 	Appetizers 10 A, B, C, D, E, F, & G; Main Dish Objective 10 (Estimation) Lessons 1, 2, 3, 4, 5, & 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
9 Stanford 9	<ul style="list-style-type: none"> • <i>Demonstrate proficiency in using estimation to determine whether results are reasonable.</i> 	Appetizers 10 A, B, C, & D; Main Dish Objective 10 (Estimation) Lessons 1, 2, 3, & 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
10	<ul style="list-style-type: none"> Distinguish between prime and composite numbers. 	Appetizers 1 F; Main Dish Objective 1 (Number Concepts) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics		
11 Stanford 9	<ul style="list-style-type: none"> Use the least common multiple or the greatest common factor of two numbers in operations on fractions. 	Appetizers 1 D; 6 C; 7 B; Main Dish Objectives 1 (Number Concepts) Lesson 4; 6 (Addition) Lesson 3; 7 (Subtraction) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
12 Stanford 9	<ul style="list-style-type: none"> Use basic operations in context. Examples: determining change, discounts, sales tax, unit price, cost of credit, multiple purchases 	Appetizers 6 A, B, C, & D; 7 A, B, C, & D; 8 A, B, C, & D; 9 A, B, C, D, E, & F; 10 A; 11 A; 12 A & B; Main Dish Objectives 6 (Addition) Lessons 1, 2, 3, & 4; 7 (Subtraction) Lessons 1, 2, 3, & 4; 8 (Multiplication) Lessons 1, 2, 3, & 4; 9 (Division) Lessons 1, 2, 3, 4, 5, & 6; 10 (Estimation) Lesson 1; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
13	<ul style="list-style-type: none"> Determine and use the most appropriate method of calculation. <ul style="list-style-type: none"> Paper and pencil Mental math Calculator Computer 	Appetizers 13 A & B; Main Dish Objective 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		


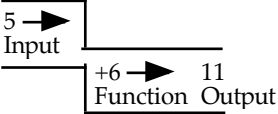
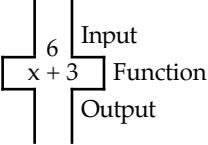
Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
14	• <i>Compare and order integers.</i>	Appetizers 1 A; Main Dish Objective 1 (Number Concepts) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
15	• <i>Add and subtract integers.</i>	Appetizers 6 A & B; 7 A; 11 A; 12 A; Main Dish Objectives 6 (Addition) Lessons 1 & 2; 7 (Subtraction) Lesson 1; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
16	• <i>Use ratios and proportions to describe real-life situations.</i>	Appetizers 1 E; 2 C; 5 D; 11 D; 13 B; Main Dish Objectives 1 (Number Concepts) Lesson 5; 2 (Mathematical Relations) Lesson 3; 5 (Probability/Statistics) Lesson 4; 11 (Problem Solving) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
17 Stanford 9	<ul style="list-style-type: none"> • <i>Develop understanding of alternative representations of decimals, fractions, mixed numbers, and percent.</i> <p>Example:</p> $\frac{12}{100} = \frac{3}{25} = .12 = 12\%$ 	Appetizers 1 E; 2 F; 10 E; Main Dish Objectives 1 (Number Concepts) Lesson 5; 2 (Mathematical Relations) Lesson 6; 10 (Estimation) Lesson 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
18 Stanford 9	<ul style="list-style-type: none"> Identify missing information in problem-solving situations. 	Appetizers 6 A & B; 11 A; 12 A & B; Main Dish Objectives 6 (Addition) Lessons 1 & 2; 11 (Problem Solving) Lesson 1; 12 (Mathematical Representation) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
19 Stanford 9	<ul style="list-style-type: none"> Develop and apply a variety of strategies to solve problems with emphasis on multi-step and non-routine problems. <i>Examples: work backwards; draw a diagram; guess, test, and revise; find a pattern; estimate; experiment; make an organized list, table, or chart; make a model; write an equation (number sentence)</i> 	Appetizers 2 A, B, & D; 5 B; 6 A & B; 7 A; 10 A, B, C, D, E, F, & G; 12 A, B, & C; 13 A & B; Main Dish Objectives 2 (Mathematical Relations) Lessons 1, 2, & 4; 5 (Probability/Statistics) Lesson 2; 6 (Addition) Lessons 1 & 2; 7 (Subtraction) Lesson 1; 10 (Estimation) Lessons 1, 2, 3, 4, 5, 6, & 7; 12 (Mathematical Representation) Lessons 1, 2, & 3; 13 (Reasonableness) Lessons 1 & 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Geometry, Spatial Sense, Measurement				
20 Stanford 9	<ul style="list-style-type: none"> Demonstrate proficiency in the use of measurement skills in a variety of situations. 	Appetizers 4 A, B, C, D, & E; 11 B; Main Dish Objectives 4 (Measurement) Lessons 1, 2, 3, 4, & 5; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
21 Stanford 9	• <i>Select and use appropriate customary and metric units of measurement.</i>	Appetizers 4 B, C, D, & E; Main Dish Objective 4 (Measurement) Lessons 2, 3, 4, & 5; Applications; Final Tests; Reasonableness Problems; Journal Topics		
22 Stanford 9	• <i>Determine equivalent measurements based on conversions within the same system.</i>	Appetizers 4 A, B, & C; Main Dish Objective 4 (Measurement) Lessons 1, 2, & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
23	• <i>Compare similar customary and metric units of measure.</i> <i>Examples: 1 L ≈ 1 qt.</i> <i>1 m ≈ 1 yd.</i>			
24	• <i>Estimate perimeters and areas.</i>	Appetizers 4 E; 11 B; Main Dish Objectives 4 (Measurement) Lesson 5; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
25 Stanford 9	• <i>Calculate areas and perimeters in meaningful context.</i>	Appetizers 4 D & E; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4 & 5; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
26 Stanford 9	• <i>Determine measurements indirectly from scale drawings.</i>			

