**6th Grade Standard**

**Instructional Plan 2014-2015**

**Mathematics Instructional Plan Writing Committee**

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We would like to express our appreciation for the time, effort and expertise contributed to the writing of the secondary Mathematics Instructional Plans by our team of Seminole County math teachers.

**Purpose:**

The purpose of the Seminole County Public Schools Instructional Plan is to present an organized, responsible strategy of Benchmark presentation that incorporates Math Florida Standards (MAFS) while using the Springboard Course 1 Textbook. This document will serve as a guide for teachers of mathematics. Latitude in the execution of this document shall be determined by a school rather than by an individual teacher.

**Goals:**

* To establish a classroom environment that values mathematical student discourse
* To engage students in cognitively challenging mathematical tasks
* To promote discussions that focus on student thinking, reasoning, problem solving and student presentation
* To build on student thinking while ensuring the discussion remains focused on the mathematical ideas of the lesson
* Employ questioning techniques that require students to justify, defend and support their ideas

**Instructional Plan Caveats:**

* Suggested practice corresponds to the associated lesson and left at the discretion of the instructor to be used as additional practice or assignment. Problems within the suggested pages may be exhausted or selected for targeted skills.
* Descriptions of the Mathematical Practices can be found on pages 3 – 4. Teachers are encouraged to embed the Questions to Develop Mathematical Thinking on pages 5 – 6 in their daily lessons.
* Learning goals and scales can be accessed through the hyperlinks within the Instructional Plan.
* Each learning scale will include links for formative assessment tasks that teachers are encouraged to use while students are progressing through the learning scale.
* Extended time has been allocated for authentic assessment tasks. Recommendations are made within the instructional plan to include summative assessments and review, authentic assessments, as well as culminating tasks (Amplify projects). District training will be provided on successful implementation of the Amplify projects throughout the year.
* Teachers are encouraged to use appropriate questioning strategies to fully address the instructional standards and expectations, by paying attention to the recommended caveats included throughout the IP to include discussion that may not be included as part of the textbook.
* When drafting your diagnostic, target the standards taught in Units 1 and 2, in particular those that address 5th Grade Standards. If students show mastery in these standards the time allotted in these units can be reduced to allow more time for later units.
* Please look ahead and plan accordingly for time and copy needs that may arise throughout this year so that all MAFS standards are thoroughly addressed.
* Due to the fact that we do not have Test Item Specifications at this time the targeted Mathematical Practices for each unit are a projection.
* Common Assessments need to be readdressed by PLCs to fit the new units and fully address the standards.
* **Each unit will include at least one learning goal listed under the unit heading. The learning goals and scales correspond to the grade/level specific clusters as defined by the MAFS.**
* **The learning goals and scales are a work in progress and may be modified as needed. They are meant to be a starting point for PLCs to use as they customize the learning goals and scales to best demonstrate student learning.**

**Test Items Specifications:** [fsassessments.org](http://fsassessments.org/)

**STANDARDS FOR MATHEMATICAL PRACTICE**

**1. (MAFS.K12.MP.1.1) Make sense of problems and persevere in solving them.**

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, “Does this make sense?” They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

**2. (MAFS.K12.MP.2.1) Reason abstractly and quantitatively.**

Mathematically proficient students make sense of quantities and their relationships in problem situations. They bring two complementary abilities to bear on problems involving quantitative relationships: the ability to *decontextualize*—to abstract a given situation and represent it symbolically and manipulate the representing symbols as if they have a life of their own, without necessarily attending to their referents—and the ability to *contextualize*, to pause as needed during the manipulation process in order to probe into the referents for the symbols involved. Quantitative reasoning entails habits of creating a coherent representation of the problem at hand; considering the units involved; attending to the meaning of quantities, not just how to compute them; and knowing and flexibly using different properties of operations and objects.

**3. (MAFS.K12.MP.3.1) Construct viable arguments and critique the reasoning of others.**

Mathematically proficient students understand and use stated assumptions, definitions, and previously established results in constructing arguments. They make conjectures and build a logical progression of statements to explore the truth of their conjectures. They are able to analyze situations by breaking them into cases, and can recognize and use counterexamples. They justify their conclusions, communicate them to others, and respond to the arguments of others. They reason inductively about data, making plausible arguments that take into account the context from which the data arose. Mathematically proficient students are also able to compare the effectiveness of two plausible arguments, distinguish correct logic or reasoning from that which is flawed, and—if there is a flaw in an argument—explain what it is. Elementary students can construct arguments using concrete referents such as objects, drawings, diagrams, and actions. Such arguments can make sense and be correct, even though they are not generalized or made formal until later grades. Later, students learn to determine domains to which an argument applies. Students at all grades can listen or read the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the arguments.

**4. (MAFS.K12.MP.4.1) Model with mathematics.**

Mathematically proficient students can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace. In early grades, this might be as simple as writing an addition equation to describe a situation. In middle grades, a student might apply proportional reasoning to plan a school event or analyze a problem in the community. By high school, a student might use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another. Mathematically proficient students who can apply what they know are comfortable making assumptions and approximations to simplify a complicated situation, realizing that these may need revision later. They are able to identify important quantities in a practical situation and map their relationships using such tools as diagrams, two-way tables, graphs, flowcharts and formulas. They can analyze those relationships mathematically to draw conclusions. They routinely interpret their mathematical results in the context of the situation and reflect on whether the results make sense, possibly improving the model if it has not served its purpose.

**5. (MAFS.K12.MP.5.1) Use appropriate tools strategically.**

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools might be helpful, recognizing both the insight to be gained and their limitations. For example, mathematically proficient high school students analyze graphs of functions and solutions generated using a graphing calculator. They detect possible errors by strategically using estimation and other mathematical knowledge. When making mathematical models, they know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts.

**6. (MAFS.K12.MP.6.1) Attend to precision.**

Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning. They state the meaning of the symbols they choose, including using the equal sign consistently and appropriately. They are careful about specifying units of measure, and labeling axes to clarify the correspondence with quantities in a problem. They calculate accurately and efficiently, express numerical answers with a degree of precision appropriate for the problem context. In the elementary grades, student’s give carefully formulated explanations to each other. By the time they reach high school they have learned to examine claims and make explicit use of definitions.

**7. (MAFS.K12.MP.7.1) Look for and make use of structure.**

Mathematically proficient students look closely to discern a pattern or structure. Young students, for example, might notice that three and seven more is the same amount as seven and three more, or they may sort a collection of shapes according to how many sides the shapes have. Later, students will see 7 × 8 equals the well-remembered 7 × 5 + 7 × 3, in preparation for learning about the distributive property. In the expression *x*2 + 9*x* + 14, older students can see the 14 as 2 × 7 and the 9 as 2 + 7. They recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems. They also can step back for an overview and shift perspective. They can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects. For example, they can see 5 – 3(*x* – *y*) 2 as 5 minus a positive number times a square and use that to realize that its value cannot be more than 5 for any real numbers *x* and *y*.

