



FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES
"Building a Better Future for Every Child - Every Day!"
 Summer 2013

Subject Content: Math Grade 6th

Indicates the Curriculum Map

Weeks 1 – 3			Weeks 4 – 6		
Unit/Topic Number Sense (Whole Number Operations)			Unit/Topic Number Sense (Fractions)		
<p align="center">In this section IDENTIFY Common Core Standards</p> <p align="center">CC.6.NS.2, CC.6.NS.4</p> <p align="center"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p align="center">CC.6.NS.4 (7 to 6) – Numbers and operations</p>			<p align="center">In this section IDENTIFY Common Core Standards</p> <p align="center">CC.6.NS.1</p> <p align="center"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>		
CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify Sub-Topics Basic addition, subtraction, multiplication, and division of whole numbers.	Identify Sub-Topics Greatest Common Factors Least Common Multiples Prime Factorization	Identify Sub-Topics Properties of addition and multiplication Associative properties of addition and multiplication	Identify Sub-Topics Addition, Subtraction, and Multiplication of Fractions Multiplication of Mixed Numbers	Identify Sub-Topics Division of Fractions and Mixed Numbers	Identify Sub-Topics Division of Fractions by Fractions using Equations

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Fluently dividing multi-digit numbers using the standard algorithm. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Find the greatest common factor of two whole numbers less than or equal to 100. 2. Find the least common multiple of two whole numbers less than or equal to 12. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factor. 2. I can identify and apply the properties of addition and multiplication. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. I can add, subtract, and multiply fractions 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Interpret quotients of fractions. 2. Compute quotients of fractions. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Solve word problems involving division of fractions by fractions, e.g. b using visual fraction models 2. Solve word problems involving division of fractions by fractions, e.g. b using equations to represent the problem.
<p>Critical Vocabulary</p> <p>Sum Product Difference Quotient Dividend Divisor</p>	<p>Critical Vocabulary</p> <p>Factor Multiple Common Greatest Factorization Prime Composite Least</p>	<p>Critical Vocabulary</p> <p>Property Commutative Identity Associative Distributive</p>	<p>Critical Vocabulary</p> <p>Like Terms Unlike Terms Least Common Denominator Simplify Mixed Numbers Improper Fractions</p>	<p>Critical Vocabulary</p> <p>Reciprocal Inverse</p>	<p>Critical Vocabulary</p> <p>Number Line Equation Variable</p>
<p>Suggested Strategies/Activities</p> <p>Bits and Pieces Connected Math Flip Boards</p>	<p>Suggested Strategies/Activities</p> <p>Bits and Pieces Connected Math Flip Boards</p>	<p>Suggested Strategies/Activities</p> <p>Bits and Pieces Connected Math Flip Boards</p>	<p>Suggested Strategies/Activities</p> <p>Bits and Pieces Connected Math Flip Boards</p>	<p>Suggested Strategies/Activities</p> <p>Bits and Pieces Connected Math Flip Boards</p>	<p>Suggested Strategies/Activities</p> <p>Bits and Pieces Connected Math Flip Boards</p>

<p>Adding up items from sales paper exercise</p> <p>Banking exercise using checking account.</p> <p>Race to the top</p>	<p>Carpenter exercise using needed item to build a house using multiplication to find the actual cost of items.</p> <p>Party planning exercise</p> <p>Construction of factor trees</p> <p>Quiz Quiz Trade (Note Card Exercise)</p> <p>Cooking Exercise using division of whole numbers to find the actual number of ingredients in the dishes.</p>	<p>Quiz Quiz Trade (Note Card Exercise)</p>			
<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade</p>	<p>Balanced Assessment Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the commo assessments, i.e., grad</p>

	common assessments, i.e., grade level, and/or depts..)	level, and/or depts..)	level, and/or depts..)	level, and/or depts..)	level, and/or depts..)
Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com	Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com	Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com	Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com	Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com	Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com