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
27	• <i>Construct simple scale drawings.</i>			
28 Stanford 9	• <i>Identify symmetry in plane figures.</i>	Appetizers 3 C; 11 C; Main Dish Objectives 3 (Geometry) Lesson 3; 11 (Problem Solving) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
29 Stanford 9	• <i>Exhibit proficiency in drawing and labeling parts of a circle.</i> - Center - Radius - Diameter - Chord	Appetizers 4 D; Main Dish Objective 4 (Measurement) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
30	• <i>Establish formulas for determining perimeter, area, volume, and circumference through a variety of explorations.</i>	Appetizers 4 D & E; 11 B; Main Dish Objectives 4 (Measurement) Lessons 4 & 5; 11 (Problem Solving) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
31 Stanford 9	• <i>Illustrate geometric transformations.</i> - Translation (slide) - Rotation (turn on a point) - Reflection (flip)	Appetizers 3 B; Main Dish Objective 3 (Geometry) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
32 Stanford 9	• <i>Classify and measure angles.</i>	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
33	<ul style="list-style-type: none"> • <i>Develop understanding of geometric figures by drawing with a straightedge and/or a protractor.</i> <ul style="list-style-type: none"> - Angles - Right triangles - Equilateral triangles - Scalene triangles - Obtuse triangles - Acute triangles - Polygons 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
34	<ul style="list-style-type: none"> • <i>Use constructions with a straightedge and a compass to develop understanding of geometric relationships.</i> <ul style="list-style-type: none"> - Perpendicular lines - Perpendicular bisector of a segment - Congruent line segments 	Appetizers 3 D; Main Dish Objective 3 (Geometry) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics		
35	<ul style="list-style-type: none"> • <i>Describe relationships between pairs of angles.</i> <ul style="list-style-type: none"> - Vertical angles - Adjacent angles 			
36 Stanford 9	<ul style="list-style-type: none"> • <i>Identify and plot coordinates on grids, graphs, and maps.</i> 	Appetizers 2 E; 12 C; Main Dish Objectives 2 (Mathematical Relations) Lesson 5; 12 (Mathematical Representation) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
37	<ul style="list-style-type: none"> • <i>Identify plane and solid geometric figures based on attributes, properties, and component parts.</i> 	Appetizers 3 A; Main Dish Objective 3 (Geometry) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

<i>Benchmark Number</i>	<i>Benchmark</i> • <i>Instructional Target</i>	<i>Gourmet Resource</i>	<i>Taught</i>	<i>Tested</i>
	Patterns, Functions, Algebra			
38 Stanford 9	<ul style="list-style-type: none"> Describe, extend, and create a wide variety of numeric and geometric patterns. Examples: 1, 2, 2, 3, 3, 3, ...  	Appetizers 2 B; Main Dish Objective 2 (Mathematical Relations) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
39 Stanford 9	<ul style="list-style-type: none"> Find the output of functions (number machines). Examples:  If the input is 7, what is the output?  What is the output? 	Appetizers 2 A; Main Dish Objective 2 (Mathematical Relations) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
40 Stanford 9	<ul style="list-style-type: none"> Apply properties of operations to number sentences. <ul style="list-style-type: none"> Identify properties of addition and multiplication Commutative properties of addition and multiplication Associative properties of addition and multiplication Distributive property of multiplication over addition Inverse properties of addition and multiplication 	Appetizers 2 A; 6 A; 8 A; Main Dish Objectives 2 (Mathematical Relations) Lesson 1; 6 (Addition) Lesson 1; 8 (Multiplication) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested
41	<ul style="list-style-type: none"> Demonstrate an understanding of the addition and subtraction properties of equality. Examples: If $7 = 3 + 4$, then $7 - 4 = (3 + 4) - 4$ 	Appetizers 2 A & D; 12 B; Main Dish Objectives 2 (Mathematical Relations) Lessons 1 & 4; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
42	<ul style="list-style-type: none"> Demonstrate an understanding of exponential notation. Examples: $5 \times 5 = 5^2 = 25$ $8 = 2^3 = 2 \times 2 \times 2$ 	Appetizers 1 F; 8 C; Main Dish Objectives 1 (Number Concepts) Lesson 6; 8 (Multiplication) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
43	<ul style="list-style-type: none"> Extend the understanding of the order of operations. <ul style="list-style-type: none"> Simplify within parentheses, then evaluate with exponents, then multiply or divide in order from left to right, then add or subtract in order from left to right. 	Appetizers 8 C; 12 B; Main Dish Objectives 8 (Multiplication) Lesson 3; 12 (Mathematical Representation) Lesson 2; Applications; Final Tests; Reasonableness Problems; Journal Topics		
Probability, Statistics, Discrete Mathematics				
44	<ul style="list-style-type: none"> Formulate and test hypotheses. 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics		
45 Stanford 9	<ul style="list-style-type: none"> Collect, organize, and interpret data using graphs, tables, and charts. 	Appetizers 5 B & C; Main Dish Objective 5 (Probability/Statistics) Lessons 2 & 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		

