

# Ganado Unified School District #20 (Math/6<sup>th</sup> Grade)

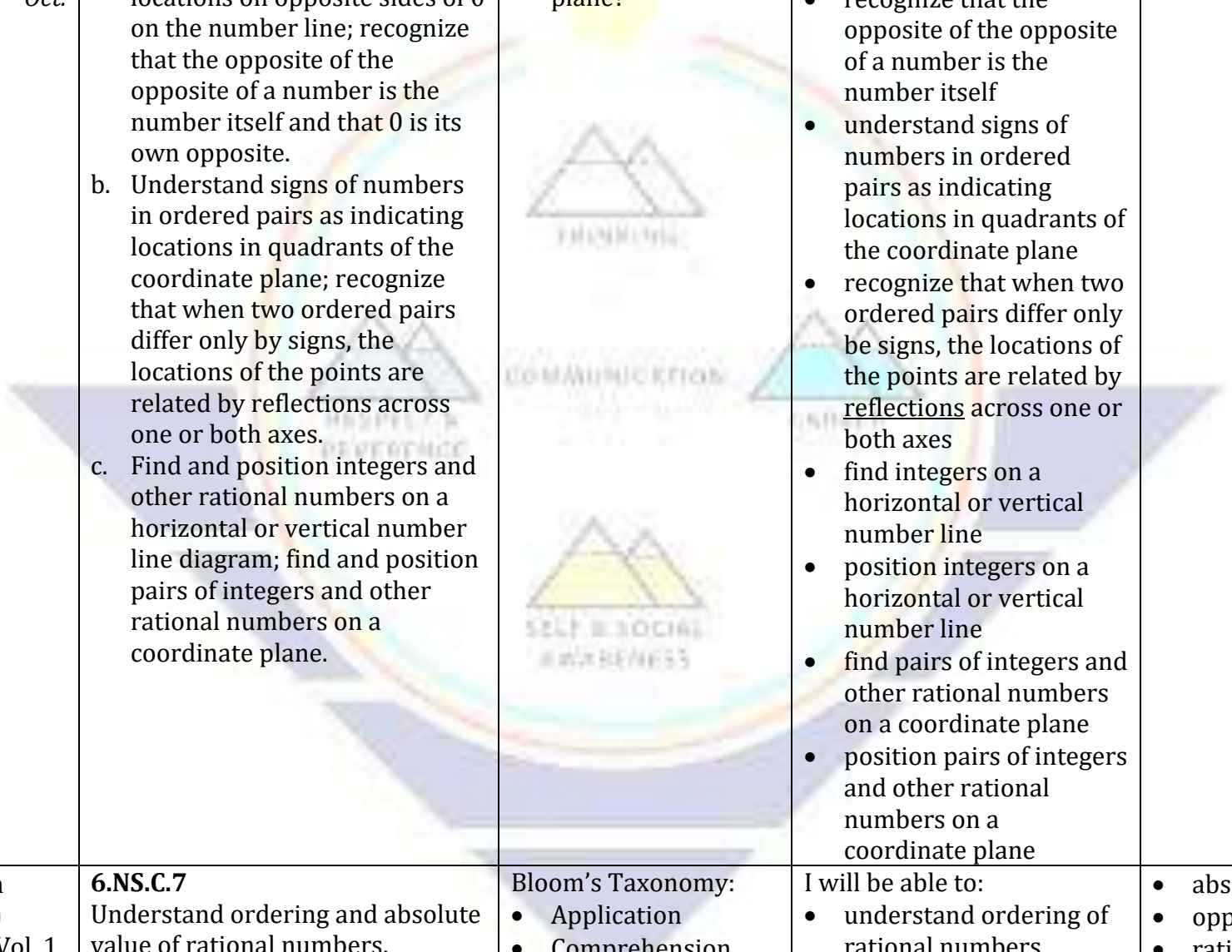
## PACING Guide SY 2022-2023

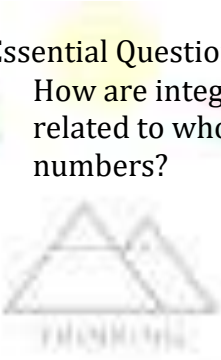


Time Line & Resources <small>(Identify textbook, page number or website link &amp; etc.)</small>	AZ College and Career Readiness Standard	Essential Question (HESS Matrix)	Learning Goal	Vocabulary (Content/Academic)
<b>First Quarter</b>				
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s)               <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online)               <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right; margin-right: 20px;"><i>Aug.</i></p>	<p><b>6.RP.A.1</b> Understand the concept of a ratio and use ratio language 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.”</p>	<p>Bloom’s Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How can you describe how two quantities are related?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the concept of a ratio.</li> <li>• Use ratio language to describe a ratio relationship between two quantities.</li> </ul>	<ul style="list-style-type: none"> <li>• part-to-part ratio</li> <li>• part-to-whole ratio</li> <li>• ratio</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s)               <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online)</li> </ul>	<p><b>6.RP.A.2</b> 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 (e.g., for every, for each, for each 1, per) in the context of a ratio relationship. (Complex fractions</p>	<p>Bloom’s Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• understand the concept of a unit rate <math>a/b</math> associated with a ratio <math>a:b</math> with <math>b</math> not equal to 0</li> </ul>	<ul style="list-style-type: none"> <li>• rate</li> <li>• unit price</li> <li>• unit rate</li> </ul>

<ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> <li>● <i>Other</i></li> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> <p style="text-align: right;"><i>Aug.</i></p>	<p>notations is not expectation for unit rates in this grade level.)</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>● How can you describe how two quantities are related?</li> </ul>	<ul style="list-style-type: none"> <li>● use rate language in the context of a ratio relationship</li> </ul>	
<ul style="list-style-type: none"> <li>● <i>Reveal Math Textbook(s)</i></li> <li>○ <i>Course 1, Vol. 1</i></li> <li>● <i>McGraw-Hill Math Textbook</i></li> <li>● <i>connected.mcgraw-hill (Online)</i></li> <li>○ <i>ALEKS</i></li> <li>● <i>Other</i></li> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> <p style="text-align: right;"><i>Aug./Sep.</i></p>	<p><b>6.RP.A.3</b> Use ratio and rate reasoning to solve mathematical problems and problems in real-world context (e.g., by reasoning about data collected from measurements, tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p> <ol style="list-style-type: none"> <li>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 planes. Use tables to compare ratios.</li> <li>b. Solve unit rate problems including those involving unit pricing and constant speed.