Weeks 7-9			Weeks 10-12		
Number Sense (Decimals)			Proportional Reasoning		
<p>In this section IDENTIFY Common Core Standards</p> <p>CC.6.NS.3</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>			<p>In this section IDENTIFY Common Core Standards</p> <p>CC.6.RP.1, CC.6.RP.2, CC.6.RP.3a-d</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.6.RP.3b (7to 6) – Ratios and Proportions</p>		
CURRICULUM			CURRICULUM		
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Addition and Subtraction of Decimals	Multiplication of Decimals	Division of Decimals	Ratios	Proportion	Graphing/Plotting Percents
<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> Fluently add multi-digit decimals using the standard algorithm. Fluently subtract multi- 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> Fluently multiply multi-digit decimals using the standard algorithm. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> Fluently divide multi-digit decimals using the standard algorithm. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> Use ratio language and concepts to describe a ratio relationship between two quantities. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> Solve unit rate problems including those involving unit (pricing/constant speed). Find a percent 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> Make tables of equivalent ratio relating/comparing quantities with whole number measurements.

<p>digit decimals using the standard algorithm.</p>			<ol style="list-style-type: none"> 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal 0 3. Use rate language in the context of a ratio relationship 4. Use ratio to solve real-world problems 5. Use rate reasoning to solve mathematical problems. 	<ol style="list-style-type: none"> 3. Solve problems involving finding the whole, given a part and the percent. 4. Use ratio reasoning to convert measurement units. 5. Manipulate /transform units appropriately when multiplying or dividing quantities. 	<ol style="list-style-type: none"> 2. Plot the pairs of values on the coordinate plane.
<p>Critical Vocabulary Sum Difference Decimal</p>	<p>Critical Vocabulary Product Decimal</p>	<p>Critical Vocabulary Quotient Decimal</p>	<p>Critical Vocabulary Ratio Unit Rate Rate Relationship/Solve Equivalent Ratio</p>	<p>Critical Vocabulary Unit Rate Compare Convert Transform Units of Measurement Missing Value Unit Pricing</p>	<p>Critical Vocabulary Coordinate Plane Plots Percent/Rate per 100</p>
<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Bits and Pieces connected math 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Bits and Pieces connected math 	<p>Suggested Strategies/Activities</p> <ul style="list-style-type: none"> • Bits and Pieces connected math 	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>

<ul style="list-style-type: none"> • Flip boards • Grid models or based ten pieces • Place value chart • Quiz quiz trade (note card exercise) 	<ul style="list-style-type: none"> • Flip boards • Grid models or based ten pieces • Place value chart • Quiz quiz trade (note card exercise) 	<ul style="list-style-type: none"> • Flip boards • Grid models or based ten pieces • Place value chart • Quiz quiz trade (note card exercise) 			
<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed Crosswalk Coach</p>	<p>Resources Needed Crosswalk Coach</p>	<p>Resources Needed Crosswalk Coach</p>	<p>Resources Needed Crosswalk Coach</p>	<p>Resources Needed Crosswalk Coach</p>	<p>Resources Needed Crosswalk Coach</p>

<p>Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/? page=instruct powerpoint.htm www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/tec hnology/? page=instruct powerpoint.htm www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/tech nology/? page=instruct powerpoint.htm www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/te chnology/? page=instruct powerpoint.htm www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/tec hnology/? page=instruct powerpoint.htm www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/tec hnology/? page=instruct powerpoint.htm www.aaamath.com</p>
---	--	--	--	--	--