**8. (MAFS.K12.MP.8.1) Look for and express regularity in repeated reasoning.**

Mathematically proficient students notice if calculations are repeated, and look both for general methods and for shortcuts. Upper elementary students might notice when dividing 25 by 11 that they are repeating the same calculations over and over again, and conclude they have a repeating decimal. By paying attention to the calculation of slope as they repeatedly check whether points are on the line through (1, 2) with slope 3, middle school students might abstract the equation (*y* – 2)/(*x* – 1) = 3. Noticing the regularity in the way terms cancel when expanding (*x* – 1)(*x* + 1), (*x* – 1)(*x*2 + *x* + 1), and (*x* – 1)(*x*3 + *x*2 + *x* + 1) might lead them to the general formula for the sum of a geometric series. As they work to solve a problem, mathematically proficient students maintain oversight of the process, while attending to the details. They continually evaluate the reasonableness of their intermediate results.

| **Summary of Standards for Mathematical Practice** | **Questions to Develop Mathematical Thinking** |
| --- | --- |
| **1. Make sense of problems and persevere in solving them.** |
| * Interpret and make meaning of the problem to find a starting point. Analyze what is given in order to explain to them the meaning of the problem.
* Plan a solution pathway instead of jumping to a solution.
* Monitor their progress and change the approach if necessary.
* See relationships between various representations.
* Relate current situations to concepts or skills previously learned and connect mathematical ideas to one another.
* Continually ask them, “Does this make sense?” Can understand various approaches to solutions.
 | * How would you describe the problem in your own words?
* How would you describe what you are trying to find?
* What do you notice about...?
* What information is given in the problem?
* Describe the relationship between the quantities.
* Describe what you have already tried. What might you change?
* Talk me through the steps you’ve used to this point.
* What steps in the process are you most confident about?
* What are some other strategies you might try?
* What are some other problems that are similar to this one?
* How might you use one of your previous problems to help you begin?
* How else might you organize...represent... show...?
 |
| **2. Reason abstractly and quantitatively.** |
| * Make sense of quantities and their relationships.
* Decontextualize (represent a situation symbolically and manipulate the symbols) and contextualize (make meaning of the symbols in a problem) quantitative relationships.
* Understand the meaning of quantities and are flexible in the use of operations and their properties.
* Create a logical representation of the problem.
* Attends to the meaning of quantities, not just how to compute them.
 | * What do the numbers used in the problem represent?
* What is the relationship of the quantities?
* How is \_\_\_\_\_\_\_ related to \_\_\_\_\_\_\_\_?
* What is the relationship between \_\_\_\_\_\_and \_\_\_\_\_\_?
* What does\_\_\_\_\_\_\_mean to you? (e.g. symbol, quantity, diagram)
* What properties might we use to find a solution?
* How did you decide in this task that you needed to use...?
* Could we have used another operation or property to solve this task? Why or why not?
 |
| **3. Construct viable arguments and critique the reasoning of others.** |
| * Analyze problems and use stated mathematical assumptions, definitions, and established results in constructing arguments.
* Justify conclusions with mathematical ideas.
* Listen to the arguments of others and ask useful questions to determine if an argument makes sense.
* Ask clarifying questions or suggest ideas to improve/revise the argument.
* Compare two arguments and determine correct or flawed logic.
 | * What mathematical evidence would support your solution?
* How can we be sure that...? / How could you prove that...?
* Will it still work if...?
* What were you considering when...?
* How did you decide to try that strategy?
* How did you test whether your approach worked?
* How did you decide what the problem was asking you to find? (What was unknown?)
* Did you try a method that did not work? Why didn’t it work? Would it ever work? Why or why not?
* What is the same and what is different about...?
* How could you demonstrate a counter-example?
 |
| **4. Model with mathematics.** |
| * Understand this is a way to reason quantitatively and abstractly (able to decontextualize and contextualize).
* Apply the mathematics they know to solve everyday problems.
* Are able to simplify a complex problem and identify important quantities to look at relationships.
* Represent mathematics to describe a situation either with an equation or a diagram and interpret the results of a mathematical situation.
* Reflect on whether the results make sense, possibly improving/revising the model.
* Ask them, “How can I represent this mathematically?”
 | * What number model could you construct to represent the problem?
* What are some ways to represent the quantities?
* What is an equation or expression that matches the diagram, number line..., chart..., table..?
* Where did you see one of the quantities in the task in your equation or expression?
* How would it help to create a diagram, graph, and table...?
* What are some ways to visually represent...?
* What formula might apply in this situation?
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| **5. Use appropriate tools strategically.** |
| * Use available tools recognizing the strengths and limitations of each Unit
* Use estimation and other mathematical knowledge to detect possible errors.
* Identify relevant external mathematical resources to pose and solve problems.
* Use technological tools to deepen their understanding of mathematics.
 | * What mathematical tools could we use to visualize and represent the situation?
* What information do you have?
* What do you know that is not stated in the problem?
* What approach are you considering trying first?
* What estimate did you make for the solution?
* In this situation would it be helpful to use...a graph..., number line..., ruler..., diagram..., calculator..., manipulative?
* Why was it helpful to use...?
* What can using a \_\_\_\_\_\_ show us that \_\_\_\_\_may not?
* In what situations might it be more informative or helpful to use...?
 |
| **6. Attend to precision.** |
| * Communicate precisely with others and try to use clear mathematical language when discussing their reasoning.
* Understand the meanings of symbols used in mathematics and can label quantities appropriately.
* Express numerical answers with a degree of precision appropriate for the problem context.
* Calculate efficiently and accurately.
 | * What mathematical terms apply in this situation?
* How did you know your solution was reasonable?
* Explain how you might show that your solution answers the problem.
* What would be a more efficient strategy?
* How are you showing the meaning of the quantities?
* What symbols or mathematical notations are important in this problem?
* What mathematical language...,definitions..., properties can you use to explain...?
* How could you test your solution to see if it answers the problem?
 |
| **7. Look for and make use of structure.** |
| * Apply general mathematical rules to specific situations.
* Look for the overall structure and patterns in mathematics.
* See complicated things as single objects or as being composed of several objects.
 | * What observations do you make about...?
* What do you notice when...?
* What parts of the problem might you eliminate.., simplify..?
* What patterns do you find in...?
* How do you know if something is a pattern?
* What ideas that we have learned before were useful in solving this problem?
* What are some other problems that are similar to this one?
* How does this relate to...?
* In what ways does this problem connect to other mathematical concepts?
 |
| **8. Look for and express regularity in repeated reasoning.** |
| * See repeated calculations and look for generalizations and shortcuts.
* See the overall process of the problem and still attend to the details.
* Understand the broader application of patterns and see the structure in similar situations.
* Continually evaluate the reasonableness of their intermediate results
 | * Explain how this strategy works in other situations?
* Is this always true, sometimes true or never true?
* How would we prove that...?
* What do you notice about...?
* What is happening in this situation?
* What would happen if...?
* Is there a mathematical rule for...?
* What predictions or generalizations can this pattern support?
* What mathematical consistencies do you notice?
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| **FIRST QUARTER (August 11 – October 9)**  | **42 DAYS** |
| **Topic/Assessment** | **Dates Covered** | **Approximate # of Days** |
| Policies & Procedures |  | 3 |
| Unit 1 – Number Concepts  |  | 12 |
| Unit 2 – Operations with Rational Numbers (Part I) |  | 23 |
| District Assessment (2 days), 9 Weeks Exams (2 days) |  | 4 |
|  |
| **SECOND QUARTER (October 13 – December 18)**  | **46 DAYS** |
| **Topic/Assessment** | **Dates Covered** | **Approximate # of Days** |
| Unit 2 – Operations with Rational Numbers (Part II) |  | 7 |
| Unit 2.5– Integer Concepts |  | 14 |
| Unit 3 – Linear Patterns |  | 20 |
| District Assessment (2 days); 9 Weeks Exams (3 days) |  | 5 |
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| **THIRD QUARTER (January 6 – March 12)** | **46 DAYS** |
| **Topic/Assessment** | **Dates Covered** | **Approximate # of Days** |
| Unit 4 – Ratios and Rates |  | 24 |
| Unit 5 – Geometry |  | 18 |
| District Assessment (2 days); FSA ELA/Writing (1 day); 9 Weeks Exams (1 day) |  | 4 |
|   |
| **FOURTH QUARTER (March 23 – May 27)**  | **46 DAYS** |
| **Topic/Assessment** | **Dates Covered** | **Approximate # of Days** |
| Unit 6 – Data Analysis (Part I) |  | 14 |
| Unit 6 – Data Analysis (Part II) |  | 17 |
| State Test Review (3 days); FSA Tests (7 days); Cumulative Review (2 days); 9 Weeks Exams (3 days) |  | 15 |

