

<b>Lavallette Elementary School</b>	
<b>Content Area: Mathematics</b> <b>Course Title: Mathematics</b>	<b>Grade Level: Sixth Grade</b>
<b>Unit Plan 1</b> Ratios and Proportional Relationships	September - October Ongoing
<b>Unit Plan 2</b> Number System	November - January Ongoing
<b>Unit Plan 3</b> Expressions and Equations	January - February Ongoing
<b>Unit Plan 4</b> Geometry	March - April Ongoing
<b>Unit Plan 5</b> Statistics and Probability	April - June Ongoing
Updated: August 2018 by Sharon Carroll	Board Approved: October 16, 2018

<b>Standards for Mathematical Practice</b>	
<i>The following standards for mathematical practice should be incorporated in all units.</i>	
MP.1 Make sense of problems and persevere in solving them.	<ul style="list-style-type: none"> <li>Find meaning in problems</li> <li>Look for entry points</li> <li>Analyze, conjecture and plan solution pathways</li> <li>Monitor and adjust</li> <li>Verify answers</li> <li>Ask themselves the question: "Does this make sense?"</li> </ul>

<p>MP.2 Reason abstractly and quantitatively.</p>	<p>Make sense of quantities and their relationships in problems  Learn to contextualize and decontextualize  Create coherent representations of problems</p>
<p>MP.3 Construct viable arguments and critique the reasoning of others.</p>	<p>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</p>
<p>MP 4 Model with mathematics.</p>	<p>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 results make sense</p>
<p>MP.5 Use appropriate tools strategically</p>	<p>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</p>
<p>MP.6 Attend to precision.</p>	<p>Communicate precisely to others  Use clear definitions, state the meaning of symbols and are careful specifying units of measure and labeling axes  Calculate accurately and efficiently</p>
<p>MP.7 Look for and make use of structure</p>	<p>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</p>
<p>MP.8 Look for and express regularity in repeated reasoning.</p>	<p>Notice if calculations are repeated and look for both general methods and shortcuts.  In solving problems, maintain oversight of the process while attending to detail  Evaluate the reasonableness of their immediate results</p>

**Lavallette School  
MATHEMATICS CURRICULUM  
Unit Overview**

**Content Area:** Mathematics

**Grade Level:** Sixth Grade

**Domain (Unit Title):** Ratios and Proportional Relationships

**Cluster:** 6.RP

**Cluster Summary:**

- Understand ratio concepts and use ratio reasoning to solve problems

**Primary Interdisciplinary Connections:**

<b>Science</b>	measurement (distance, weight, and growth), data analysis and collection, experiments relating to <b>Energy, Earth and Human Activity</b> and <b>Engineering and Design</b> .
<b>Social Studies</b>	economics & money, weather patterns, geography & map skills, and graphing
<b>Language Arts</b>	math journals, word problem comprehension, math stories, open-ended math questions, multi-step problems, math literature
<b>Technology</b>	8.1- Educational Technology: use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  interactive whiteboard lessons, independent centers, classroom websites, online resources and apps

**21st Century Themes:**

<b>Global Awareness</b>	Students work with word problems containing names of people and locations around the world to develop understanding of
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	diverse cultures and lifestyles.
<b>Communication and Collaboration</b>	Students will use mathematical arguments to articulate thoughts and ideas with peers and teachers.

### College and Career Readiness

Mathematics programs develops a deep understanding of mathematics by building a strong foundation of number sense at the elementary level before moving into more advanced content. Students will learn to make sense of problems and persevere in problem solving, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of a structure, and look for and express regularity in repeated reasoning.

### Learning Targets

#### Content Standards: RP

Number	Standard for Mastery
6.RP.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.2	<i>Understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b \neq 0</math>, 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 <math>3/4</math> cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."</i>
6.RP.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.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.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.3.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.
6.RP.3.D	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
<b>Number</b>	<b>Standard for Introduction</b>
7.RP.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.2.B	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are ratios and rates and how are they used in solving problems?</li> <li>• What is a proportion and what role does a ratio play in a proportion?</li> <li>• When are situations proportional?</li> <li>• How can numbers, expressions, measures, and objects be compared to other numbers, expressions, measures, and objects?</li> <li>• What are the different ways mathematics content and practices can be applied to solve problems?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• A unit rate is a rate that compares a quantity to one unit of another quantity.</li> <li>• A formula is a common relationship between quantities expressed as an equation.</li> <li>• A special proportional relationship involves distance (d), rate (r), and time (t). The formula showing this</li> </ul>
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relationship is  $d = r \times t$ .