--	--	--	--	--	--

Weeks 13-15			Weeks 16-18		
Number Sense (Integers/ordering rational numbers)			Number Sense (Graphing/Numerical Expressions)		
<p>In this section IDENTIFY Common Core Standards</p> <p>CC.6.NS.5, CC.6.NS.6a-c, CC.6.NS.7a-d</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.6.NS.5 (7 to 6) – Number sense CC.6.NS.6a (7 to 6) – Number sense CC.6.NS.6b (7 to 6) – Transformations, patterns, relations and functions CC.6.NS.6c (7 to 6) – geometric representational systems, patterns, relations and functions CC.6.NS.7b,d (7 to 6) – Numbers CC.6.NS.7b (8 to 6) – Numbers and their applications CC.6.NS.7c,d (8 to 6) – Numbers sense CC.6.NS.7c,d (9-12 to 6) – Problem solving and number operations</p>			<p>In this section IDENTIFY Common Core Standards</p> <p>CC.6.NS.8, CC.6.NS.6b, CC.6.EE.1</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.6.NS.8 (7 to 6) – Patterns, relations and functions CC.6.NS.8 (9-12 to 6) – Coordinate geometry CC.6.NS.6b (7 to 6) – Transformations, patterns, relations and functions CC.6.EE.1 (7 to 6) – Number sense and operations</p>		
CURRICULUM			CURRICULUM		
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18

Identify Sub-Topics Integers	Identify Sub-Topics Rational Numbers	Identify Sub-Topics Inequality	Identify Sub-Topics Coordinate Plane	Identify Sub-Topics Transformations	Identify Sub-Topics Expressions
<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Understand positive and negative numbers are used together to describe quantities having opposite directions or values from point zero. 2. Use positive and negative numbers to represent quantities in real-world contexts. 3. Understand a rational number as a point on the number line. 4. Extend number line diagrams using 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Find and place integers on a horizontal or vertical number line diagram. 2. Find and place other rational numbers on a horizontal or vertical number line diagram. 3. Find and place pairs of integers on a coordinate plane. 4. Find and place other rational numbers on a coordinate plane. 5. Understand ordering of rational numbers 6. Understand the absolute value 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. 2. Distinguish comparisons of absolute value from statements about order. 3. Solve real-world mathematical problems by graphing points in all four quadrants of the coordinate plane. 4. Include use of coordinates to find distances between points with the same first coordinate or the same second coordinate. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Recognize that when two ordered pairs differ only by signs, the location of the points are related by reflections across one or both axes. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Write numerical expressions with whole-number exponents. 2. Evaluate numerical expressions with whole-number exponents.

<p>coordinate axis grids familiar from previous grades to represent points on the line/plane with negative number coordinate.</p> <p>5. Recognize opposite signs of numbers as indicating location on opposite sides of 0 on the number line.</p> <p>6. Recognize that the opposite of the opposite of a number is the number itself from point zero.</p>	<p>of rational numbers.</p> <p>7. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>8. Write and interpret statements of order for rational numbers in a real-world context.</p> <p>9. Explain statements of order for rational numbers in a real-world context.</p>	<p>5. Include use of absolute value to find distances between points with the same first coordinate or the same second coordinate</p>			
<p>Critical Vocabulary Integer Absolute Value Opposite Positive Negative Rational Number</p>	<p>Critical Vocabulary Integer Absolute Value Opposite Positive Negative Rational Number</p>	<p>Critical Vocabulary Coordinate Plane Plots Axis Inequality Magnitude Absolute Value</p>	<p>Critical Vocabulary Coordinate Pairs Coordinate Plane Negative Positive</p>	<p>Critical Vocabulary Reflection Coordinate Axis Ordered Pairs</p>	<p>Critical Vocabulary Expression Evaluate Numerical Expression Reflection</p>

<p>Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/? page=instruct powerpoint.htm</p> <p>www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/tec hcnology/? page=instruct powerpoint.htm</p> <p>www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/tec hnology/? page=instruct powerpoint.htm</p> <p>www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/tec hnology/? page=instruct powerpoint.htm</p> <p>www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/tec hcnology/? page=instruct powerpoint.htm</p> <p>www.aaamath.com</p>	<p>Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/tec hnology/? page=instruct powerpoint.htm</p> <p>www.aaamath.com</p>
---	---	--	--	---	--