Benchmark Number	Benchmark • Instructional Target	Gourmet Resource	Taught	Tested																					
46 Stanford 9	<ul style="list-style-type: none"> Determine measures of central tendency and dispersion. <ul style="list-style-type: none"> Mean Median Mode Range 	Appetizers 5 E; 10 F; Main Dish Objectives 5 (Probability/Statistics) Lesson 5; 10 (Estimation) Lesson 6; Applications; Final Tests; Reasonableness Problems; Journal Topics																							
47 Stanford 9	<ul style="list-style-type: none"> Make predictions and verify outcomes of independent events. 	Appetizers 5 A; Main Dish Objective 5 (Probability/Statistics) Lesson 1; Applications; Final Tests; Reasonableness Problems; Journal Topics																							
48 Stanford 9	<ul style="list-style-type: none"> Express the probability of the occurrence of an event as a fraction and as a decimal. 	Appetizers 5 D; Main Dish Objective 5 (Probability/Statistics) Lesson 4; Applications; Final Tests; Reasonableness Problems; Journal Topics																							
49 Stanford 9	<ul style="list-style-type: none"> Use combinations and permutations in context. Examples: <p><u>Combinations</u></p> <p>Mrs. Kyser must choose two students to attend a meeting. Her choices are Sam, Joe, and Karen. In how many ways can she choose two of the three? List them.</p> <p>Answer: 3 ways - Sam, Joe Sam, Karen Joe, Karen</p> <p><u>Permutations</u></p> <p>John, Sue, and Bob are racing. How many different possibilities are there for first, second, and third place winners? List them.</p> <p>Answer: 6 possibilities</p> <table style="margin-left: 40px;"> <thead> <tr> <th><u>1st place</u></th> <th><u>2nd place</u></th> <th><u>3rd place</u></th> </tr> </thead> <tbody> <tr><td>John</td><td>Sue</td><td>Bob</td></tr> <tr><td>John</td><td>Bob</td><td>Sue</td></tr> <tr><td>Sue</td><td>John</td><td>Bob</td></tr> <tr><td>Sue</td><td>Bob</td><td>John</td></tr> <tr><td>Bob</td><td>Sue</td><td>John</td></tr> <tr><td>Bob</td><td>John</td><td>Sue</td></tr> </tbody> </table>	<u>1st place</u>	<u>2nd place</u>	<u>3rd place</u>	John	Sue	Bob	John	Bob	Sue	Sue	John	Bob	Sue	Bob	John	Bob	Sue	John	Bob	John	Sue	Appetizers 5 C; Main Dish Objective 5 (Probability/Statistics) Lesson 3; Applications; Final Tests; Reasonableness Problems; Journal Topics		
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50	<ul style="list-style-type: none"> • <i>Use the appropriate current technology to facilitate the understanding of statistics and other mathematical concepts.</i> 			
51	<ul style="list-style-type: none"> • <i>Recognize vocabulary associated with sets.</i> <ul style="list-style-type: none"> - <i>Set</i> - <i>Subset</i> - <i>Member, element</i> - <i>Empty set</i> - <i>Venn diagrams</i> 			
52	<ul style="list-style-type: none"> • <i>Apply theory associated with sets.</i> <ul style="list-style-type: none"> - <i>Determining subsets</i> - <i>Drawing Venn diagrams</i> 			

Stanford Achievement, Ninth Edition Intermediate 3 objectives not included in this course:

NUMBER AND NUMBER RELATIONSHIPS - Identify the name for a 10-digit whole number. (addressed in fifth grade)
 - Identify a number that is 1000 more or 1000 less than a given number. (addressed in fourth grade)

MEASUREMENT - Identify elapsed time. (addressed in fourth grade)

ALGEBRA - Identify a solution sentence equivalent to a problem expressed in words. (addressed in fifth grade)