

Created on:	July, 2015
Created by:	Kim Guarascio, Berkeley; James McGettigan, Little Egg Harbor; Amy Ferrer, Long Beach Island
Board Approved on:	August 18, 2015

**LONG BEACH ISLAND
CONSOLIDATED SCHOOL
DISTRICT MATHEMATICS
CURRICULUM**

Content Area: Mathematics

Course Title: Grade 6

Grade Level: 6

Unit Plan 1: Ratios and Proportional Relationships

Pacing Guide
8 Weeks

Unit Plan 2: Number System

Pacing Guide
6 Weeks

Unit Plan 3: Expressions and Equations

Pacing Guide
6 Weeks

Unit Plan 4: Geometry

Pacing Guide
7 Weeks

Unit Plan 5: Statistics and Probability

Pacing Guide
6 Weeks

Standards for Mathematical Practice

The following standards for mathematical practice should be incorporated in all units.

MP.1 Make sense of problems and persevere in solving them.	<ul style="list-style-type: none">• Find meaning in problems• Look for entry points• Analyze, conjecture and plan solution pathways• Monitor and adjust• Verify answers• Ask themselves the question: "Does this make sense?"
MP.2 Reason abstractly and quantitatively.	<ul style="list-style-type: none">• Make sense of quantities and their relationships in problems• Learn to contextualize and decontextualize• Create coherent representations of problems
MP.3 Construct viable arguments and critique the reasoning of others.	<ul style="list-style-type: none">• Understand and use information to construct arguments• Make and explore the truth of conjectures• Recognize and use counterexamples• Justify conclusions and respond to arguments of others
MP.4 Model with mathematics.	<ul style="list-style-type: none">• Apply mathematics to problems in everyday life• Make assumptions and approximations• Identify quantities in a practical situation• Interpret results in the context of the situation and reflect on whether the results make sense
MP.5 Use appropriate tools strategically.	<ul style="list-style-type: none">• Consider the available tools when solving problems• Are familiar with tools appropriate for their grade or course (pencil and paper, concrete models, ruler, protractor, calculator, spreadsheet, computer programs, digital content located on a website, and other technological tools)• Make sound decisions of which of these tools might be helpful
MP.6 Attend to precision.	<ul style="list-style-type: none">• Communicate precisely to others• Use clear definitions, state the meaning of symbols and are careful about specifying units of measure and labeling axes• Calculate accurately and efficiently
MP.7 Look for and make use of structure.	<ul style="list-style-type: none">• Discern patterns and structures• Can step back for an overview and shift perspective• See complicated things as single objects or as being composed of several objects
MP.8 Look for and express regularity in repeated reasoning.	<ul style="list-style-type: none">• Notice if calculations are repeated and look both for general methods and shortcuts• In solving problems, maintain oversight of the process while attending to detail• Evaluate the reasonableness of their immediate results

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
MATHEMATICS CURRICULUM
Unit Overview

Content Area: Mathematics

Grade: 6

Domain: Ratios and Proportional Relationships

Cluster: Understand ratio concepts and use ratio reasoning to solve problems

Cluster Summary: Students use reasoning about multiplication and division to solve ratio and rate problems about quantities. By viewing equivalent ratios and rates as deriving from, and extending, pairs of rows (or columns) in the multiplication table, and by analyzing simple drawings that indicate the relative size of quantities, students connect their understanding of multiplication and division with ratios and rates. Thus, students expand the scope of problems for which they can use multiplication and division to solve problems, and they connect ratios and fractions. Students solve a wide variety of problems involving ratios and rates.

Primary interdisciplinary connections: Science, Social Studies, Language Arts, Technology, and 21st Century Life & Careers (see www.njccs.org)

21st century themes: 21st Century Life & Careers; Personal Financial Literacy; Career Awareness, Exploration, & Preparation; Career & Technical Education

Learning Targets

Content Standards

Number	Common Core Standard for Mastery
6.RP.A.1	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>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."</i>
6.RP.A.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. <i>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."</i> ¹
6.RP.A.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.
6.RP.A.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.
6.RP.A.3 .B	Solve unit rate problems including those involving unit pricing and constant speed. <i>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?</i>
6.RP.A.3.	<i>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.</i>

<i>C</i>	
<i>6.RP.A.3. D</i>	<i>Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</i>