Weeks 19-21			Weeks 22-24		
Algebra (Algebraic Expressions)			Algebra (Equations/Inequalities)		
<p>In this section IDENTIFY Common Core Standards</p> <p>CC.6.EE.2a-c, CC.6.EE.3, CC.6.EE.4, CC.6.EE.6</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.6.EE.2c (8 to 6) – Measuring physical attributes CC.6.EE.3 (7 to 6) – Properties of numbers and operations CC.6.EE.4 (7 to 6) – Numeric and algebraic expressions CC.6.EE.4 (9-12 to 6) – Expressions, equations, inequalities, and relations</p>			<p>In this section IDENTIFY Common Core Standards</p> <p>CC.6.EE.5, CC.6.EE.7, CC.6.EE.8, CC.6.EE.9</p> <p><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p>CC.6.EE.5 (7 to 6) – Equations and inequalities CC.6.EE.5 (9-12 to 6) – one- and two-step equations/inequalities CC.6.EE.5 (9-12 to 6) – one-variable equations/inequalities</p>		
CURRICULUM			CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics Expression Algebraic Expression	Identify Sub-Topics Expression Numerical Expression	Identify Sub-Topics Expressions Real World	Identify Sub-Topics Equations	Identify Sub-Topics Inequality	Identify Sub-Topics Analyze Relationships Graphing

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Identify parts of an expression using mathematical terms. 2. Understand a variable can represent an unknown number. 3. Understand a variable can represent any number in a specified set depending on the purpose at hand. 4. Write expressions in which letters stand for numbers. 5. Evaluate expressions in which letters stand for numbers. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Evaluate expressions in which letters stand for numbers. 2. Write expressions to record operations with numbers and variables. View one or more parts of an expression as a single entity. 3. Evaluate expressions at specific values of their variables. 4. Evaluate expressions from formulas used in real-world problems. 5. Perform arithmetic operations in the conventional 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Apply the properties of operations to generate equivalent expressions. 2. Identify when two expressions are equivalent. 3. Use variables to represent numbers when solving real-world or mathematical problems. 4. Use variables to write expressions when solving real-world or mathematical problems. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Understand solving an equation as a process of answering a question: which values from a specified set, if any, make the equation true? 2. Use substitution to determine if a given number makes an equation true. 3. Write and solve equations to solve real-world and mathematical problems of the form $x + p = q$ and $px = q$ for cases in which, p, q, and x are all nonnegative rational numbers 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Understand solving an inequality as a process of answering a question: which values from a specified set, if any, make the inequality true? 4. Use substitution to determine if a given number makes an inequality true. 5. Write inequalities to represent constraints or conditions in real-world mathematical problems. 6. Recognize inequalities have infinitely many solutions. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Represent solution of such inequalities on number line diagrams. 2. Use variables to represent two quantities in real-world problems that change in relationship to one another. 3. Write an equation to express one quantity (dependent variable) in terms of the other quantity (independent variable). 4. Analyze relationships between dependent and independent variables using

	order when there are no parentheses to specify a particular order (Order of Operations).				graphs. 5. Analyze relationships between dependent and independent variables using tables. 6. Relate tables and graphs to the equations.
Critical Vocabulary Expression Algebraic Expression Variable Evaluate/Solve	Critical Vocabulary Expression Numerical Expression Variable Evaluate/Solve Order of Operations	Critical Vocabulary Expressions Real World	Critical Vocabulary Equations Solve Variable Equal Sign	Critical Vocabulary Inequality Solve Variable Greater Than Less Than	Critical Vocabulary Analyze Relationships Graphing Tables Dependant/Independent Variables
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers. Summative Quizes, mid-chapter test, open response questions, short answer	Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers. Summative Quizes, mid-chapter test, open response questions, short answer responses and unit	Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers. Summative Quizes, mid-chapter test, open response questions, short answer responses and unit	Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers. Summative Quizes, mid-chapter test, open response questions, short answer responses and unit	Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers. Summative Quizes, mid-chapter test, open response questions, short answer responses and unit	Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers. Summative Quizes, mid-chapter test, open response questions, short answer responses and unit