*\*Please note that the suggested number of instructional days per unit and quarter are designed to be a guide. Teachers are encouraged to work within their schools and their PLCs to make the most appropriate timing decisions for their students.\**

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| **Unit 1: Number Concepts**  |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 6.NS.2.2 | Fluently divide multi-digit numbers using the standard algorithm. | 6, 7 |
| 6.NS.2.4 | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers with no common factor. | 2, 6, 7 |
| 6.EE.1.1 | Write and evaluate numerical expressions involving whole-number exponents. | 8 |
| **Learning Goal and Scale**[**606:** Compute fluently with multi-digit numbers and find common factors and multiples.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/606.docx)**Instructional Strategies & Misconceptions*** Stress the importance of conversion between fractions and decimals by using division or place value. Common error is ¼ = 1.4 or 0.14 versus 1÷ 4 = 0.25.
* Ensure understanding that fractions can be compared using like denominators as well as like numerators; use fraction tiles if needed.
* When rounding to the tenths place, remind students to divide to the hundredths place
* The word *about* means to estimate the answer, concentrate on helpful math vocabulary.
* Use close read to dissect story problems.
* Strategy using foldable/graphic organizer
 |
| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. | **Related 4th Grade Standards Summary:*** Find all factor pairs for a whole number in the range 1-100.
* Recognize that a whole number is a multiple of each of its factors.
* Determine whether a given whole number in the range 1-100 is prime or composite.

**Related 5th Grade Standards Summary:*** Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.
* Use place value understanding to round decimals to any place.
* Interpret a fraction as division of the numerator by the denominator.
 |
| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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| **FIRST QUARTER** |
| **Unit 1: Number Concepts** |
| **Learning Goal** | [**606:** *Compute fluently with multi-digit numbers and find common factors and multiples.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/606.docx) | **Suggested # of Days** | **15** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 3 |  | Policies and Procedures Diagnostic Test (Blackboard) |  |  |
| 1 | 6.NS.2.26.NS.2.46.EE.1.1 | Unpacking Embedded Assessment 1 (page 23) | Getting Ready p. 2 (1-9) |  |
| 1 | 6.NS.2.4 | * 1. Prime and Composite Numbers
	2. Mini Lesson – Finding Factors

1.1 Mini Lesson – Prime and Composite | p. 57 (1-8) |  |
| 2 | 6.NS.2.2 | 1.2 Divisibility Rules | p. 14 (1-2), p. 57 (9-10)p. 14 (3-7), p. 57 (11-13)p. 14 (8), p. 57 (14) |  |
| 1.5 | 6.EE.1.1 | 1.3 Prime Factorization (\*\*In order to address 6.EE.1.1 emphasize writing expressions in exponential form.) | p. 16 (1-6)p. 57 (15-19) |  |
| 1.5 | 6.NS.2.2 | Review Division Algorithm |  |  |
| 4 | 6.NS.2.4 | 1.4 Using Prime Factors(2 days GCF and 2 days LCM) | p. 22 (1-2), p. 57 (20-22)p. 22 (3-7), p. 57 (23-25)p. 22 (8-11), p. 57 (26-30) |  |
| 1 | 6.NS.2.26.NS.2.46.EE.1.1 | Embedded Assessment 1 (page 23) ORPLC Created Quiz |  |  |

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| **Unit 2: Operations & Rational Numbers**  |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 5.NF.1.1 | Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators.  | 6,7 |
| 5.NF.1.2 | Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.  | 6,7 |
| 5.NF.2.4 | Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  | 6,7 |
| 5.NF.2.6 | Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  | 1 |
| 6.NS.1.1 | Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem.  | 4,6 |
| 6.NS.2.3 | Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.  | 6,7 |
| 6.NS.2.4 | Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. 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.  | 6,7 |
| 6.EE.1.3 | Apply the properties of operations to generate equivalent expressions.  | 7 |
| **Learning Goal and Scale**[**605:** Apply and extend previous understandings of multiplication and division to divide fractions by fractions.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/605.docx)[**601:** Apply and extend previous understandings of arithmetic to algebraic expressions.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/601.docx)**Instructional Strategies & Misconceptions*** When subtracting mixed numbers, regroup properly or change to improper fractions.
* Before multiplying and dividing mixed or whole numbers, rewrite all as improper fractions.
* Emphasize that a change in decimal must be exactly the same between the divisor and dividend.
* Students should rewrite a repeating decimal such that the bar is placed over only those digits that repeat.
* In vertical work, students might prefer graph paper for visual spatial work to prevent alignment errors.
* **Emphasis:** Do not teach PEMDAS for Order of Operations. Teach it as a four step Order of Operation system. Parentheses and other grouping (i.e. absolute value which they will learn in 7th grade) are all done in the first step. Multiplying is not always before dividing. Adding is not always before subtracting. Each step should be done in order from left to right in the expression.
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| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. | **Related 5th Grade Standards Summary:*** Add and subtract fractions with unlike denominators (including mixed numbers).
* Apply/extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
* Apply/extend previous understandings of division to divide unit fractions by a whole number and whole numbers by unit fractions.
* Solve word problems involving addition, subtraction, multiplication, and division fractions (see above).
* Add, subtract, multiply, and divide decimals to hundredths.
* Use parentheses, brackets, or braces in numerical expressions; evaluate expressions with these symbols.
 |
| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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| **FIRST QUARTER** |
| **Unit 2: Operations with Rational Numbers (Part I)** |
| **Learning Goal** | [**605:** *Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/605.docx)[**601:** *Apply and extend previous understandings of arithmetic to algebraic expressions.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/601.docx) | **Suggested # of Days** | **23****(4)** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 1 | 6.NS.2.4 | 1.5 Comparing and Ordering Fractions | p. 32 (1-4), p. 58 (31-34)p. 32 (5-9), p. 58 (35-39) | These are fluency standards from 5th grade and are meant as a quick review using pages and problems at teacher discretion. |
| 1.5 | 5.NF.1.15.NF.1.2 | 2.1 Adding and Subtracting Fractions | p. 72 (1-3), p. 133 (1-2)p. 72 (4-6), p. 133 (3-5) |
| 1.5 | 2.2 Adding and Subtracting Mixed Numbers | p. 80 (1-3), p. 133 (6-8)p. 80 (4-7), p. 133-134 (9-11) |
| 1 |  | Unpacking Embedded Assessment 2 (page 95) | Getting Ready p. 66 (1-8) |  |
| 2 | 5.NF.2.45.NF.2.6 | 2.3 Multiplying Fractions and Mixed Numbers | p. 86 (1-3), p. 134 (12-15)p. 86 (4-6), p. 134 (16-18) |  |
| 2 | 6.NS.1.1 | 2.4 Dividing Fractions and Mixed Numbers | p. 90 (1-3), p. 134 (19-21)p. 90 (4-7), p. 134 (22-26) |  |
| 2 | 2.5 Multiplying and Dividing Fractions and Mixed Numbers | p. 94 (1-8), p. 135 (27-35) |  |
| 1 | Embedded Assessment 2 (page 95) ORPLC Created Quiz |  |  |
| 1 |  | Unpacking Embedded Assessment 3 (page 131) |  |  |
| 2 | 6.NS.2.3 | 2.6 Add, Subtract, and Multiply Decimals | p. 102 (1-3), p. 135 (36-37)p. 102 (4-5), p. 135 (38-39)p. 102 (6-8), p. 135 (40-41) |  |
| 3 | 2.7 Dividing Decimals | p. 110 (1-3), p. 136 (42-43)p. 110 (4-5), p. 136 (44-46)p. 110 (6-8), p. 136 (47-50) |  |
| 5 | 6.NS.1.16.NS.2.3 | Amplify Project -A Platform to Stand On AND/ORSpiral Review/Assessment |  | **Resources found on Amplify Website** |
| 4 |  | District Assessments9 Weeks Exam |  |  |