Number	Common Core Standard for Introduction
7.RP.A.1	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.</i>
7.RP.A.2.B	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● What are ratios and rates and how are they used in solving problems? ● What is a proportion and what role does a ratio play in a proportion? ● When are situations proportional? ● How can numbers, expressions, measures, and objects be compared to other numbers, expressions, measures, and objects? ● What are the different ways mathematics content and practices can be applied to solve problems? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> ● A ratio is a special relationship between two quantities where for every x units of one quantity there are y units of another quantity. The quantities being compared in a ratio are called terms. ● In a proportional relationship there are an infinite number of ratios equal to the lowest terms or constant ratio. Equal ratios can be found by multiplying both terms by the same non-zero number. ● A unit rate is a rate that compares a quantity to one unit of another quantity. ● A formula is a common relationship between quantities expressed as an equation. ● A special proportional relationship involves distance (d), rate (r), and time (t). The formula showing this relationship is $d = r \times t$. ● Rates are easily compared when each is expressed as a unit rate.
---	--

<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Understand the concept of a ratio • Understand the concept of a unit rate • Use ratios and rates to solve real world problems 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Use ratio language to describe a relationship between two quantities • Express ratios in three ways (a/b a to b and $a:b$) when $b \neq 0$ • Find the unit rate • Make tables and graphs to represent equivalent ratios • Solve unit rate problems including pricing and constant speed • Find the percent of a quantity as a rate per 100 • Determine what percent one number is to another • Use ratio reasoning to convert measurement units
---	---

***LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
MATHEMATICS CURRICULUM***

Evidence of Learning

- Formative Assessments**
- Oral Questioning
 - Choral Response
 - Partners
 - Student Conference
 - Self-Assessment
 - Think-Pair-Share
 - Hand Signals
 - Peer Reflection
 - Communicators
 - Graphic Organizers
 - Constructive Response
 - Teacher Observation
 - Exit Card
 - Quiz
 - Class work
 - Math Journals

- Modifications (ELLs, Special Education, Gifted and Talented, SRSF)**
- Differentiated Instruction
 - Follow IEP Modifications and 504 Plans
 - Teacher Tutoring
 - Peer Tutoring
 - Cooperative Learning Groups
 - Modified Test and Assignments
 - Native Language Texts and Native Language to English Dictionary
 - Retesting
 - Student-Driven / Choice Assessments
 - Flexible Grouping

• Tiered Assignments

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Websites:

www.khanacademy.org

www.funbrain.com

www.coolmath.com

<http://doyourhomeworkarizona.org/6th-grade/math/ratios-and-proportional-relationships>

<http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-grade/6th-grade>

<https://www.spellingcity.com/sixth-grade-math-vocabulary.html>

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT MATHEMATICS CURRICULUM
Unit Overview**

Content Area: Mathematics

Grade: 6

Domain: Number System

Cluster:

- **Apply and extend previous understandings of multiplication and division to divide fractions by fractions.**
- **Compute fluently with multi-digit numbers and find common factors and multiples.**
- **Apply and extend previous understandings of numbers to the system of rational numbers.**

Cluster Summary: Students use the meaning of fractions, the meanings of multiplication and division, and the relationship between multiplication and division to understand and explain why the procedures for dividing fractions make sense. Students use these operations to solve problems. Students extend their previous understandings of number and the ordering of numbers to the full system of rational numbers, which includes negative rational numbers, and in particular negative integers. They reason about the order and absolute value of rational numbers and about the location of points in all four quadrants of the coordinate plane.

Primary interdisciplinary connections:

Science, Social Studies, Language Arts, Technology, and 21st Century Life & Careers (see www.njcccs.org)

21st century themes:

21st Century Life & Careers; Personal Financial Literacy; Career Awareness, Exploration, & Preparation; Career & Technical Education

Learning Targets

Content Standards

Number	Common Core Standard for Mastery
6.NS.A.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. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$-cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip</i>

	<i>of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi?</i>
6.NS.B.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.B.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
6.NS.B.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. <i>For example, express $36 + 8$ as $4(9 + 2)$.</i>

Number	Common Core Standard for Introduction
6.NS.C.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.
6.NS.C.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.
6.NS.C.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, e.g., $-(-3) = 3$, and that 0 is its own opposite.
6.NS.C.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.
6.NS.C.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.
6.NS.C.7	Understand ordering and absolute value of rational numbers.
6.NS.C.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>
6.NS.C.7.B	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3\text{ }^{\circ}\text{C} > -7\text{ }^{\circ}\text{C}$ to express the fact that $-3\text{ }^{\circ}\text{C}$ is warmer than $-7\text{ }^{\circ}\text{C}$</i>
6.NS.C.7.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. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i>