<p>responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>

Weeks 25-27			Weeks 28-30		
Measurement/Area			Surface Area/Volume		
<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p style="text-align: center;">CC.6.G.1, CC.6.G.3</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p style="text-align: center;">CC.6.G.3 (7 to 6) – Graphing CC.6.G.3 (9-12 to 6) - Conjectures</p>			<p style="text-align: center;">In this section IDENTIFY CORE CONTENT 4.1 Common Core Standards</p> <p style="text-align: center;">CC.6.G.4, CC.6.G.2</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p style="text-align: center;">CC.6.G.4 (9-12 to 6) – Shapes, relationships, and measuring physical attributes CC.6.G.2 (8 to 6) – Measuring physical attributes</p>		
CURRICULUM			CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
<p style="text-align: center;">Identify Sub-Topics Geometric Elements Two-Dimensional</p>	<p style="text-align: center;">Identify Sub-Topics Area Polygons Complex Figures</p>	<p style="text-align: center;">Identify Sub-Topics Measurement Complex Figures</p>	<p style="text-align: center;">Identify Sub-Topics Volume Rectangular Prisms 3-dimensional</p>	<p style="text-align: center;">Identify Sub-Topics 3-dimensional Surface Area</p>	<p style="text-align: center;">Identify Sub-Topics Real World</p>

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Describe and provide examples of the basic geometric elements. 2. Describe and provide examples of the elements of two-dimensional figures. 3. Identify, apply, and describe congruent figures 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Find the area of right (also acute and obtuse) triangles by composing into rectangles. 2. Find the area of right (also acute and obtuse) triangles decomposing into triangles and other shapes. 3. Find the area of special quadrilaterals by composing into rectangles. 4. Find the area of special quadrilaterals by decomposing into triangles and other 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Measure lengths (to the nearest eighth of an inch or centimeter) . 2. Draw polygons in the coordinate plane given coordinates for the vertices. 3. Use the coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. 4. Apply these techniques 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths. 2. Show that the volume is the same as would be found by multiplying the edge lengths of the prism. 3. Apply the formulas $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Represent three-dimensional figures using nets made up of rectangles and triangles. 2. Use the nets to find the surface area of these figures. 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Apply these techniques in the context of solving real-world and mathematical problems.

	<p>shapes.</p> <p>5. Find the area of polygons by composing into rectangles</p> <p>6. Find the area of polygons by decomposing into triangles and other shapes.</p>	<p>in the context of solving real-world and mathematical problems.</p>	<p>solving real-world and mathematical problems.</p>		
<p>Critical Vocabulary Geometric Elements Two-Dimensional</p>	<p>Critical Vocabulary Area Polygons Complex Figures</p>	<p>Critical Vocabulary Measurement Complex Figures</p>	<p>Critical Vocabulary Volume Rectangular Prisms 3-dimensional</p>	<p>Critical Vocabulary 3-dimensional Surface Area</p>	<p>Critical Vocabulary Real World</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>
<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative</p>	<p>Balanced Assessment: Formative Flip boards, exit slips, observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter</p>

<p>Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Summative</p> <p>Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed</p> <p>Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/?page=instructpowerpoint.htm</p> <p>www.aaamath.com</p>	<p>Resources Needed</p> <p>Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/?page=instructpowerpoint.htm</p> <p>www.aaamath.com</p>	<p>Resources Needed</p> <p>Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/?page=instructpowerpoint.htm</p> <p>www.aaamath.com</p>	<p>Resources Needed</p> <p>Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/?page=instructpowerpoint.htm</p> <p>www.aaamath.com</p>	<p>Resources Needed</p> <p>Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/?page=instructpowerpoint.htm</p> <p>www.aaamath.com</p>	<p>Resources Needed</p> <p>Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites</p> <p>www.studyisland.com</p> <p>www.aplusmath.com</p> <p>www.lesington1.net/technology/?page=instructpowerpoint.htm</p> <p>www.aaamath.com</p>