</li> <li>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 percent problems with the unknown in all positions of the equation.</li> <li>d. Use ratio reasoning to convert measurement units; manipulate and transform</li> </ol>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>● Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>● DOK Level 2</li> <li>● DOK Level 3</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>● How can you use fractions, decimals, and percents to solve everyday problems?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>● use ratio and rate reasoning to solve real-world and mathematical problems</li> <li>● make tables of equivalent ratios relating quantities with whole-number measurements</li> <li>● find missing values in the tables</li> <li>● plot the pairs of values on the coordinate plane</li> <li>● use tables to compare ratios</li> <li>● solve unit rate problems including those involving unit pricing and constant speed</li> <li>● find a percent of a quantity as a rate per 100</li> <li>● use ratio reasoning to convert measurement units</li> <li>● manipulate and transform units appropriately when</li> </ul>	<ul style="list-style-type: none"> <li>● double number line</li> <li>● equivalent ratios</li> <li>● ratio table</li> <li>● scaling</li> <li>● unit ratio</li> <li>● percent</li> <li>● benchmark percents</li> </ul>


	units appropriately when multiplying or dividing quantities.		multiplying or dividing quantities	
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Sep.</i></p>	<p><b>6.NS.B.2</b> Fluently divide multi-digit numbers using a standard algorithm.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are operations with fractions and decimals related to operations with whole numbers?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• subtract with regrouping</li> <li>• multiply multi-digit numbers</li> <li>• divide multi-digit numbers</li> <li>• use standard algorithm</li> <li>• use algebra notation to show different ways to write multiplication and division</li> </ul>	<ul style="list-style-type: none"> <li>• dividend</li> <li>• divisor</li> <li>• quotient</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Sep.</i></p>	<p><b>6.NS.B.3</b> Fluently add, subtract, multiply, and divide multi-digit decimals using a standard algorithm for each operation.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are operations with fractions and decimals related to operations with whole numbers?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• add multi-digit decimals</li> <li>• subtract multi-digit decimals</li> <li>• multiply multi-digit decimals</li> <li>• divide multi-digit decimals</li> <li>• use standard algorithm</li> </ul>	<ul style="list-style-type: none"> <li>• decimal</li> </ul>
<b>Second Quarter</b>				
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> </ul>	<p><b>6.NS.A.1</b> Interpret and compute quotients of fractions to solve mathematical problems and problems in real-</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• interpret quotients of fractions</li> </ul>	<ul style="list-style-type: none"> <li>• Inverse Property of Multiplication</li> <li>• multiplicative inverse</li> </ul>