6.NS.C.7.D	Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i>
6.NS.C.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.
Number	Common Core Standard for Introduction
7.NS.A.1.D	Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
<p>Unit Essential Questions</p> <ul style="list-style-type: none"> ● How do operations affect whole numbers? ● What makes a computational strategy both effective and efficient? ● How is fraction division similar to and different from whole number division? ● How are decimal operations similar to and different from whole number operations? ● What is the difference between factors and multiples? ● When do we use least common multiple (LCM) and greatest common factor (GCF)? ● How can we apply and extend our understanding of the number line to include negative and opposite numbers? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> ● The magnitude of numbers affects the outcome of operations on them. ● Computational fluency includes understanding the meaning and the appropriate use of numerical operations. ● Operations apply to all types of numbers. ● Connections exist between pre-fraction skills (GCF, LCM) and fraction operations, enabling fluent & efficient computation. ● All numbers have an exact position on the number line. ● All numbers have relationships with other numbers and with zero on the number line.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> ● Procedures for dividing fractions. ● Procedures for computing fluently with multi-digit numbers. ● Procedures for finding common factors and multiples. ● when to use LCM & GCF. 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> ● Divide fractions using a standard algorithm and using models. ● Divide multi-digit numbers. ● Solve real world decimal problems using standard algorithms.

<ul style="list-style-type: none"> the relationships between numbers on the number line. 	<ul style="list-style-type: none"> Find the least common multiple (LCM) and greatest common factor (GCF) of a set of numbers. Use positive and negative numbers and zero to represent real world quantities. Identify opposite numbers as having opposite signs and being on opposite sides of zero. Identify, graph, order, and compare integers. Order rational numbers. Identify absolute value of numbers as its distance from zero and as a magnitude for a positive or negative number in a real world context. Compare relative positions of numbers on a number line Write, interpret, and explain statements of order for rational numbers in real world contexts. Solve real-world and mathematical problems by graphing points on a coordinate plane.
---	---

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT MATHEMATICS CURRICULUM
Evidence of Learning**

<p>Formative Assessments</p> <ul style="list-style-type: none"> Oral Questioning Choral Response Partners Student Conference Self Assessment Think-Pair-Share Hand Signals Peer Reflection 	<ul style="list-style-type: none"> Communicators Graphic Organizers Constructive Response Teacher Observation Exit Card Quiz Class work Math Journals
<p>Summative Assessments / Benchmark Assessments</p> <ul style="list-style-type: none"> Quizzes Chapter Tests Standards Tests Unit Tests 	<ul style="list-style-type: none"> Unit Projects Presentations Final Exams National/State/District Wide Assessments
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> Differentiated Instruction Follow IEP Modifications and 504 Plans Teacher Tutoring Peer Tutoring Cooperative Learning Groups Modified Tests and Assignments 	<ul style="list-style-type: none"> Native Language Texts and Native Language to English Dictionary Retesting Student-Driven / Choice Assessments Flexible Grouping Tiered Assignments

Curriculum development Resources/Instructional Materials/Equipment Needed /Teacher Resources:

Websites:

www.khanacademy.org

www.funbrain.com

www.coolmath.com

<http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-standard/the-number-system>

<http://www.mathchimp.com/6th-grade-math-games>

Teacher Notes:

**LONG BEACH ISLAND CONSOLIDATED SCHOOL
DISTRICT MATHEMATICS CURRICULUM
Unit Overview**

Content Area: Mathematics

Domain: Expressions and Equations

Cluster:

- **Apply and extend previous understandings of arithmetic to algebraic expressions.**
- **Reason about and solve one-variable equations and inequalities.**
- **Represent and analyze quantitative relationships between dependent and independent variables.**

Cluster Summary: Students understand the use of variables in mathematical expressions. They write expressions and equations that correspond to given situations, evaluate expressions, and use expressions and formulas to solve problems. Students understand that expressions in different forms can be equivalent, and they use the properties of operations to rewrite expressions in equivalent forms. Students know that the solutions of an equation are the values of the variables that make the equation true. Students use properties of operations and the idea of maintaining the equality of both sides of an equation to solve simple one-step equations. Students construct and analyze tables, such as tables of quantities that are in equivalent ratios, and they use equations (such as $3x = y$) to describe relationships between quantities.

Primary interdisciplinary connections: Science, Social Studies, Language Arts, Technology, and 21st Century Life & Careers (see www.njccs.org)

21st century themes: Century Life & Careers; Personal Financial Literacy; Career Awareness, Exploration, & Preparation; Career & Technical Education.