--	--	--	--	--	--

Weeks 31-33			Weeks 34-36		
Unit/Topic Statistics/Data			Unit/Topic Review Content		
<p style="text-align: center;">In this section IDENTIFY Common Core Standards</p> <p style="text-align: center;">CC.6.SP.1, CC.6.SP.2, CC.6.SP.3, CC.6.SP.4, CC.6.SP.5</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p> <p style="text-align: center;">CC.6.SP.4 (8 to 6) – Data representations</p>			<p style="text-align: center;">In this section IDENTIFY Common Core Standards</p> <p style="text-align: center;">All</p> <p style="text-align: center;"><i>IDENTIFY GAPS for Math/Literacy in this section. These topics/skills need to be taught for 2 – 3 years to avoid gaps in student learning.</i></p>		
CURRICULUM			CURRICULUM		
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify Sub-Topics Central Tendency	Identify Sub-Topics Data Displays	Identify Sub-Topics Analyze and Describe relationships with the data.	Identify Sub-Topics Reteaching	Identify Sub-Topics CATS Testing	Identify Sub-Topics Cats Testing

<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Understand and give examples of statistical questions. 2. Explain the variability of the anticipated data. 3. Understand measures of center (median and mean). 4. Understand measure of spread (variation). 5. Describe the overall shape of the data set. 6. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number. 7. Understand that 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Display numerical data in plots on a number line. 2. Display numerical data on dot plots. 3. Display numerical data on histograms. 4. Display numerical data on box plots. 5. Summarize numerical data sets in relation to their context. 6. Describe the units of measurement/nature of the attribute under investigation. 7. Give quantitative measures of center (median and /or mean). 	<p>I CAN STATEMENTS:</p> <ol style="list-style-type: none"> 1. Describe any overall pattern from the overall pattern with reference to the context in which the data were gathered. 2. Describe any striking deviations from the overall pattern with reference to the context in which the data were gathered. 3. Relate the choice of measures of center to the shape of the data distribution. 4. Relate the choice of measures of center to the context in which 	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p>	<p>I CAN STATEMENTS:</p>

<p>a measure of variation describes how its values vary with a single number.</p>	<p>8. Give quantitative measures of variability (interquartile range and/or mean absolute deviation).</p>	<p>the data were gathered.</p> <p>5. Relate the variability to the shape of the data distribution.</p> <p>6. Relate the variability to the context in which the data were gathered</p>			
<p>Critical Vocabulary Mean Median Mode Range Variation</p>	<p>Critical Vocabulary Line Graph Bar Graph Venn Diagram Dot Plot Histogram Box Plot Circle Graph Quantative Measures Interquartile Range Mean/Absolute Deviation</p>	<p>Critical Vocabulary Deviations Data Distributions</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>	<p>Critical Vocabulary</p>
<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>	<p>Suggested Strategies/Activities</p>
<p>Balanced Assessment: Formative Flip boards, exit slips,</p>	<p>Balanced Assessment: Formative Flip boards, exit slips,</p>	<p>Balanced Assessment: Formative Flip boards, exit slips,</p>	<p>Balanced Assessment: Formative Flip boards, exit slips,</p>	<p>Balanced Assessment: Formative Flip boards, exit slips,</p>	<p>Balanced Assessment: Formative Flip boards, exit slips,</p>

<p>observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>	<p>observation checklists, journal writing, oral questioning, homework, and bell-ringers.</p> <p>Summative Quizzes, mid-chapter test, open response questions, short answer responses and unit exams</p> <p>Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts..)</p>
<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>	<p>Resources Needed Crosswalk Coach Buckle Down Pearson Textbook Pearson Workbook</p> <p>Websites www.studyisland.com www.aplusmath.com www.lesington1.net/technology/?page=instructpowerpoint.htm www.aaamath.com</p>

--	--	--	--	--	--