<ul style="list-style-type: none"> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• Other <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;">Oct.</p>	<p>world context involving division of fractions by fractions 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>.</i></p>	<ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are operations with fractions and decimals related to operations with whole numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• compute quotients of fractions</li> <li>• solve word problems involving division of fractions by fractions</li> </ul>	<ul style="list-style-type: none"> <li>• reciprocal</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• Other <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;">Oct.</p>	<p><b>6.NS.C.5</b> 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 context, explaining the meaning of 0 in each situation.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are integers and rational numbers related to the coordinate plane?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• understand that +/- numbers are used to describe quantities having opposite directions or values</li> <li>• use +/- numbers to represent quantities in real-world context</li> <li>• explain the meaning of 0 in each situation</li> </ul>	<ul style="list-style-type: none"> <li>• integer</li> <li>• negative integer</li> <li>• positive integer</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• Other <ul style="list-style-type: none"> <li>○ PowerSchool</li> </ul> </li> </ul>	<p><b>6.NS.C.6</b> Understand a rational number can be represented 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.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are integers and rational</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• understand a rational number as a point on the number line</li> <li>• extend number line diagrams and coordinate axes familiar from previous grades</li> <li>• recognize opposite signs of numbers indicating</li> </ul>	<ul style="list-style-type: none"> <li>• quadrants</li> <li>• reflection</li> </ul>

<ul style="list-style-type: none"> <li>○ <i>Teacher made worksheets</i></li> </ul> <p style="text-align: right;"><i>Oct.</i></p>	<p>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 and that 0 is its own opposite.</p> <p>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>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>numbers related to the coordinate plane?</p> 	<p>locations on opposite sides of 0</p> <ul style="list-style-type: none"> <li>• recognize that the opposite of the opposite of a number is the number itself</li> <li>• understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane</li> <li>• recognize that when two ordered pairs differ only by signs, the locations of the points are related by <u>reflections</u> across one or both axes</li> <li>• find integers on a horizontal or vertical number line</li> <li>• position integers on a horizontal or vertical number line</li> <li>• find pairs of integers and other rational numbers on a coordinate plane</li> <li>• position pairs of integers and other rational numbers on a coordinate plane</li> </ul>	
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s)</li> <li>○ Course 1, Vol. 1</li> <li>• McGraw-Hill Math Textbook</li> </ul>	<p><b>6.NS.C.7</b> Understand ordering and absolute value of rational numbers.</p> <p>a. Interpret statements of inequality as statements about</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• understand ordering of rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>• absolute value</li> <li>• opposites</li> <li>• rational number</li> </ul>

<ul style="list-style-type: none"> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Oct./Nov.</i></p>	<p>the relative position of two numbers on a number line.</p> <p>b. Write, interpret, and explain statements of order for rational numbers in real-world context.</p> <p>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 real-world context.</p> <p>d. Distinguish comparisons of absolute value from statements about order in mathematical problems and problems in real-world context.</p>	<ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are integers related to whole numbers?</li> </ul>   	<ul style="list-style-type: none"> <li>• understand absolute value of rational numbers</li> <li>• interpret statements of inequality as statements about the relative position of two numbers on a number line</li> <li>• write statements of order for rational numbers in real-world context</li> <li>• explain statements of order for rational numbers in real-world context</li> <li>• understand the absolute value of a rational number as its distance from 0 on a number line</li> <li>• interpret absolute value as magnitude for a +/- quantity in a real-world situation</li> <li>• distinguish comparisons of absolute value from statements about order</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Reveal Math Textbook(s)</i> <ul style="list-style-type: none"> <li>○ <i>Course 1, Vol. 1</i></li> </ul> </li> <li>• <i>McGraw-Hill Math Textbook</i></li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> </ul>	<p><b>6.NS.C.8</b> Solve mathematical problems and problems in real-world context 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</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• solve real-world problems and problems in real-world context by graphing points in all four quadrants of the coordinate plane</li> </ul>	<ul style="list-style-type: none"> <li>• integer</li> <li>• negative integer</li> <li>• positive integer</li> <li>• quadrants</li> <li>• reflection</li> <li>• absolute value</li> <li>• opposites</li> <li>• rational number</li> </ul>