Learning Targets

Content Standards

Number

Common Core Standard for Mastery

6.EE.A. 1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.A. 2	Write, read, and evaluate expressions in which letters stand for numbers.
6.EE.A. 2.A	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract y from 5" as $5 - y$.</i>
6.EE.A. 2b	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. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i>
6.SS.A. 2C	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). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i>
6.EE.A. 3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.</i>
6.EE.A. 4	Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for..</i>
6.EE.B. 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.
6.EE.B. 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.
6.EE.B. 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 nonnegative rational numbers.
6.EE.B. 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.

6.EE.C.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. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.
----------	---

Number	Common Core Standard for Introduction
---------------	--

7.EE.A.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
----------	--

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can mathematical situations be translated and represented abstractly using variables, expressions, and equations? • How can patterns be used to identify a relationship between two quantities? • What are algebraic expressions and how can they be written and evaluated? • How can equations be graphed? • How can we use rules of arithmetic, algebra, and equivalence to transform equations into equations that can be solved? 	<p>Unit Enduring Understanding</p> <ul style="list-style-type: none"> • Some mathematical situations can be translated and represented using a variable in an algebraic expression. • The value of an algebraic expression can be found by replacing the variable(s) with given number(s) and doing the calculation that results. • There is an agreed upon order in which operations are carried out in a numerical expressions. • The Distributive Property of Multiplication over Addition lets you multiply a sum by multiplying each addend separately and then finding the sum of the products. • Some quantities have a mathematical relationship; the value of one quantity can be found if you know the value of the other quantity. Patterns can sometimes be used to identify a relationship between two quantities. • Some problems can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table. • Equations can be transformed into equivalent equations and solved using properties of equality and inverse operations. A solution to an inequality is a value that makes the inequality true.
---	---

<p>Unit Objectives <i>Students will know...</i></p> <ul style="list-style-type: none"> • Write and evaluate algebraic expressions • Write and evaluate one-variable equations and 	<p>Unit Objectives <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Write and evaluate numerical expressions involving whole number exponents • Write expressions using numbers and variables • Identify parts of an expression
--	--

<p>inequalities</p> <ul style="list-style-type: none"> ● Represent and analyze quantitative relationships between dependent and independent variables 	<ul style="list-style-type: none"> ● Evaluate expressions given specific values for variables ● Solve simple equations using order of operations ● Apply the distributive property to generate equivalent expressions ● Identify when two expressions are equivalent ● Solve an equation or inequality by finding all the values that make it true ● Use variables to represent unknown numbers when solving real-world mathematical problems ● Solve real-world problems by writing and solving equations ● Write, solve, and graph inequalities in real world and mathematical problems ● Use graphs, tables, and equations to identify the relationships between dependent and independent variables
--	--

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
MATHEMATICS CURRICULUM
Evidence of Learning

<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Teacher Observation ● Performance Assessments ● Exit Slips ● Games ● Anecdotal Records ● Oral Assessments/Conferencing ● Portfolio/Math Journals ● Daily Classwork ● Pre-assessments 	
<p>Summative Assessments / Benchmark Assessments</p> <ul style="list-style-type: none"> ● Quizzes ● Chapter Tests ● Standards Tests ● Unit Tests 	<ul style="list-style-type: none"> ● Unit Projects ● Presentations ● Final Exams ● National/State/District Wide Assessments
<p>Modifications (ELLs, Special Education, Gifted and Talented)</p> <ul style="list-style-type: none"> ● Differentiated Instruction ● Follow IEP Modifications and 504 Plans ● Teacher Tutoring ● Peer Tutoring ● Cooperative Learning Groups ● Modified Tests and Assignments 	<ul style="list-style-type: none"> ● Native Language Texts and Native Language to English Dictionary ● Retesting ● Student-Driven / Choice Assessments ● Flexible Grouping ● Tiered Assignments

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Math Literature:

Multiplication:

Hershey's Kisses by Jerry Pollatta 365

Penguins by Jean Luc Fromental The

Doorbell Rang by Pat Hutchings **Division:**

Safari Park by Stuart Murphy

The Doorbell Rang by Pat Hutchings

Websites:

www.kutasoftware.com

www.funbrain.com

www.coolmath.com

<http://www.mathchimp.com/6th-grade-math-resources>

<http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-standard/expressions-and-equations>

<http://www.insidemathematics.org/common-core-resources/mathematical-content-standards/standards-by-standard/expressions-and-equations>

Teacher Notes:

**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
MATHEMATICS CURRICULUM
Unit Overview**

Content Area: Mathematics

Grade: 6

Domain: Geometry

Cluster: Solve real-world and mathematical problems involving area, volume, and surface area.

