



SCOPE & SEQUENCE

GR. 6 – MATH








Student Task

GRADE 6: Math**STRAND: Shape and Space (Measurement)****TASK: Using Spreadsheets to Perform Metric Conversion****PRODUCTIVITY TOOL: Spreadsheet, Word Processor****TIMELINE: 2 Classes (1 to measure items; 1 to create spreadsheet)****LEVEL OF DIFFICULTY: ☺ Easy**

The student will measure a series of items in centimetres, then do metric conversion manually to the following units: mm, dm and m. Then the student will create a spreadsheet to record the measurements in centimetres. This time, however, the power of cell references in a spreadsheet will help the student check the conversions.

The student will then graph the results, copy the spreadsheet into a word-processing document answering following questions about the concepts and the exercise:

-  Write the formula for conversion from cm to mm.
-  Write the formula for conversion from cm to dm.
-  Write the formula for conversion from cm to m.
-  How did the formulae help you check your work?
-  Why would you use a spreadsheet to help you figure out measurement conversion?

Repeat the exercise for units of mass (weight) and capacity (volume).




ICT Outcomes

The learner will:


- C6** 2.1 select and use technology to assist in problem-solving
- 2.4 solve problems using numerical operations and such tools as calculators and spreadsheets
- 2.5 solve problems requiring the sorting, organizing, classifying and extending data, using such tools as calculators, spreadsheets, databases or hypertext technology
- C7** 2.2 use selected presentation tools to demonstrate connections among various pieces of information
- F1** 2.1 apply terminology appropriate to the technologies being used at this division level
- 2.2 identify and apply techniques and tools for communicating, storing, retrieving and selecting information
- 2.3 explain the advantages and limitations of using computers to store, organize, retrieve and select information
- F3** 2.1 comply with the acceptable use policy of the school and district for Internet and networked services, including software licensing agreements
- P2** 2.1 enter and manipulate data by using such tools as a spreadsheet or database for a specific purpose
- P4** 2.1 integrate a spreadsheet, or graphs generated by a spreadsheet, into a text document






Curriculum Outcomes

GRADE 6: Math**STRAND: Shape and Space (Measurement)****TASK: Using Spreadsheets to Perform Metric Conversion*****General Outcome***

-  Solve problems involving perimeter, area, surface area, volume and angle measurements.

Specific Outcome #1

-  Use conversions among commonly used SI units of length, mass (weight) and capacity (volume) to solve problems.





Name _____ Gr. _____

Metric Conversion

1. Measure the following in CENTIMETRES.

Metric Conversion				
Item	mm	cm	dm	m
Measurement				
Height of Math Book				
Width of Desktop				
Length of Teacher Desk				
Height of Student				
Height of Partner				
Height of Door				

2. Convert your measurements from centimetres (cm) to millimetres (mm), decimetres (dm), and metres (m).
3. Create a spreadsheet to check your conversion.
4. Copy the spreadsheet into a word-processing document. Answer the following questions:
- Write the formula for conversion from cm to mm.
 - Write the formula for conversion from cm to dm.
 - Write the formula for conversion from cm to m.
 - How did the formulae help you check your work?
 - Why would you use a spreadsheet to help you figure out measurement conversion?