<ul style="list-style-type: none"> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Nov.</i></p>	<p>coordinate or the same second coordinate.</p>	<ul style="list-style-type: none"> <li>• How are integers related to whole numbers?</li> </ul>	<ul style="list-style-type: none"> <li>• include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate</li> </ul>	
<ul style="list-style-type: none"> <li>• <i>Reveal Math Textbook(s)</i> <ul style="list-style-type: none"> <li>○ <i>Course 1, Vol. 2</i></li> </ul> </li> <li>• <i>McGraw-Hill Math Textbook</i></li> <li>• <i>connected.mcgraw-hill (Online)</i> <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Nov.</i></p>	<p><b>6.EE.A.1</b> Write and evaluate numerical expressions involving whole-number exponents.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Evaluation</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> <li>• DOK Level 3</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How can we communicate algebraic relationships with mathematical symbols?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• Write and evaluate numerical expressions involving whole-numbers exponents</li> </ul>	<ul style="list-style-type: none"> <li>• base</li> <li>• exponent</li> <li>• power</li> </ul>
<ul style="list-style-type: none"> <li>• <i>Reveal Math Textbook(s)</i> <ul style="list-style-type: none"> <li>○ <i>Course 1, Vol. 2</i></li> </ul> </li> <li>• <i>McGraw-Hill Math Textbook</i></li> <li>• <i>connected.mcgraw-hill (Online)</i> <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Nov.</i></p>	<p><b>6.EE.A.2</b> Write, read, and evaluate algebraic expressions.</p> <p>a. Write expressions that record operations with numbers and variables.</p> <p>b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, and coefficient); view one or more parts of an expression as a single entity.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> <li>• Evaluation</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 1</li> <li>• DOK Level 2</li> <li>• DOK Level 3</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How can we communicate</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• write expressions that record operations with numbers and variables.</li> <li>• identify parts of an expression using mathematical terms</li> <li>• view one or more parts of an expression as a single entity.</li> <li>• evaluate expressions given specific values of their variables</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate</li> <li>• numerical expression</li> <li>• order of operations</li> <li>• algebra</li> <li>• algebraic expression</li> <li>• coefficient</li> <li>• constant</li> <li>• defining the variable</li> </ul>

	<p>c. Evaluate expressions given specific values of their variables. Include expressions that arise from formulas used to solve mathematical problems and problems in real-world context. 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).</p>	<p>algebraic relationships with mathematical symbols?</p> 	<ul style="list-style-type: none"> <li>include expressions that arise from formulas used in real-world problems</li> <li>perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses order (Order of Operations)</li> </ul>	<ul style="list-style-type: none"> <li>like terms</li> <li>term</li> <li>variable</li> </ul>
<ul style="list-style-type: none"> <li>Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>Course 1, Vol. 2</li> </ul> </li> <li>McGraw-Hill Math Textbook</li> <li><i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>ALEKS</li> </ul> </li> <li>Other <ul style="list-style-type: none"> <li>PowerSchool</li> <li>Teacher made worksheets</li> </ul> </li> </ul> <p>Nov./Dec.</p>	<p><b>6.NS.B.4</b> Use previous understanding of factors to find the greatest common factor and the least common multiple.</p> <ol style="list-style-type: none"> <li>Find the greatest common factor of two whole numbers less than or equal to 100.</li> <li>Find the least common multiple of two whole numbers less than or equal to 12.</li> <li>Use the distributive property to express a sum of two whole numbers 1 to 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></li> </ol>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>How can we communicate algebraic relationships with mathematical symbols?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>find the GCF of two whole numbers less than or equal to 100.</li> <li>find the LCM of two whole numbers less than or equal to 12.</li> <li>use the distributive property to express the sum of 2 whole numbers</li> </ul>	<ul style="list-style-type: none"> <li>common factor</li> <li>greatest common factor</li> <li>least common multiple</li> <li>Distributive Property</li> <li>factoring the expression</li> </ul>