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| **SECOND QUARTER** |
| **Unit 2: Operations with Rational Numbers (Part II)** |
| **Learning Goal** | [**605:** *Apply and extend previous understandings of multiplication and division to divide fractions by fractions.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/605.docx)[**601:** *Apply and extend previous understandings of arithmetic to algebraic expressions.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/601.docx) | **Suggested # of Days** | **7** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 3 | 6.EE.1.2c | 2.9 Order of Operations | p. 122 (1-6), p.122 (7-12) | (\*Include expressions where a variable is substituted and order of operations is applied. 6.EE.1.2c) |
| 3 | 6.EE.1.3 | 2.10 Mathematical Properties of Operations | p. 130 (1-5), p. 137 (59-62)p. 130 (6-8), p. 137 (63-64) | (\*Include identifying when two expressions are equivalent after a mathematical property is applied. 6.EE.1.4) |
| 1 | 6.NS.1.16.NS.2.36.EE.1.2c6.EE1.3 | Embedded Assessment 3 (page 131)PLC Created Quiz |  |  |

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| **Unit 2.5: Integer Concepts** |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 6.NS.3.5 | Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | 2,5 |
| 6.NS.3.6 | Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., –(–3) = 3, and that 0 is its own opposite. b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane  | 5,8 |
| 6.NS.3.7 | Understand ordering and absolute value of rational numbers. a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *F*b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. d. Distinguish comparisons of absolute value from statements about order.  | 2,3,5 |
| 6.NS.3.8 | Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.  | 1,2,5 |
| **Learning Goal and Scale**[**607:** Apply and extend previous understandings of numbers to the system of rational numbers.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/607.docx)**Instructional Strategies & Misconceptions*** Distinguish between credits and debits as students often misinterpret positive/negative values because of preconceived ideas about debit and credit cards.
* Use real-world examples when introducing an expression like –(-4), such as taking away a debt of $4. Also use terminology of “the opposite of an opposite” rather than “negative negative” or a double negative.
* Make it a point to discuss that a negative in front of a number and a “minus sign” in front of a number mean the SAME thing.
* Emphasize that absolute value represents distance from zero (or origin) NOT “opposite sign” or “the number is always positive.”
* Zero is its own opposite and does not have a sign; zero is an integer, but not a whole number.
* Students often confuse the meaning of *x* and *y* in an ordered pair.
* Introduce graphing points in the coordinate plane in real-world context where the axes have meaning so that they do not walk away with the misconception that the *x*-value has to be plotted first followed by the *y*-value. This misconception creates confusion in future grades when they learn slope.
 |
| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. |  **Related 5th Grade Standards Summary:*** Understand a rational number as a point on the number line.
* Use a pair of perpendicular number lines, called axes, to define the coordinate system.
* Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

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| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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| **SECOND QUARTER** |
| **Unit 2.5: Integer Concepts** |
| **Learning Goal** | [**607:** *Apply and extend previous understandings of numbers to the system of rational numbers.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/607.docx) | **Suggested # of Days** | **14** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 2 | 6.NS.3.56.NS.3.6a6.NS.3.7c | 1.8 Introduction to Integers  | Pg. 45-50 (1-13) |  |
| 2 | 6.NS.3.6a | Understanding Opposites |  | **EngageNY Grade 6 – Module 3****Topic A: Lesson 4 –** [**TV**](https://www.engageny.org/file/41176/download/math-g6-m3-topic-a-lesson-4-teacher.pdf?token=8wvhxJVpd87gaOrIDDTdPzvbw8q6aPF0OOesBdMyMgA) **and** [**SV**](https://www.engageny.org/file/41171/download/math-g6-m3-topic-a-lesson-4-student.pdf?token=9cIeEy1OCYZDgBFHnBbbdQjLZb_BxF0rPJWzS7imKS8)**Topic A: Lesson 5 –** [**TV**](https://www.engageny.org/file/41211/download/math-g6-m3-topic-a-lesson-5-teacher.pdf?token=Mju0oEcjGpwIm6z_u11k9zjVuIuclvQgPhG7el_Okjc) **and** [**SV**](https://www.engageny.org/file/41201/download/math-g6-m3-topic-a-lesson-5-student.pdf?token=_QJRxd-FcTbckYdmngHY0HaCph2YbicOTsh1AHQhg9c) |
| 3 | 6.NS.3.6c6.NS.3.7 | Order and Absolute Value*(The number of days allocated does not match the number of lessons recommended from the EngageNY module. Teachers are encouraged to use discretion in selecting appropriate components of the recommended lessons.)* |  | **EngageNY Grade 6 – Module 3****Topic B: Lesson 10 –** [**TV**](https://www.engageny.org/file/41536/download/math-g6-m3-topic-b-lesson-10-teacher.pdf?token=iKD_whHZAmVYnhldop7H9McCTGMj6YlkMXGuHIxLDUs) **and** [**SV**](https://www.engageny.org/file/41531/download/math-g6-m3-topic-b-lesson-10-student.pdf?token=fpfPnm67LYZnYuO3_fx85oghNCfYnwXgBuEWgnopaU4)**Topic B: Lesson 11 –** [**TV**](https://www.engageny.org/file/41656/download/math-g6-m3-topic-b-lesson-11-teacher.pdf?token=9M_ySP0zhjavb_p4VR73SQBMxQdOBedbS4rMIGkUGsc) **and** [**SV**](https://www.engageny.org/file/41646/download/math-g6-m3-topic-b-lesson-11-student.pdf?token=5FCb9WKgSAK1JPKr_-4hyu31aRGxSh4hVuQfwLgpACc)**Topic B: Lesson 12 –** [**TV**](https://www.engageny.org/file/41701/download/math-g6-m3-topic-b-lesson-12-teacher.pdf?token=4KbVd-SAFbtA8V8unAcxyrssFeex88th64pYFmMMPcc) **and** [**SV**](https://www.engageny.org/file/41696/download/math-g6-m3-topic-b-lesson-12-student.pdf?token=OmGjKLy_cGx6OruSDamn7EiIgsclz51jQhZB0W_3qe8)**Topic B: Lesson 13 –** [**TV**](https://www.engageny.org/file/41746/download/math-g6-m3-topic-b-lesson-13-teacher.pdf?token=RwokpZ4ScNZ8amiRkOfcaORhwariqrvGZtmUZzsFbjI) **and** [**SV**](https://www.engageny.org/file/41741/download/math-g6-m3-topic-b-lesson-13-student.pdf?token=GM2FieqDcBA0W51R7JoyhIJj2n7wYaLpXTqouFgS8jA)  |
| 3 | 6.NS.3.6b6.NS.3.6c6.NS.3.8 | Rational Numbers and the Coordinate Plane*(The number of days allocated does not match the number of lessons recommended from the EngageNY module. Teachers are encouraged to use discretion in selecting appropriate components of the recommended lessons.)* |  | **EngageNY Grade 6 – Module 3****Topic C: Lesson 15 –** [**TV**](https://www.engageny.org/file/41846/download/math-g6-m3-topic-c-lesson-15-teacher.pdf?token=dA_WlZrJ4ZEzpNF1ghTjz21hXT9HQ0VRnrbQeJr-3AE) **and** [**SV**](https://www.engageny.org/file/41841/download/math-g6-m3-topic-c-lesson-15-student.pdf?token=9JZ-V7anf7rKth8uv4tqANkefAGY6SWn9Xr4fWLolwU)**Topic C: Lesson 17 –** [**TV**](https://www.engageny.org/file/41951/download/math-g6-m3-topic-c-lesson-17-teacher.pdf?token=i2wEn2SLn_1PwTyORb606OynnfN3bE9hwFmoQNAEjIo) **and** [**SV**](https://www.engageny.org/file/41946/download/math-g6-m3-topic-c-lesson-17-student.pdf?token=y_nLbJA8tYa7DdEX_7oW6Kw592lx8Jr-bwvyHsE5BiY)**Topic C: Lesson 18 –** [**TV**](https://www.engageny.org/file/41986/download/math-g6-m3-topic-c-lesson-18-teacher.pdf?token=jE_nHoYB4kgdxRfT2h8heR_sNDj4PADu7m4I812TPEU) **and** [**SV**](https://www.engageny.org/file/41981/download/math-g6-m3-topic-c-lesson-18-student.pdf?token=Tj53LxrFVvyJL99XsnZc-s6LnaWWGiwipKnF-F4e9VY)**Topic C: Lesson 19 –** [**TV**](https://www.engageny.org/file/42026/download/math-g6-m3-topic-c-lesson-19-teacher.pdf?token=cg3V3Dq5WdCGmWqybWSBE3IPxJLuAObB-k24vSTeB38) **and** [**SV**](https://www.engageny.org/file/42021/download/math-g6-m3-topic-c-lesson-19-student.pdf?token=t2AZLP1SvWcUyRZQwnq3f_jChTuub_t5-gE9GEWVm0U) |
| 4 | 6.NS.3.56.NS.3.66.NS.3.76.NS.3.8 | Integer Application Supplement AND/ORReview and PLC Created Unit Assessment |  | **(Blackboard Resources)**[**Real World Applications Part 1 - SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_2.5_real_world_integers1_student.docx)[**Real World Applications Part 1 - TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_2.5_real_world_integers1_teacher.docx)[**Real World Applications Part 2 - SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_2.5_real_world_integers2_student.docx)[**Real World Applications Part 2 - TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_2.5_real_world_integers2_teacher.docx) |