- Rates are easily compared when each is expressed as a unit rate..

**Unit Objectives**

*Students will know...*

- Understand the concept of a ratio
- Understand the concept of a unit rate
- Use ratios and rates to solve real world problems

**Unit Objectives**

*Students will be able to...*

- 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

**Lavallette School  
MATHEMATICS CURRICULUM  
Unit Overview**

**Content Area:** Mathematics

**Grade Level:** Sixth Grade

**Domain (Unit Title):** The Number System

**Cluster:** 6.NS

**Cluster Summary:**

- 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

**Primary Interdisciplinary Connections:**

<b>Science</b>	measurement (distance, weight, and growth), data analysis and collection
<b>Social Studies</b>	economics & money, weather patterns, geography & map skills, and graphing
<b>Language Arts</b>	math journals, word problem comprehension, math stories, open-ended math questions, multi-step problems, math literature
<b>Technology</b>	8.1- Educational Technology: use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  interactive whiteboard lessons, independent centers, classroom websites, online resources and apps

**21st Century Themes:**

<b>Global Awareness</b>	Students work with word problems containing names of people and locations around the world.
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<b>Communication and Collaboration</b>	Students use mathematical arguments to articulate thoughts and ideas with peers and teachers
<b>Critical Thinking and Problem Solving</b>	Students use various types of reasoning as appropriate to solve a mathematical problem.

**College and Career Readiness**

Mathematics programs develops a deep understanding of mathematics by building a strong foundation of number sense at the elementary level before moving into more advanced content. Students will learn to make sense of problems and persevere in problem solving, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of a structure, and look for and express regularity in repeated reasoning.

**Learning Targets**

**Content Standards: NS**

Number	Standard for Mastery
6.NS.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 <math>(2/3) \div (3/4)</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(2/3) \div (3/4) = 8/9</math> because <math>3/4</math> of <math>8/9</math> is <math>2/3</math>. (In general, <math>(a/b) \div (c/d) = ad/bc</math>.) How much chocolate will each person get if 3 people share <math>1/2</math> lb of chocolate equally? How many <math>3/4</math>-cup servings are in <math>2/3</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>3/4</math> mi and area <math>1/2</math> square mi?.</i>
6.NS.2	Fluently divide multi-digit numbers using the standard algorithm.
6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.
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. <i>For example, express <math>36 + 8</math> as <math>4(9 + 2)</math>.</i>



6.NS.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.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.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.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.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.7	Understand ordering and absolute value of rational numbers.
6.NS.7.A	Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret <math>-3 &gt; -7</math> as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i>
6.NS.7.B	Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3\text{ }^{\circ}\text{C} &gt; -7\text{ }^{\circ}\text{C}</math> to express the fact that <math>-3\text{ }^{\circ}\text{C}</math> is warmer than <math>-7\text{ }^{\circ}\text{C}</math></i>
6.NS.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 <math> -30  = 30</math> to describe the size of the debt in dollars.</i>
6.NS.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.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.
<b>Number</b>	<b>Standard for Introduction</b>
7.NS.1.D	Apply properties of operations as strategies to add and subtract rational numbers.
7.NS.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How do operations affect whole numbers?</li> <li>• What makes a computational strategy both effective and efficient?</li> <li>• How is fraction division similar to and different from whole number division?</li> <li>• How are decimal operations similar to and different from whole number operations?</li> <li>• What is the difference between factors and multiples?</li> <li>• When do we use least common multiple (LCM) and greatest common factor (GCF)?</li> <li>• How can we apply and extend our understanding of the number line to include negative and opposite numbers?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• The magnitude of numbers affects the outcome of operations on them.</li> <li>• Computational fluency includes understanding the meaning and the appropriate use of numerical operations.</li> <li>• Operations apply to all types of numbers.</li> <li>• Connections exist between pre-fraction skills (GCF, LCM) and fraction operations, enabling fluent &amp; efficient computation.</li> <li>• All numbers have an exact position on the number line.</li> <li>• All numbers have relationships with other numbers and with zero on the number line.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p>
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- Procedures for dividing fractions.
- Procedures for computing fluently with multi-digit numbers.
- Procedures for finding common factors and multiples.
- when to use LCM & GCF.
- the relationships between numbers on the number line

- Divide fractions using a standard algorithm and using models.
- Divide multi-digit numbers.
- Solve real world decimal problems using standard algorithms.
- 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.

