

What is it that we expect all students to learn?						
Grade: 6th	Subject: Math	Semester: Fall 2017	Team Members: Ashley Merritt, Stephanie Castillo, BJ Tomanek			
Description of Standard	Example of Rigor	Prerequisite Skills	When Taught?	Common Summative Assessment	Extension Standards	Non-Negotiable Instruction Strategies
What is the essential standard to be learned? Describe it in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary are needed for a student to master this standard?	When will this standard be taught?	What assessment(s) will be used to measure student mastery?	What will we do when students have already learned this standard?	What instructional strategies/tools will every teacher agree to use in order to promote consistency between classrooms and across grade levels?
6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."	Concept of Part of a Whole, Proportions	Unit 1 Marking Period 1	Weekly Quizzes Unit 1 Test Mastery Test #1	Peer Tutoring Khan Academy Practice	Bar model Visuals
6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.	For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."1	Ratios, Simplifying Fractions, Division, Parts of a Whole	Unit 1 Marking Period 1	Weekly Quizzes Unit 1 Test Mastery Test #1	Peer Tutoring Khan Academy Practice	Real World Scenarios

<p>6.RP.3 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.</p>	<p>For example, Students will be given a real world scenario and organize possible outcomes in a table. Also students will be given a table with missing values and they will be able to solve for correct input.</p>	<p>Understanding of Basic Ratios, LCM, GCF</p>	<p>Unit 1 Marking Period 1</p>	<p>Weekly Quizzes Unit 1 Test Mastery Test #1</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Tape Diagram Ratio Tables</p>
<p>6.RP.3 b. Solve unit rate problems including those involving unit pricing and constant speed.</p>	<p>For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</p>	<p>Rates, Simplifying Ratios, Division, Parts of a Whole</p>	<p>Unit 1 Marking Period 1</p>	<p>Weekly Quizzes Unit 1 Test Mastery Test #1</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Equivalent Ratios</p>
<p>6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation</p>	<p>For example, Students will solve for $45.32 + 23.5$ or $76.1 - 17.45$ or 123.4×3.4 or $93.6 / 1.6$</p>	<p>Basic Adding, Subtracting, Multiplying and Division</p>	<p>Unit 2 End Marking Period 1 Marking Period 2</p>	<p>Weekly Quizzes Unit 2 Test Mastery Test #1</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Adding Algorithm Subtracting Algorithm Multiplying Algorithm Division Algorithm</p>
<p>6.NS.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.</p>	<p>For example, The GCF of 45 and 18 is 9 The LCM of 3 and 7 is 21 $(35 + 20) = 5(7 + 4)$</p>	<p>Multiples of Numbers 1-12 Multiplication Facts of numbers 1-12 Division Rules</p>	<p>Unit 1&2 Marking Period 1 Marking Period 2</p>	<p>Weekly Quizzes Unit 1&2 Test Mastery Test #1</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Ladder Method Factor Chart of Numbers 1-100</p>

<p>6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values; use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p>	<p>For example, students will compare positive and negative integers to real world scenarios including: temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge.</p>	<p>Basic Number line Understanding</p>	<p>Unit 3 End Marking Period 2 Marking Period 3</p>	<p>Weekly Quizzes Unit 3 Test Mastery Test #1&#2</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Number Line Models Number Line Displays/ Manipulatives</p>
<p>6.NS.6.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.</p>	<p>For example, $-(-3) = 3$, and that 0 is its own opposite.</p>	<p>Concept of Number Lines Distance on a Number line</p>	<p>Unit 3 End Marking Period 2 Marking Period 3</p>	<p>Weekly Quizzes Unit 3 Test Mastery Test #2</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Number Line Models Number Line Displays/ Manipulatives</p>
<p>6.NS.6.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.</p>	<p>For example, Understanding that the points $(-2, 5)$ falls in quadrant II on a coordinate plane.</p>	<p>Concept of Coordinate Plane Distance on Number Line</p>	<p>Unit 3 End Marking Period 2 Marking Period 3</p>	<p>Weekly Quizzes Unit 3 Test Mastery Test #2</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Coordinate Plane Model Individual Student Coordinate Plane Dry Erase Boards</p>
<p>6.NS.6.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.</p>	<p>For example, Plotting $-3, -0.5, 7.25$ properly on a number line. Plotting $(2.5, -0.75)$ properly on a coordinate plane.</p>	<p>Basic Concept of a Number Line</p>	<p>Unit 3 End Marking Period 2 Marking Period 3</p>	<p>Weekly Quizzes Unit 3 Test Mastery Test #2</p>	<p>Peer Tutoring Khan Academy Practice</p>	<p>Number Line Models Number line Displays/ Manipulatives Coordinate Plane Model Individual Student Coordinate Plane Dry Erase Boards</p>

6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.	For example, $2^4 = 2 \times 2 \times 2 \times 2 = 16$	Concept of Multiplication Factors of Numbers	Unit 4 Marking Period 3	Weekly Quizzes Unit 4 Test Mastery Test #2	Peer Tutoring Khan Academy Practice	Scaffolding
6.EE.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.	For example, $x + 3 > 5$, x can be 4 but x cannot be 1	Understanding of an Unknown Concept of Equal and Inequality	Unit 4 Marking Period 3	Weekly Quizzes Unit 4 Test Mastery Test #2	Peer Tutoring Khan Academy Practice	Scaffolding Examples & NonExamples Real World Scenarios
6.G.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.	For example, The area of a triangle is $\frac{1}{2} \times \text{base} \times \text{height}$, the area of a rectangle is $\text{base} \times \text{height}$, etc. Students will be able to use that information to solve a real life scenario (i.e. mapping out a fence, designing a floor plan, etc.)	Multiplication and Division Correctly use a Formula	Unit 5 Marking Period 4	Weekly Quizzes Unit 5 Test Mastery Test #2	Peer Tutoring Khan Academy Practice	Models Diagrams Real World Scenarios
6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	For example, Display the heights of all students in the class with multiple use of diagrams.	Read Data Collect Data Accurately	Unit 6 Marking Period 4	Weekly Quizzes Unit 6 Test Mastery Test #2	Peer Tutoring Khan Academy Practice	Models Scaffolding Diagrams