***\*TV = “Teacher Version”***

***\*SV = “Student Version”***

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| **Unit 3:** **Linear Equations** |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 6.EE.1.2 | Write, read, and evaluate expressions involving whole-number exponents.a. Write expressions that record operations with numbers and with letters standing for numbers. b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).  | 7,8 |
| 6.EE.1.3 | Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them).  | 8 |
| 6.EE.2.5 | Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.  | 5,6 |
| 6.EE.2.6 | Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set.  | 2,6,7 |
| 6.EE.2.7 | Solve real-world and mathematical problems by writing and solving equations of the form x + p = q and px = q for cases in which p, q and x are all non-negative rational numbers.  | 1,2,6,7 |
| 6.EE.2.8 | Write an inequality of the form x > c or x < c to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form x > c or x < c have infinitely many solutions; represent solutions of such inequalities on number line diagrams.  | 2,6,7 |
| 6.EE.3.9 | Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.  | 2,4,6,8 |
| **Learning Goal and Scale**[**601:** Apply and extend previous understandings of arithmetic to algebraic expressions.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/601.docx)[**602:** Reason about and solve one-variable equations and inequalities.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/602.docx)[**603:** Represent and analyze quantitative relationships between dependent and independent variables.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/603.docx)**Instructional Strategies & Misconceptions*** Distinguish between algebraic expressions and algebraic equations.
* Reinforce inverse operations when solving equations.
* A strategy to use for solving multistep equations would be to teach the order of operations backwards.
 |
| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. |  **Related 5th Grade Standards Summary:*** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
* Generate two numerical patterns using two given rules. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

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| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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| **SECOND QUARTER** |
| **Unit 3:Linear Patterns** |
| **Learning Goal** | [**601:** *Apply and extend previous understandings of arithmetic to algebraic expressions.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/601.docx)[**602:** *Reason about and solve one-variable equations and inequalities.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/602.docx)[**603:** *Represent and analyze quantitative relationships between dependent and independent variables.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/603.docx) | **Suggested # of Days** | **20****(5)** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 1 |  | Unpacking Embedded Assessment 1 (page 153) | Getting Ready p. 142 (1-8) |  |
| 3 | 6.EE.3.16.EE.3.96.EE.1.2a6.EE.1.2b | 3.1 Linear Patterns | p. 148 (1-3), p. 171 (1-4)p. 148 (4-6), p. 133 (5-6)p. 148 (7-8), p. 171 (7-8) |  |
| 2 | 6.EE.3.9 | 3.2 Graphing Linear Equations  | p. 152 (1-5)p. 172 (9-12) |  |
| 1 |  | Embedded Assessment 1 (page 153) ORPLC Created Quiz |  |  |
| 1 |  | Unpacking Embedded Assessment 2 page 169 |  |  |
| 2 | 6.EE.2.56.EE.2.66.EE.1.4 | 3.3 Solving One-Step Equations | p.162 (1-3b), p. 172 (13-15b)p.162 (3c-6), p. 172 (15c-17) | (\*\*Make sure to read the complete standard for 6.EE.1.4 as there are some points you will need to address while teaching equations that are not currently described in the TE but correlate with these materials. *For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for.*) |
| 2 | 6.EE.2.56.EE.1.4 | 3.4 Solving Two-Step Equations | p.168 (1-3d), p. 137 (18-19c)p.168 (3e-6), p. 173 (19d-20) |
| 3 | 6.EE.2.5 | Inequalities Supplements | \*SB Middle School 2 Book\*7th Grade Resource[P. 127-132](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p127-132.pdf) OR --------------🡪 | **(Blackboard Resources)**[**Inequalities 1 – SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_3_inequalities1_student.docx)[**Inequalities 1 – TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_3_inequalities1_teacher.docx)[**Inequalities 2 – SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_3_inequalities2_student.docx)[**Inequalities 2 – TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_3_inequalities2_teacher.docx)[**Solving/Graphing Inequalities 3**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_3_inequalities3.doc) |
| 5 | 6.NS.6b6.NS.6c6.NS.3.8 | Embedded Assessment 2 (page 169)PLC Created QuizAmplify Project -Powering WattsburgSpiral Review/Assessment |  | **Resources found on Amplify Website** |
| 5 |  | District Assessments 9 Weeks Exam |  |  |

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| **Unit 4: Ratios & Rates** |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 6.RP.1.1 | Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. | 2 |
| 6.RP.1.2 | Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0, and use rate language in the context of a ratio relationship. | 2 |
| 6.RP.1.3 | Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed. c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. e. Understand the concept of Pi as the ratio of the circumference of a circle to its diameter.  | 2,4,5,6,7,8 |
| **Learning Goal and Scale**[**604:** Students will be able to understand ratio concepts and use ratio reasoning to solve problems.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/604.docx)**Instructional Strategies & Misconceptions*** When comparing unlike quantities, be sure to distinguish between relationships that are part to part versus part to whole.
* Use error analysis to help students learn to catch mistakes
* When writing ratios for similar figures, make sure that each ratio uses the same comparison (ex. Height to height, and width to width).
* Annex zeroes when ordering decimals and expressing decimals as a percent.
* Have students annex zeroes when comparing decimals so they can compare the value of the digits to the same number of places.
 |
| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. | **Related 5th Grade Standards Summary:*** Interpret multiplication as scaling.
* Convert among different-sized standard measurement units within a given system, and use these conversions in solving multi-step, real world problems.

