| Title: Where'd They Get That Idea? | | Alignment to TEKS Math Standards |
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| Lesson Number | Lesson Title | http://ritter.tea.state.tx.us/teks/ch111bmod.pdf |
| Lesson 1 | The Orientation Class | An appropriate alignment is not available for this lesson. |
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| Lesson 2 | Money Makes Cares | An appropriate alignment is not available for this lesson. |
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| Lesson 3 | How Long Could You Observe a Stinky Fish | An appropriate alignment is not available for this lesson. |
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| Lesson 4 | Are These Figures the Same? | 6.6.a The student is expected to use angle measurements to classify angles as acute, obtuse, or right |
| | | 6.6.b The student is expected to identify relationships involving angles in triangles and quadrilaterals |
| | | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |
| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |
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| Lesson 5 | Why Does a Ball Keep Moving After You Throw It? | An appropriate alignment is not available for this lesson. |
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| Lesson 6 | How Straight Is Straight? | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |
| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |
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| Lesson 7 | How Does a Scientist Think? | An appropriate alignment is not available for this lesson. |
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| Lesson 8 | Do You Like Mathematics? | An appropriate alignment is not available for this lesson. |
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| Lesson 9 | Does the Universe Ever End? | Lesson is not appropriate for alignment |
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| Lesson 10 | Why Do We Study Math? | An appropriate alignment is not available for this lesson. |
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| Lesson 11 | Symmetry: Can You Prove It? | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |
| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |
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| Lesson 12 | Should Scientists Experiment on Animals? | An appropriate alignment is not available for this lesson. |
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| Lesson 13 | Is That Reason Enough? | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |
| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |
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| Lesson 14 | How Big Is Infinity? | An appropriate alignment is not available for this lesson. |
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| Lesson 15 | Why Do I Have To Prove It? | 6.6.c describe the relationship between radius, diameter, and circumference of a circle |
| | | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |
| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |
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| Lesson 16 | Will the Sun Rise Tomorrow? | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |

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| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |
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| Lesson 17 | Are Scientists Responsible for Their Inventions? | An appropriate alignment is not available for this lesson. |
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| Lesson 18 | Do Triangles Really Exist? | 6.6.b The student is expected to identify relationships involving angles in triangles and quadrilaterals |
| | | 6.11. a identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics |
| | | 6.11.b use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness; |
| | | 6.11.c select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a working a simpler problem, or working backwards to solve a problem |
| | | 6.12.b evaluate the effectiveness of different representations to communicate ideas. |