<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Dec.</i></p>	<p><b>6.EE.A.3</b> 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>.</i></p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How can we communicate algebraic relationships with mathematical symbols?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• apply the properties of operations to generate equivalent expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Associative Property</li> <li>• Commutative Property</li> <li>• Distributive Property</li> <li>• equivalent expressions</li> <li>• Identity Property</li> <li>• simplest form</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Dec.</i></p>	<p><b>6.EE.A.4</b> Identify when two expressions are equivalent. <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></p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How can we communicate algebraic relationships with mathematical symbols?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• identify when two expression are equivalent</li> </ul>	<ul style="list-style-type: none"> <li>• Associative Property</li> <li>• Commutative Property</li> <li>• Distributive Property</li> <li>• equivalent expressions</li> <li>• Identity Property</li> <li>• simplest form</li> </ul>
<b>Third Quarter</b>				
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> </ul>	<p><b>6.EE.B.5</b> Understand solving an equation or inequality as a process of reasoning to find value(s) of the variables that make that equation or inequality true. Use substitution</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• understand solving an equation or inequality as a process of reasoning to find value(s) of the variables that make</li> </ul>	<ul style="list-style-type: none"> <li>• equals sign</li> <li>• equation</li> <li>• guess, check, and revise strategy</li> <li>• solution</li> <li>• solve</li> </ul>

<ul style="list-style-type: none"> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Jan.</i></p>	<p>to determine whether a given number in a specified set makes an equation or inequality true.</p>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are the solutions of equations and inequalities different?</li> </ul>	<p>equations or inequality true</p> <ul style="list-style-type: none"> <li>• use substitution to determine whether a given number in a specified set makes an equation or inequality true</li> </ul>	<ul style="list-style-type: none"> <li>• inverse operations</li> <li>• Subtraction Property of Equality</li> <li>• Addition Property of Equality</li> <li>• Division Property of Equality</li> <li>• Multiplication Property of Equality</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Jan.</i></p>	<p><b>6.EE.B.6</b> Use variables to represent numbers and write expressions when solving mathematical problems and problems in real-world context; understand that a variable can represent an unknown number or any number in a specified set.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are the solutions of equations and inequalities different?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• use variables to represent numbers and write expressions when solving real-world problems</li> <li>• understand that a variable can represent an unknown number or any number in a specified set</li> </ul>	<ul style="list-style-type: none"> <li>• equals sign</li> <li>• equation</li> <li>• guess, check, and revise strategy</li> <li>• solution</li> <li>• solve</li> <li>• inverse operations</li> <li>• Subtraction Property of Equality</li> <li>• Addition Property of Equality</li> <li>• Division Property of Equality</li> <li>• Multiplication Property of Equality</li> </ul>


<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Jan.</i></p>	<p><b>6.EE.B.7</b> Solve mathematical problems and problems in real-world context by writing and solving equations of the form <math>x + p = q</math>, <math>x - p = q</math>, <math>px = q</math>, and <math>x/p = q</math> for cases in which <math>p</math>, <math>q</math>, and <math>x</math> are all non-negative rational numbers.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are the solutions of equations and inequalities different?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• solve real-world problems by writing and solving equations of the form <math>x + p = q</math>, <math>x - p = q</math>, <math>px = q</math>, <math>x/p = q</math> for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all non-negative rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>• equals sign</li> <li>• equation</li> <li>• guess, check, and revise strategy</li> <li>• solution</li> <li>• solve</li> <li>• inverse operations</li> <li>• Subtraction Property of Equality</li> <li>• Addition Property of Equality</li> <li>• Division Property of Equality</li> <li>• Multiplication Property of Equality</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Jan.</i></p>	<p><b>6.EE.B.8</b> Write an inequality of the form <math>x &gt; c</math>, <math>x &lt; c</math>, <math>x \geq c</math>, or <math>x \leq c</math> to represent a constraint or condition to solve mathematical problems and problems in real-world context. Recognize that inequalities have infinitely many solutions; represent solutions of such inequalities on number lines.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are the solutions of equations and inequalities different?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• write an inequality of the form <math>x &gt; c</math>, <math>x &lt; c</math> to represent a constraint or condition in a real-world or mathematical problem</li> <li>• recognize that inequalities of the <math>x &gt; c</math> or <math>x &lt; c</math> have infinitely many solutions; represent solutions of such inequalities on number line diagrams</li> </ul>	<ul style="list-style-type: none"> <li>• inequality</li> </ul>