**Related 6th Grade Units:*** Unit 1 and 2
 |
| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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| **THIRD QUARTER** |
| **Unit 4: Ratios and Rates** |
| **Learning Goal** | [**604:** *Students will be able to understand ratio concepts and use ratio reasoning to solve problems.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/604.docx) | **Suggested # of Days** | **24** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 1 |  | Unpacking Embedded Assessment #1 (p. 199) |  |  |
| 4 | 6.RP.1.16.RP.1.26.RP.1.3a-b | 4.1 Ratios & Rates | p.194 (1-3a) p.235 (1-2)p.194 (3b-5) p.235 (3-5)p.194 (6-8) p.235 (6- 8) |  |
| 2 | 6.RP.1.3 | 4.2 Proportional Reasoning | p. 198 (1-6) p.235 (9-13) |  |
| 3 | 6.RP.1.3d | 2.8 Metric Conversions (2 days 2.8, 1 day ancillary material) | p. 111-113 (1-20)p.114 (1-7) | **(Blackboard Resource)**[**Measurement Conversions**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_measurement_supplement.doc) |
| 1 | 6.RP.1.16.RP.1.26.RP.1.3 | Embedded Assessment #1 (p. 199) |  |  |
| 1 |  | Unpack Embedded Assessment #2 ( p. 233) |  |  |
| 6 | 6.RP.1.3c | 4.3 Understanding Percent  | p. 201-204 (1-15)p. 208 (1-7) |  |
| 4.4 Percent of a Number  | p. 209-212 (1-9)p. 213 -214 (10-17) w/ calc.p. 222 (1-8) |  |
| 4.5 Applying Percents  | p. 223-225 (1-6) OR 🡪 | **(Blackboard Resource)**[**Percent Applications 1 – SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_percent_applications1_student.docx)[**Percent Applications 1 – TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_percent_applications1_teacher.docx)[**Percent Applications 2 – SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_percent_applications2_student.docx)[**Percent Applications 2 – TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_percent_applications2_teacher.docx)[**Percent Applications 3 – SV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_percent_applications3_student.docx)[**Percent Applications 3 – TV**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_4_percent_applications3_teacher.docx) |
| 2 | 6.RP.1.3 | Embedded Assessment #2 (p. 233) ORPLC Created Quiz |  |
| PLC Created Unit Assessment |  |  |
| 1 | 6.RP.1.3c | 5.2 Investigating Pi | p. 249-250 (1-5) | (\*\*Students only need to recognize pi as a ratio. There is no other circle geometry included in 6th grade standards. Students will learn circle geometry in 7th grade, This is a one day lesson that connects pi as a ratio to geometry) |
| 3 | 6.RP.1.16.RP.1.26.RP.1.3 | Amplify Project -Sal’s Pizzeria AND/ORAlternative Culminating Assessment |  | **Resources found on Amplify Website** |

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| **Unit 5: Geometry** |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 6.G.1.1 | Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.  | 1,2,5,7 |
| 6.G.1.2 | 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, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas V = l w h and V = B h to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.  | 2 |
| 6.G.1.3 | Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.  | 1,5 |
| 6.G.1.4 | Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems.  | 1,4,5 |
| **Learning Goal and Scale**[**610:** Students will be able to solve real-world and mathematical problems involving area.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/610.docx)[**611:** Students will be able to solve real-world and mathematical problems involving volume.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/611.docx)[**612:** Students will be able to solve real-world and mathematical problems involving surface area.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/612.docx)**Instructional Strategies & Misconceptions*** Students may need to convert measurement within the problem.
* Show shapes with different orientations for better understanding.
* All areas can be derived from the area of a parallelogram.
* A strategy to help students solve problems involving composite figures would be to highlight only the dimensions needed.
* Students should be able to decompose or compose any polygon into rectangle or triangles.
* Be sure when using resources to omit area and circumference of circles.
 |
| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. |  **Related 5th Grade Standards Summary:*** Understand the attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category.
* Classify and organize two-dimensional figures into Venn diagrams based on the attributes of the figures.