**Lavallette School  
MATHEMATICS CURRICULUM  
Unit Overview**

**Content Area:** Mathematics

**Grade Level:** Sixth Grade

**Domain (Unit Title):** Expressions and Equations

**Cluster:** 6.EE

**Cluster Summary:**

- 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

**Primary Interdisciplinary Connections:**

<b>Science</b>	measurement (distance, weight, and growth), data analysis and collection
<b>Social Studies</b>	economics & money, weather patterns, geography & map skills, and graphing
<b>Language Arts</b>	math journals, word problem comprehension, math stories, open-ended math questions, multi-step problems, math literature
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**Communication and Collaboration**

Students use mathematical arguments to articulate thoughts and ideas with peers and teachers

**College and Career Readiness**

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**Learning Targets****Content Standards: EE**

Number	Standard for Mastery
6.EE.1	Write and evaluate numerical expressions involving whole-number exponents.
6.EE.2	Write, read, and evaluate expressions in which letters stand for numbers
6.EE.2.A	Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation "Subtract <math>y</math> from 5" as <math>5 - y</math>.</i>
6.EE.2.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. <i>For example, describe the expression <math>2(8 + 7)</math> as a product of two factors; view <math>(8 + 7)</math> as both a single entity and a sum of two terms.</i>
6.EE.2.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). <i>For example, use the formulas <math>V = s^3</math> and <math>A = 6s^2</math> to find the volume and surface area of a cube with sides of length <math>s = \frac{1}{2}</math>.</i>

6.EE.3	Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression <math>3(2 + x)</math> to produce the equivalent expression <math>6 + 3x</math>; apply the distributive property to the expression <math>24x + 18y</math> to produce the equivalent expression <math>6(4x + 3y)</math>; apply properties of operations to <math>y + y + y</math> to produce the equivalent expression <math>3y</math>.</i>
6.EE.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 <math>y + y + y</math> and <math>3y</math> are equivalent because they name the same number regardless of which number <math>y</math> stands for.</i>
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.
6.EE.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.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.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.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. <i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation <math>d = 65t</math> to represent the relationship between distance and time.</i>

Number	Standard for Introduction
7.EE.1	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• How can mathematical situations be translated and represented abstractly using variables, expressions, and equations?</li> <li>• How can patterns be used to identify a relationship between two quantities?</li> <li>• What are algebraic expressions and how can they be written and evaluated?</li> <li>• How can equations be graphed?</li> <li>• How can we use rules of arithmetic, algebra, and equivalence to transform equations into equations that can be solved?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Some mathematical situations can be translated and represented using a variable in an algebraic expression.</li> <li>• The value of an algebraic expression can be found by replacing the variable(s) with given number(s) and doing the calculation that results.</li> <li>• There is an agreed upon order in which operations are carried out in a numerical expressions.</li> <li>• 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.</li> <li>• 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.</li> <li>• Some problems can be solved by recording and organizing data in a table and by finding and using numerical patterns in the table.</li> <li>• 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</li> </ul>
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inequality true

**Unit Objectives**

*Students will know...*

- Write and evaluate algebraic expressions
- Write and evaluate one-variable equations and inequalities
- Represent and analyze quantitative relationships between dependent and independent variables

**Unit Objectives**

*Students will be able to...*

- Write and evaluate numerical expressions involving whole number exponents
- Write expressions using numbers and variables
- Identify parts of an expression
- 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



**Lavallette School  
MATHEMATICS CURRICULUM  
Unit Overview**

**Content Area:** Mathematics

**Grade Level:** Sixth Grade

**Domain (Unit Title):** Geometry

**Cluster:** 6G

**Cluster Summary:**

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

**Primary Interdisciplinary Connections:**

<b>Science</b>	measurement (distance, weight, and growth), data analysis and collection, experiments relating to <b>Waves, Earth's Place in the Universe</b> and <b>Earth's Systems</b> .
<b>Social Studies</b>	economics & money, weather patterns, geography & map skills, and graphing
<b>Language Arts</b>	math journals, word problem comprehension, math stories, open-ended math questions, multi-step problems, math literature
<b>Technology</b>	8.1- Educational Technology: use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  interactive whiteboard lessons, independent centers, classroom websites, online resources and apps

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<b>Communication and Collaboration</b>	Students use mathematical arguments to articulate thoughts and ideas with peers and teachers

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## Learning Targets

### Content Standards: G

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

**Content Area:** Mathematics **Grade Level:** Sixth Grade

**Domain (Unit Title):** Statistics and Probability

**Cluster:** 6.SP

- Cluster Summary:**
- Develop understanding of statistical variability
  - Summarize and describe distributions