Cluster Summary: Students build on their work with area in elementary school by reasoning about relationships among shapes to determine area, surface area, and volume. Try to find the areas of right triangles, other triangles, and special quadrilaterals by decomposing these shapes, rearranging or removing pieces, and relating the shapes to rectangles. Using these methods, students discuss, develop, and justify formulas for areas of triangles and parallelograms. Students find the areas of polygons and surface areas of prisms and pyramids by decomposing them into pieces whose area they can determine. They reason about right rectangular prisms with fractional side lengths to extend formulas for the volume of a right rectangular prism to fractional side lengths. They prepare for work on scale drawings and constructions in Grade 7 by drawing polygons in the coordinate plane.

Primary interdisciplinary connections: Science, Social Studies, Language Arts, Technology, and 21st Century Life & Careers (see www.njcccs.org)

21st century themes: 21st Century Life & Careers; Personal Financial Literacy; Career Awareness, Exploration, & Preparation; Career & Technical Education

Content Standards

Number	Common Core Standard for Mastery
6.G.A.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.
6.G.A.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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.
6.G.A.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.
6.G.A.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.

Number	Common Core Standard for Introduction
7.G.A.2	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
7.G.B.4	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
7.G.B.5	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • How can measurements and geometric relationships be used to solve problems? • How does coordinate geometry illustrate a connection between geometry and algebra? 	<p>Unit Enduring Understandings</p> <ul style="list-style-type: none"> • Measurements can be used to describe, compare, and make sense of real-world situations, including area, volume, and surface area. • Geometric properties can be used to construct geometric figures. • Coordinate geometry facilitates the visualization of algebraic relationships.
<p>Unit Objectives Students will know ...</p> <ul style="list-style-type: none"> • How to find the area of polygons. • How to find the volume of rectangular prisms. • How to draw polygons on a coordinate plane. • How to use nets to determine surface area. 	<p>Unit Objectives Students will be able to...</p> <ul style="list-style-type: none"> • Find the area of triangles. • Find the area of quadrilaterals. • Find the area of composite figures. • Solve real-world problems using area. • Find the volume of rectangular prisms. • Show volume is $V=Bh$ and $V=lwh$. • Solve real world problems using volume. • Draw polygons on a coordinate plane given coordinate vertices. • Solve real world problems using coordinate geometry. • Make a net of a 3-D figure. • Identify a 3-D figure from a net. • Use nets to find surface area. • Solve real-world problems using nets.

<p style="text-align: center;">LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT MATHEMATICS CURRICULUM Evidence of Learning</p>	
<p>Formative Assessments</p> <ul style="list-style-type: none"> • Oral Questioning • Choral Response • Partners • Student Conference • Self Assessment • Think-Pair-Share • Hand Signals • Peer Reflection 	<ul style="list-style-type: none"> • Communicators • Graphic Organizers • Constructive Response • Teacher Observation • Exit Card • Quiz • Class work • Math Journals
<p>Summative Assessments / Benchmark Assessments</p> <ul style="list-style-type: none"> • Quizzes • Chapter Tests • Standards Tests 	

- Unit Tests
- Unit Projects
- Presentations
- Final Exams
- National/State/District Wide Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated Instruction
- Follow IEP Modifications and 504 Plans
- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Tests and Assignments
- Native Language Texts and Native Language to English Dictionary
- Retesting
- Student-Driven / Choice Assessments
- Flexible Grouping
- Tiered Assignments

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Math Literature:

Sir Cumference and the Great Knight of Angleland (A Math Adventure) By Cindy Neuschwander-This series explores geometric concepts in an adventurous way.

Sir Cumference and the Sword in the Cone: A Math Adventure By Cindy Neuschwander

Sir Cumference and the Dragon of Pi (Math Adventures)- Simple tangram story that can be used to review basic geometry terms.