**Related 6th Grade Units:*** Unit 2: Multiplying rational numbers (fractions and decimals) and evaluating exponents
* Unit 4: Unit conversions using proportions
 |
| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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| **THIRD QUARTER** |
| **Unit 5: Geometry** |
| **Learning Goal** | [**610:** *Students will be able to solve real-world and mathematical problems involving area.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/610.docx)[**611:** *Students will be able to solve real-world and mathematical problems involving volume.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/611.docx)[**612:** *Students will be able to solve real-world and mathematical problems involving surface area.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/612.docx) | **Suggested # of Days** | **18****(4)** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 2 | 6.G.1.1 | 5.1 Area and Perimeter | p. 248 (3-7), p. 321 (1-5)p. 248 (1-2) |  |
| 4 | 6.G.1.1 | 5.3 Area of Polygons and Supplements | p. 262 (1-3), p. 322 (13-15)p. 262 (4-6), p. 322 (16-17)p. 262 (7-9), p. 322 (20)AND/OR ----------------------🡪 | **EngageNY Grade 6 – Module 5****Topic A: Lesson 1 –** [**TV**](https://www.engageny.org/file/44771/download/math-g6-m5-topic-a-lesson-1-teacher.pdf?token=oOLABVpMIU2knFU4_IARi9wBZjJqxV-rtZ-LUTbs7_8) **and** [**SV**](https://www.engageny.org/file/44766/download/math-g6-m5-topic-a-lesson-1-student.pdf?token=BCB7k2kBCB1I7vwyTk49SuGWXBAsY6aumavYItMAOec)**Topic A: Lesson 2 –** [**TV**](https://www.engageny.org/file/44796/download/math-g6-m5-topic-a-lesson-2-teacher.pdf?token=MGMGgSWYo4ebHPvT1mddKUF8gkHVXOiYQROS0XRbTIQ) **and** [**SV**](https://www.engageny.org/file/44791/download/math-g6-m5-topic-a-lesson-2-student.pdf?token=VclRq5KFPPuF9GSribgLOnVl6cHhnunTSqartom6xHo)**Topic A: Lesson 3 –** [**TV**](https://www.engageny.org/file/44821/download/math-g6-m5-topic-a-lesson-3-teacher.pdf?token=mXATzV04IFaArJUUomTWJq-TlRPNFajk_UGrO-OsK-A) **and** [**SV**](https://www.engageny.org/file/44816/download/math-g6-m5-topic-a-lesson-3-student.pdf?token=W3cVOzkdYHG7Y3YcFtyU3G6cZh9SZ8rlniWjD64c6JY)**Topic A: Lesson 4 –** [**TV**](https://www.engageny.org/file/44846/download/math-g6-m5-topic-a-lesson-4-teacher.pdf?token=bEutcHAOnlI8W__JlX7ZmLNTMLhNSiTJmN7IaVQB4cM) **and** [**SV**](https://www.engageny.org/file/44841/download/math-g6-m5-topic-a-lesson-4-student.pdf?token=nMOGbEWH3_G6r9kQl51xoBvrz0Bi_OCG0eGe3d5ZRSg) |
| 2 | 6.G.1.16.G.1.3 | 5.4 Area and Perimeter of Composite Figures | p. 270 (4-5)AND/OR ----------------------🡪 | **EngageNY Grade 6 – Module 5****Topic A: Lesson 5 –** [**TV**](https://www.engageny.org/file/44871/download/math-g6-m5-topic-a-lesson-5-teacher.pdf?token=yJsm1yF13Dd1jzyPl3aZIzROpHCA4ZzX60X2ZUNKnJU) **and** [**SV**](https://www.engageny.org/file/44866/download/math-g6-m5-topic-a-lesson-5-student.pdf?token=KeGBgco5H7I9IQIxwsTJ-mJcdGBZdNYz2VmH1dbYi9k)**Topic A: Lesson 6 –** [**TV**](https://www.engageny.org/file/44896/download/math-g6-m5-topic-a-lesson-6-teacher.pdf?token=hT9s00Pd8wqeE63ObX-PhMp08g03Os07_9RtV7Phup4) **and** [**SV**](https://www.engageny.org/file/44891/download/math-g6-m5-topic-a-lesson-6-student.pdf?token=5PsN1fwK7lnnuIaVrVzKg0T6xqXmQiV-vYDlZiEwAMI)**(Blackboard Resource)**[**Area on Coordinate Plane Supplement**](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/unit_5_area_on_coordinate_plane.doc) |
| 4 | 6.G.1.2 | 5.8 Exploring Volume | p. 311-314 (1-15)AND/OR ----------------------🡪 | **EngageNY Grade 6 – Module 5****Topic C: Lesson 11 –** [**TV**](https://www.engageny.org/file/45156/download/math-g6-m5-topic-c-lesson-11-teacher.pdf?token=0Hn72DrxSDk3Rh2LQuzZ7L72TYtSyb3L1iJOjlgXHWU) **and** [**SV**](https://www.engageny.org/file/45151/download/math-g6-m5-topic-c-lesson-11-student.pdf?token=GcquteP1nnOUjwXhgRaVI5HTiTWbd_R2abu8IBWp3Fk)**Topic C: Lesson 12 –** [**TV**](https://www.engageny.org/file/45201/download/math-g6-m5-topic-c-lesson-12-teacher.pdf?token=6Zg1iAtwCplqH-nVGUPXygPVCLSq2rSd4tkBnV86W54) **and** [**SV**](https://www.engageny.org/file/45196/download/math-g6-m5-topic-c-lesson-12-student.pdf?token=a4RAVbpZdgf27vqvF2Tiqosmy5emxEUI3RXAjE3Lops)**Topic D: Lesson 14 –** [**TV**](https://www.engageny.org/file/45291/download/math-g6-m5-topic-c-lesson-14-teacher.pdf?token=ZRJNNq8D57kP8UDArlOea1OQFNUv0hiaC2nx2vlaNZU) **and** [**SV**](https://www.engageny.org/file/45286/download/math-g6-m5-topic-c-lesson-14-student.pdf?token=E4BwapTRTYzrSwPpO2351esBpzUhpXbqaoqub1h8BFs) |
| 4 | 6.G.1.3 | Exploring Surface Area | \*SB Middle School 2 Book\*7th Grade Resource[P. 241-245 (1-12)](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p241-249.pdf)[p. 267-280](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p267-280.pdf) OR --------------🡪 | **EngageNY Grade 6 – Module 5****Topic D: Lesson 15 –** [**TV**](https://www.engageny.org/file/45331/download/math-g6-m5-topic-d-lesson-15-teacher.pdf?token=eHoLa2tsKrsX4VRTI7Fj6qcXlYKmt9MGO76HNu98hTA) **and** [**SV**](https://www.engageny.org/file/45321/download/math-g6-m5-topic-d-lesson-15-student.pdf?token=N6fbyd6yN7w4nNDIcizcZAFt_TNS8lWpkIrPwaqbboc)**Topic D: Lesson 16 –** [**TV**](https://www.engageny.org/file/45391/download/math-g6-m5-topic-d-lesson-16-teacher.pdf?token=mCMz3mYHPhMrMP_V_DqhsW-TmbBCWGVjfsfeyIBysTo) **and** [**SV**](https://www.engageny.org/file/45386/download/math-g6-m5-topic-d-lesson-16-student.pdf?token=b65S6EIdvnRjnAcjei0AGHAGI7FreVH2TQqu9JcAam4)**Topic D: Lesson 17 –** [**TV**](https://www.engageny.org/file/45431/download/math-g6-m5-topic-d-lesson-17-teacher.pdf?token=CqwP-_cVqrEmRlCaIoCeIGVTWCKaeDgYdAc5lMh_TRs) **and** [**SV**](https://www.engageny.org/file/45426/download/math-g6-m5-topic-d-lesson-17-student.pdf?token=6HVdWyq2EvJEXSDQWlNVV2OpVxQzb3n3z32EhUJJ9rk)**Topic D: Lesson 18 –** [**TV**](https://www.engageny.org/file/45471/download/math-g6-m5-topic-d-lesson-18-teacher.pdf?token=LCJS_A8y2XAvz2I7E2hXl1llixOdSZ2-fn7L7trt7Uc) **and** [**SV**](https://www.engageny.org/file/45466/download/math-g6-m5-topic-d-lesson-18-student.pdf?token=LmmcenzrPNRG-HBwEylTfiR4wC269OxcicmdRR3gJuc) |
| 4 |  | District Assessments (2 days)FSA ELA/Writing (1 day)9 Weeks Exam (1 day) |  |  |

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| **Unit 6: Data Analysis** |
| **MAFS Code** | **Mathematics Florida Standards** | **SMP** |
| 6.SP.1.1 | Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.  |  |
| 6.SP.1.2 | Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.  | 4 |
| 6.SP.1.3 | Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.  | 4 |
| 6.SP.2.4 | Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | 2,5 |
| 6.SP.2.5 | Summarize numerical data sets in relation to their context, such as by: a. Reporting the number of observations. b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered. d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.  | 4 |
| **Learning Goal and Scale**[**608:** Students will be able to develop understanding of statistical variability.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/608.docx)[**609:** Students will be able to summarize and describe statistical distributions.](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/609.docx)**Instructional Strategies & Misconceptions*** Remind students to use the key when analyzing a pictograph.
* When finding the median, remind students to rewrite the data in numerical order.
* Remember the difference between part to a part and part to a whole
* Reinforce students when determining range off a dot plot; use the range from the data, not the actual graph intervals.
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| **Math Practices for Unit** | **Unit Connections** |
| 1. Make sense of problems and persevere in solving them. | 5. Use appropriate tools strategically. |  **Related 5th Grade Standards Summary:*** Make a line plot to display a data set of measurements in fractions of a unit. Use operations on fractions to solve problems involving information presented in line plots.
 |
| 2. Reason abstractly and quantitatively. | 6. Attend to precision. |
| 3. Construct viable arguments & critique reasoning of others. | 7. Look for and make use of structure. |
| 4. Model with mathematics. | 8. Look for and express regularity in repeated reasoning. |