**Primary Interdisciplinary Connections:**

<b>Science</b>	measurement (distance, weight, and growth), data analysis and collection, experiments relating to <b>Molecules to Organisms</b> .
<b>Social Studies</b>	economics & money, weather patterns, geography & map skills, and graphing
<b>Language Arts</b>	math journals, word problem comprehension, math stories, open-ended math questions, multi-step problems, math literature
<b>Technology</b>	8.1- Educational Technology: use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.  interactive whiteboard lessons, independent centers, classroom websites, online resources and apps

**21st Century Themes:**

<b>Global Awareness</b>	Students work with word problems containing names of people
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	and locations around the world to develop understanding of diverse cultures and lifestyles.
<b>Communication</b>	Students use mathematical arguments to articulate thoughts and ideas with peers and teachers
<b>Civic Literacy</b>	Students understand the skills of mapping, gridding, and compass directions

### College and Career Readiness

Mathematics programs develops a deep understanding of mathematics by building a strong foundation of number sense at the elementary level before moving into more advanced content. Students will learn to make sense of problems and persevere in problem solving, reason abstractly and quantitatively, construct viable arguments and critique the reasoning of others, model with mathematics, use appropriate tools strategically, attend to precision, look for and make use of a structure, and look for and express regularity in repeated reasoning.

### Learning Targets

#### Content Standards: SP

Number	Standard for Mastery
6.SP.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.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.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.4	Display numerical data in plots on a number line, including dot plots, histograms, and boxplots.
6.SP.5	Summarize numerical data sets in relation to their context, such as by: <ul style="list-style-type: none"> <li>A. Reporting the number of observations.</li> <li>B. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</li> <li>C. Giving quantitative measures of center (median and/or mean) and</li> </ul>

	<p>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.</p> <p>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.</p>
<b>Number</b>	<b>Standard for Introduction</b>
7.SP.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><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>• What are the different ways that data can be represented?</li> <li>• What are the different numerical measures that describe data sets?</li> <li>• How do you determine which numerical measure is the most appropriate to use to analyze a given data set?</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Each type of graph is most appropriate for certain kinds of data. A histogram uses bars to compare continuous numerical data grouped into intervals.</li> <li>• Box plots are useful for plotting data above a number line. Box plots show the spread for each quarter of the data.</li> <li>• A set of data collected to answer a statistical question has a distribution, which can be described by its center, spread, and overall shape.</li> </ul>
<b>Unit Objectives</b>	<b>Unit Objectives</b>

<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>• The concept of statistical variability</li> <li>• How to find measures of central tendencies</li> <li>• How to summarize and describe data distributions through graphing</li> </ul>	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>• Determine whether a question is a statistical question or not.</li> <li>• Describe data sets by looking at their center, spread, and overall shape.</li> <li>• Find the mean of a data set.</li> <li>• Find the median, mode, and range of data sets.</li> <li>• Make and use histograms, dot plots, and box plots.</li> <li>• Summarize numerical data sets by identifying sample size, possible bias, and units of measurement.</li> <li>• Use mean absolute deviation and interquartile range to measure variability in a set of data.</li> <li>• Decide which measure of central tendency most accurately describes a given set of data.</li> <li>• Recognize an appropriate statistical measures.</li> </ul>
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<b>Evidence of Learning</b>
<p><b>Suggested Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance Assessment</li> <li>• Exit Slips/Slate Assessment</li> <li>• Portfolios/Journals</li> <li>• Pre-Assessment</li> <li>• Games</li> <li>• Anecdotal Records</li> <li>• Oral Assessment/Conferencing</li> <li>• Daily Classwork</li> </ul>
<p><b>Suggested Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>• Tests</li> <li>• Quizzes</li> <li>• National/State/District Assessments</li> </ul>
<p><b>Suggested Modifications (ELLs, Special Education, Gifted and Talented):</b></p> <p>Low Level Strategies:</p>

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

#### High Level Strategies

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

#### **Suggested activities for lesson plans:**

##### **Math Literature:**

##### **Math 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

##### **Websites:**

[www.kutasoftware.com](http://www.kutasoftware.com)

[www.khanacademy.org](http://www.khanacademy.org)

[www.funbrain.com](http://www.funbrain.com)

[http://www.internet4classrooms.com/skill\\_builders/probability\\_math\\_sixth\\_6th\\_grade.htm](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:**