<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Jan./Feb.</i></p>	<p><b>6.EE.C.9</b> Use variables to represent two quantities that change in relationship to one another to solve mathematical problems and problems in real-world context. Write an equation to express one quantity (the dependent variable) in terms of the other quantity (the independent variable). Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> <li>• Analysis</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 3</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• What are the ways in which a relationship between two variables can be displayed?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• use variables to represent two quantities in a real-world problem that change in relationship to one another</li> <li>• write an equation to express one quantity in terms of the other quantity.</li> <li>• analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the question</li> </ul>	<ul style="list-style-type: none"> <li>• dependent variable</li> <li>• independent variable</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Feb.</i></p>	<p><b>6.G.A.3</b> 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 to solve mathematical problems and problems in a real-world context.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How are the areas of triangles and rectangles used to find the areas of other polygon?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• draw polygons in the coordinate plane given coordinates for the vertices</li> <li>• use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate</li> <li>• apply these techniques in the context of solving real-world and mathematical problems</li> </ul>	<ul style="list-style-type: none"> <li>• polygons</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> </ul>	<p><b>6.G.A.1</b> Find the area of right triangles, other triangles, special</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• find the area of right triangles, other</li> </ul>	<ul style="list-style-type: none"> <li>• base</li> <li>• height</li> <li>• parallelogram</li> </ul>

<ul style="list-style-type: none"> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Feb.</i></p>	quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques to solve mathematical problems and problems in real-world context.	HESS Matrix: <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> Essential Question(s): <ul style="list-style-type: none"> <li>• How are the areas of triangles and rectangles used to find the areas of other polygons?</li> </ul>	triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes <ul style="list-style-type: none"> <li>• apply these techniques to solve mathematical and real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>• congruent figures</li> <li>• height (triangle)</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Feb.</i></p>	<b>6.G.A.2</b> 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. Understand and use the formula $V = B \cdot h$ , where in this case, B is the area of the base ( $B = l \times w$ ) to find volumes of right rectangular prisms with fractional edge lengths in mathematical problems and problems in real-world context.	Bloom’s Taxonomy: <ul style="list-style-type: none"> <li>• Application</li> </ul> HESS Matrix: <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> Essential Question(s): <ul style="list-style-type: none"> <li>• How can you describe the size of a three-dimensional figure?</li> </ul>	I will be able to: <ul style="list-style-type: none"> <li>• 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</li> <li>• show that the volume is the same as would be found by multiplying the edge lengths of the prism</li> <li>• apply the formulas <math>V = lwh</math> and <math>V = bh</math> to find the volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems</li> </ul>	<ul style="list-style-type: none"> <li>• base</li> <li>• height (trapezoid)</li> <li>• trapezoid</li> <li>• regular polygon</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> </ul>	<b>6.G.A.4</b> Represent three-dimensional figures using nets made up of rectangles and triangles, and use	Bloom’s Taxonomy: <ul style="list-style-type: none"> <li>• Application</li> </ul> HESS Matrix:	I will be able to: <ul style="list-style-type: none"> <li>• represent three-dimensional figures</li> </ul>	<ul style="list-style-type: none"> <li>• cubic units</li> <li>• prism</li> <li>• rectangular prism</li> </ul>

<ul style="list-style-type: none"> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Feb./Mar.</i></p>	<p>the nets to find the surface area of these figures. Apply these techniques to solve mathematical problems and problems in real-world context.</p>	<ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• How can you describe the size of a three-dimensional figure?</li> </ul>	<p>using nets made up of rectangles and triangles</p> <ul style="list-style-type: none"> <li>• use the nets to find the surface area of these figures</li> <li>• apply these techniques in the context of solving real-world and mathematical problems</li> </ul>	<ul style="list-style-type: none"> <li>• three-dimensional figure</li> <li>• volume</li> <li>• net</li> <li>• surface area</li> <li>• triangular prism</li> <li>• lateral faces</li> <li>• pyramid</li> <li>• slant height</li> </ul>
<b>Fourth Quarter</b>				
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 2</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> <li>○ Teacher made worksheets</li> </ul> </li> </ul> <p style="text-align: right;"><i>Mar.</i></p>	<p><b>6.SP.A.1</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability 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></p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 1</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• Why is data collected and analyzed and how can it be displayed?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• recognize a statistical question as one that anticipates variability in the data related to the question and accounts for variability in the answers</li> </ul>	<ul style="list-style-type: none"> <li>• statistical question</li> <li>• statistics</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ ALEKS</li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ PowerSchool</li> </ul> </li> </ul>	<p><b>6.SP.A.2</b> Understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 1</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• Why is data collected and</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• understand that a set of data collected to answer a statistical question has a distribution whose general characteristics can be described by its center, spread, and overall shape</li> </ul>	<ul style="list-style-type: none"> <li>• statistical question</li> <li>• statistics</li> </ul>

<ul style="list-style-type: none"> <li>○ <i>Teacher made worksheets</i> <i>Mar.</i></li> </ul>		<p>analyzed and how can it be displayed?</p>		
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i> <i>Mar./Apr.</i></li> </ul> </li> </ul>	<p><b>6.SP.B.4</b> Display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Application</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• Why is data collected and analyzed and how can it be displayed?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• display and interpret numerical data by creating plots on a number line including histograms, dot plots, and box plots.</li> </ul>	<ul style="list-style-type: none"> <li>• dot plot</li> <li>• histogram</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i> <i>Apr.</i></li> </ul> </li> </ul>	<p><b>6.SP.A.3</b> 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 uses a single number to describe the spread of the data set.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Comprehension</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> </ul> <p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• Why is data collected and analyzed and how can it be displayed?</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• 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 uses a single number to describe the spread of the data set.</li> </ul>	<ul style="list-style-type: none"> <li>• average</li> <li>• mean</li> <li>• measures of center</li> <li>• median</li> </ul>
<ul style="list-style-type: none"> <li>• Reveal Math Textbook(s) <ul style="list-style-type: none"> <li>○ Course 1, Vol. 1</li> </ul> </li> <li>• McGraw-Hill Math Textbook</li> </ul>	<p><b>6.SP.B.5</b> Summarize numerical data sets in relation to their context by: a. Reporting the number of observations.</p>	<p>Bloom's Taxonomy:</p> <ul style="list-style-type: none"> <li>• Synthesis</li> </ul> <p>HESS Matrix:</p> <ul style="list-style-type: none"> <li>• DOK Level 2</li> <li>• DOK Level 3</li> </ul>	<p>I will be able to:</p> <ul style="list-style-type: none"> <li>• summarize numerical data sets in relation to their context</li> <li>• report the number of observations</li> </ul>	<ul style="list-style-type: none"> <li>• box plot</li> <li>• first quartile</li> <li>• interquartile range</li> <li>• measures of variation</li> </ul>

<ul style="list-style-type: none"> <li>• <i>connected.mcgraw-hill</i> (Online) <ul style="list-style-type: none"> <li>○ <i>ALEKS</i></li> </ul> </li> <li>• <i>Other</i> <ul style="list-style-type: none"> <li>○ <i>PowerSchool</i></li> <li>○ <i>Teacher made worksheets</i></li> </ul> </li> </ul> <p style="text-align: right;"><i>Apr./May</i></p>	<p>b. Describing the nature of the attribute under investigation including how it was measured and its units of measurement.</p> <p>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.</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>	<p>Essential Question(s):</p> <ul style="list-style-type: none"> <li>• Why is data collected and analyzed and how can it be displayed?</li> </ul> 	<ul style="list-style-type: none"> <li>• describe the nature of the attribute under investigation, including how it was measured and its units of measurement</li> <li>• give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation)</li> <li>• describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered</li> <li>• relate the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered</li> </ul>	<ul style="list-style-type: none"> <li>• quartiles</li> <li>• range</li> <li>• second quartile</li> <li>• third quartile</li> <li>• mean absolute deviation</li> <li>• outlier</li> <li>• cluster</li> <li>• distribution</li> <li>• gap</li> <li>• peak</li> <li>• symmetric distribution</li> </ul>
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