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|  **FOURTH QUARTER** |
| **Unit 6: Data Analysis** |
| **Learning Goal** | [**608:** *Students will be able to develop understanding of statistical variability.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/608.docx)[**609:** *Students will be able to summarize and describe statistical distributions.*](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/609.docx) | **Suggested # of Days** | **31****(15)** |
| **Approx. # of Day(s)** | **MAFS** | **Lesson Objective (Instructional Resources)** | **Suggested Assignments/Assessments** | **Ancillary Materials** |
| 1 | 6.SP.1.1 | Posing Statistical Questions |  | **EngageNY Grade 6 - Module 6****Topic A: Lesson 1 –** [**TV**](https://www.engageny.org/file/45546/download/math-g6-m6-topic-a-lesson-1-teacher.pdf?token=9GCcCW4g_9HIKM_8uWHr7ykCD73jmWend_Bu688qYbg) **and** [**SV**](https://www.engageny.org/file/45541/download/math-g6-m6-topic-a-lesson-1-student.pdf?token=teY9Mn6VAxpPd_KKxzy31XTI_kJW1hgwk4CoqVK7SGY) |
| 4 | 6.SP.1.26.SP.1.36.SP.2.46.SP.2.5 | 6.4 Summarize and Make Conclusions  | p. 376 (1-2), p. 388 (14-15)p. 376 (3), p. 388 (16)p. 376 (4-7), p. 388 (17-19) |  |
| 2 | Creating and describing a distribution created in a Histogram | \*SB Middle School 2 Book\*7th Grade Resource[P. 297-298 (1-4)](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p297-302.pdf)[p. 299-300](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p297-302.pdf) OR --------------🡪 | **EngageNY Grade 6 - Module 6****Topic A: Lesson 4 –** [**TV**](https://www.engageny.org/file/45621/download/math-g6-m6-topic-a-lesson-4-teacher.pdf?token=H5YereIIaYGTJlxtiTIq4s8gM6qfMVG50km-_5BOj_A) **and** [**SV**](https://www.engageny.org/file/45616/download/math-g6-m6-topic-a-lesson-4-student.pdf?token=zFgffWD2FUYsGN1jUgwCnoBJLw-9g9ychSY-xnne0W8)**Topic A: Lesson 5 –** [**TV**](https://www.engageny.org/file/45646/download/math-g6-m6-topic-a-lesson-5-teacher.pdf?token=yDm1uvnIrXSm3i-g4bdiDZ3YqX7gSCix-CPWiq06P84) **and** [**SV**](https://www.engageny.org/file/45641/download/math-g6-m6-topic-a-lesson-5-student.pdf?token=E4ZXhW0TS7vkoyMHKSZyZgTa-DLI9QWE5P4sdxeaBF4) |
| 2 | Calculating Mean Absolute Deviation (MAD) and Describing Distribution using Mean and (MAD) |  | **EngageNY Grade 6 - Module 6****Topic B: Lesson 9 –** [**TV**](https://www.engageny.org/file/45746/download/math-g6-m6-topic-b-lesson-9-teacher.pdf?token=AV7072DA5TB4UtddnONibqqQ0ZYKNZgTjoxvWQAGe9I) **and** [**SV**](https://www.engageny.org/file/45741/download/math-g6-m6-topic-b-lesson-9-student.pdf?token=iwymEigG_D7oC80Yrw5jwa35vxOBiUROhQrq_mYfItY)**Topic B: Lesson 10 –** [**TV**](https://www.engageny.org/file/45771/download/math-g6-m6-topic-b-lesson10-teacher.pdf?token=BUpvnkuUDCP5L3cGmSjuzWH5gRPQgV5cdXkHCmTgf-g) **and** [**SV**](https://www.engageny.org/file/45766/download/math-g6-m6-topic-b-lesson-10-student.pdf?token=Ih98wymLOmAntjO1-nh0S2Ma8UzoU4EmmDq7-3Dz5cM)**Topic B: Lesson 11 –** [**TV**](https://www.engageny.org/file/45796/download/math-g6-m6-topic-b-lesson-11-teacher.pdf?token=bkCxA7nYgbghmA3fCyrNo9YGd-N2yw9eE4gAnYYTuxk) **and** [**SV**](https://www.engageny.org/file/45791/download/math-g6-m6-topic-b-lesson-11-student.pdf?token=cNYMaEiLT52-xXh8ZvwYfWiCwzSYnPf8GjEsAnefpW0) |
| 2 | Summarizing a Distribution Using Mean, Interquartile Range, and Box Plots | \*SB Middle School 2 Book\*7th Grade Resource[P. 297-298 (1-4)](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p297-302.pdf)[p. 300-301](http://scpsmath.weebly.com/uploads/2/9/1/7/29174797/7th_sb_p297-302.pdf) OR --------------🡪 | **EngageNY Grade 6 - Module 6****Topic C: Lesson 13 –** [**TV**](https://www.engageny.org/file/45846/download/math-g6-m6-topic-c-lesson-13-teacher.pdf?token=PpxWFZKE1U1aUSOa11MAQ6v2jwJdxVd5qb9Ox2C3N2Y) **and** [**SV**](https://www.engageny.org/file/45841/download/math-g6-m6-topic-c-lesson-13-student.pdf?token=ddijj94u5ody9xWEYSnyqgMJlzEGMmftOxCBiTKBcLw)**Topic C: Lesson 14 –** [**TV**](https://www.engageny.org/file/45871/download/math-g6-m6-topic-c-lesson-14-teacher.pdf?token=wmvHYbG4GSbk4GtPUAWKTmeb2YtPyuAOXK5BOe29G4k) **and** [**SV**](https://www.engageny.org/file/45866/download/math-g6-m6-topic-c-lesson-14-student.pdf?token=64CSY7GofTIriOzin7T0yfAKx82Zls7vaCWCha_Be_g) |
| 3 | Summarizing and Describing Distributions including Center, Variability, and Shape |  | **EngageNY Grade 6 - Module 6****Topic D: Lesson 19 –** [**TV**](https://www.engageny.org/file/45996/download/math-g6-m6-topic-d-lesson-19-teacher.pdf?token=mu125f2LTarW9kwJ2GuNU8qI5gYKwVhY2qTl03P4wNU) **and** [**SV**](https://www.engageny.org/file/45991/download/math-g6-m6-topic-d-lesson-19-student.pdf?token=oz82EIsC0XEyP0PxcqBHc3vCIPa2SucmgNnIKPPFfZ8)**Topic D: Lesson 20 –** [**TV**](https://www.engageny.org/file/46021/download/math-g6-m6-topic-d-lesson-20-teacher.pdf?token=zDWQrpFQgRNOqpIWT-4wK69vtmYuCRAj7crTFLBDNRc) **and** [**SV**](https://www.engageny.org/file/46016/download/math-g6-m6-topic-d-lesson-20-student.pdf?token=j4QGhOPMuZsbpUizD8rugxiaBiQQskrHU8c0tGJcLLc)**Topic D: Lesson 21 –** [**TV**](https://www.engageny.org/file/46046/download/math-g6-m6-topic-d-lesson-21-teacher.pdf?token=Rvv-MtY0of9vB6aWaTpzJdKpnm3K_PJVUlfz3HH1WdI) **and** [**SV**](https://www.engageny.org/file/46041/download/math-g6-m6-topic-d-lesson-21-student.pdf?token=TAx_R3xk6myr9KFlEMGy8cDePPGOhRKNZu74jP5gnJc) |
| **FSA Test Window Begins** |
| 3 | 6.SP.2.46.SP.2.5 | Amplify Project -Straw Rockets ORSpiral Review/Assessment |  | **Resources found on Amplify Website** |
| 1 |  | Unpacking Embedded Assessment 1 (page 351) |  |  |
| 4 | 7.SP.3.57.SP.3.6 | 6.1 Theoretical and Experimental Probability |  |  |
| 5 | 7.SP.3.57.SP.3.6 | 6.2 Probability Concepts |  |  |
| 1 |  | Embedded Assessment 1 (page 351) ORPLC Made Quiz |  |  |
| 3 | 7.SP.3.77.SP.3.8 | Amplify Project -Funny Dice AND/ORAlternative Culminating Assessment |  | **Resources found on Amplify Website** |
| 15 |  | State Test Review(3 days)/FSA Testing (7 days)Cumulative Review(2 days)/9 Weeks Exam (3 days)State Testing Window begins April 13th and closes May 8th. |  |  |