Grandfather Tang's Story Ann Tompert- Geometry/tessellation story

A Cloak For The Dreamer Aileen Friedman- Shape story

The Greedy Triangle Marilyn Burns - Geometry story

Flatland Edwin Edwin Abbot

Mr. Archimedes' Bath Pamela Allen

Who Sank the Boat? Pamela Allen

Websites:

www.kutasoftware.com

www.khanacademy.org

www.funbrain.com

<http://www.math4childrenplus.com/games/geometry/>

<http://www.adaptedmind.com/categorylist.php?categoryId=6>

<http://www.kidsmathstv.com/6th-grade-videos/>

Teacher Notes:

**LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT
MATHEMATICS CURRICULUM
Unit Overview**

Content Area: Mathematics

Grade: 6

Domain: Statistics and Probability

Cluster:

- **Develop understanding of statistical variability**
- **Summarize and describe distributions**

Cluster Summary:

Students learn to describe and summarize numerical data sets, identifying clusters, peaks, gaps, and symmetry, considering the context in which the data were collected.

Primary interdisciplinary connections:

Science, Social Studies, Language Arts, Technology, and 21st Century Life & Careers (see www.njcccs.org)

21st Century Themes:

21st Century Life & Careers; Personal Financial Literacy; Career Awareness, Exploration, & Preparation; Career & Technical Education

Learning Targets

Content Standard

Number	Common Core Standard for Mastery
6.SP.A.1	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, "How old am I?" is not a statistical question, but "How old are the students in my school?" is a statistical question because one anticipates variability in students' ages.</i>
6.SP.A.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.
6.SP.A.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.
6.SP.B.4	Display numerical data in plots on a number line, including dot plots, histograms, and boxplots.
6.SP.B.5.A	Reporting the number of observations.
6.SP.B.5.B	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

6.SP.B.5.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.
6.SP.B.5.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.
Number	Common Core Standard for Introduction
7.SP.A.1	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.

<p>Unit Essential Questions</p> <ul style="list-style-type: none"> • What are the different ways that data can be represented? • What are the different numerical measures that describe data sets? • How do you determine which numerical measure is the most appropriate to use to analyze a given data set? 	<p>Unit Enduring Understandings</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> • Statistical questions anticipate variability in the data. These questions can be answered by collecting and analyzing data. The question to be answered determines the data that needs to be collected. • Each type of graph is most appropriate for certain kinds of data. A histogram uses bars to compare continuous numerical data grouped into intervals. • Box plots are useful for plotting data above a number line. Box plots show the spread for each quarter of the data. • A set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.
<p>Unit Objectives</p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> • The concept of statistical variability • How to find measures of central tendencies • How to summarize and describe data distributions through graphing 	<p>Unit Objectives</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Determine whether a question is a statistical question or not. • Describe data sets by looking at their center, spread, and overall shape. • Find the mean of a data set. • Find the median, mode, and range of data sets. • Make and use histograms, dot plots, and box plots. • Summarize numerical data sets by identifying sample size, possible bias, and units of measurement. • Use mean absolute deviation and interquartile range to measure variability in a set of data. • Decide which measure of central tendency most accurately describes a given set of data.

- Recognize an appropriate statistical measures.

LONG BEACH ISLAND CONSOLIDATED SCHOOL DISTRICT MATHEMATICS CURRICULUM
Evidence of Learning

Formative Assessments

- Oral Questioning
- Choral Response
- Partners
- Student Conference
- Self-Assessment
- Think-Pair-Share
- Hand Signals
- Peer Reflection

- Communicators
- Graphic Organizers
- Constructive Response
- Teacher Observation
- Exit Card
- Quiz
- Class work
- Math Journals

Summative Assessments

- Quizzes
- Chapter Tests
- Standards Tests
- Unit Tests

- Unit Projects
- Presentations
- Final Exams
- National/State/District Wide Assessments

Modifications (ELLs, Special Education, Gifted and Talented)

- Differentiated Instruction
- Follow IEP Modifications and 504 Plans
- Teacher Tutoring
- Peer Tutoring
- Cooperative Learning Groups
- Modified Tests and Assignments

- Native Language Texts and Native Language to English Dictionary
- Retesting
- Student-Driven / Choice Assessments
- Flexible Grouping
- Tiered Assignments

Curriculum development Resources/Instructional Materials/Equipment Needed Teacher Resources:

Literature:

Anno's Hat Tricks, Akihiro Nozaki- Probability
 Jumanji, Chris Van Allsburg- Probability
 Martha Blah Blah, Susan Meddaugh- Probability
 The Phantom Tollbooth, Norton Juster- Data Analysis, Probability

Web Site

www.kutasoftware.com
www.khanacademy.org
www.funbrain.com

http://www.internet4classrooms.com/skill_builders/probability_math_sixth_6th_grade.htm

<http://www.spellingcity.com/statistics-and-probability-middle-school.html>

<https://www.ixl.com/math/grade-6>

Teacher Notes: