

# SAUSD Common Core Aligned Curriculum Map: 6<sup>th</sup> Grade Math Year-at-a-Glance

Title	Time	Performance Task	Big Idea	Essential Questions	Core Resources
<b>Unit 1 &amp; 1a:</b> Introduction & Integers (includes 4 days of team cohesiveness activities)	24 Days	<b>POM:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>Assessment Choices: (Secure Materials)</b> <ul style="list-style-type: none"> <li>• <a href="#">Illustrative Math: It's Warmer in Miami</a></li> <li>• <a href="#">Illustrative Math: Mile High</a></li> </ul>	<b>Overarching:</b> Everything is related in some way.  <b>Topical:</b> There are many ways to represent a number.	<ul style="list-style-type: none"> <li>• How do I represent an integer?</li> <li>• Where do you see integers in the real world?</li> <li>• How do my ideas about the four basic operations extend to integers?</li> <li>• 4. How can you use models, words, and expanded formats to order and compare numbers?</li> </ul>	<b>Adopted Textbook CGP</b> <ul style="list-style-type: none"> <li>•Txt pp. 2, 9</li> <li>•Wb pp. 1-2</li> </ul> <b>Carr Resource Packet Concept Development:</b> <ul style="list-style-type: none"> <li>•Tiles (+, - symbols)</li> <li>•T-Graph</li> <li>•Number line</li> </ul> <b>Practice Activities:</b> <ul style="list-style-type: none"> <li>•War <b>Categorize:</b></li> <li>•Add =&gt; use pictures</li> <li>•Subtract =&gt; change to add the opposite, then use pictures</li> <li>•Multiply/Divide =&gt; two negatives one positive</li> </ul> Resources: <ul style="list-style-type: none"> <li>•Hot Air Balloon Unit</li> </ul>
<b>Unit 2:</b> Order of Operations/Numerical Expressions	10 Days	<b>POM:</b> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <b>Assessment Choices: (Secure Materials)</b> <ul style="list-style-type: none"> <li>• <a href="#">Illustrative Math: Jayden's Snacks</a> (individual rec.)</li> <li>• <a href="#">Illustrative Math: Watch Out for Parentheses</a> (5) (individual rec.)</li> <li>• <a href="#">MARS (SVMI): Candy Bars</a> (2004) (collab. Rec.)</li> </ul>	<b>Overarching:</b> Order is everywhere and has a purpose. <b>Topical:</b> Operations create relationships between numbers and promote computational fluency.	<ul style="list-style-type: none"> <li>• Why do we need to follow certain steps in simplifying/evaluating expressions?</li> <li>• When does order matter?</li> <li>• What structures do I need to look for in expressions?</li> <li>• 4. How would you describe the order of operations?</li> </ul>	<b>Adopted Textbook CGP</b> <ul style="list-style-type: none"> <li>•Txt p. 56</li> <li>•Wb pp. 29-30</li> </ul> <b>Carr Resource Packet Concept Development:</b> <b>Practice Activities:</b> <ul style="list-style-type: none"> <li>•Pig Race</li> <li>•Equaggle</li> <li>•Come Closer</li> <li>•Hopscotch</li> <li>•Four 4's</li> </ul> Resources <ul style="list-style-type: none"> <li>•Order of Operation Unit</li> </ul> <b>Illustrative Math CCSSM:</b> <ul style="list-style-type: none"> <li>•Bowling for Numbers(5)</li> </ul>
<b>Unit 3: (UoS)</b> Algebraic Expressions & One-Step Equations	15 Days	<b>POM:</b> <ul style="list-style-type: none"> <li>• <a href="#">Digging Dinosaurs</a></li> <li>• <a href="#">Digging Dinosaurs</a></li> </ul>	<b>Overarching:</b> What we know can often be used to discover what we don't know.	<ul style="list-style-type: none"> <li>• What is a variable?</li> <li>• In what ways/contexts are variables being used?</li> </ul>	<b>Unit of Study Materials</b>

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including Geometry		<p style="text-align: center;"><a href="#">All</a></p> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Boxes (2009)</a> (collab. Rec.)</li> <li>• <a href="#">MARS (SVMI): Gym (2003)</a> (individual rec.)</li> <li>• <a href="#">MARS (SVMI): How Old Are They? (2007)</a></li> <li>• <a href="#">MARS (SVMI): Meal Out (2011)</a> (individual rec.)</li> </ul>	<p><b>Topical:</b> Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.</p>	<ul style="list-style-type: none"> <li>• When are algebraic and numeric expressions used?</li> <li>• How do expressions differ from equations/inequalities?</li> <li>• In what context will a situation require the use of an equation or inequality to yield reasonable solutions?</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Digging Dinosaurs TN</a></li> </ul>
<p><b>Unit 4a:</b> Geometry: Angles complementary supplementary vertical, &amp; triangles</p>	15 Days	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Skateboarding Tricks (2009)</a></li> </ul>	<p><b>Overarching:</b> What we know can often be used to discover what we don't know.</p> <p><b>Topical:</b> Mathematical situations and structures can be translated and represented abstractly using variables, expressions, and equations.</p>	<ul style="list-style-type: none"> <li>• How are angles classified and measured?</li> <li>• How can an equation be represented in different ways?</li> <li>• What strategies can I use to solve an equation?</li> <li>• How can we use equations to find the unknown angle measures?</li> </ul>	<p><b>Adopted Textbook CGP</b></p> <ul style="list-style-type: none"> <li>•Txt pp. 359-361, 370-394</li> <li>•Wb pp.195-196, 201-214</li> </ul> <p><b>Carr Resource Packet Concept development:</b></p> <ul style="list-style-type: none"> <li>•Triangle Ripping (180 degrees)</li> <li>•Use protractors</li> <li>•Circumference &amp; Lids to develop Pi</li> <li>•Literature connections: Sir Circumference Series</li> <li>•Circles on Graph Paper</li> <li>•Area of Circle Investigation</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>•Transparency copied protractors</li> <li>•Angles and Quadrilaterals Unit by S. Mercer</li> </ul>

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<p><b>Unit 4b:</b> (before break) Geometry: Circles (Circumference/Area)</p>	<p>10 Days</p>	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Historic Bicycle</a> (2010) (collab. Rec.)</li> <li>• <a href="#">Illustrative Math: Eight Circles (7)</a> (collab. Rec.)</li> </ul>	<p><b>Overarching:</b> Structures have interrelated parts.</p> <p><b>Topical:</b> The relationship between parts of a circle can be expressed with equations.</p>	<ul style="list-style-type: none"> <li>• What does “area” mean?</li> <li>• What does “perimeter /circumference” mean?</li> <li>• How do the parts of a circle relate to each other?</li> <li>• 4. How do you find the circumference and area of any given circle?</li> </ul>	<p><b>Adopted Textbook CGP Carr Resource Packet</b></p> <ul style="list-style-type: none"> <li>•String Activity</li> <li>•Skip Counting Practice &amp; Races</li> </ul>
<p><b>Unit 5: (after break)</b> Fractions (Including GCF and LCM)</p>	<p>15 Days</p>	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS: (SVMI) Rabbit Costumes</a> (2003) (individual rec.)</li> <li>• <a href="#">MARS: Rabbit Costumes all</a></li> <li>• <a href="#">MARS (SVMI): Fractions (2010)</a> (individual rec.)</li> <li>• <a href="#">Illustrative Math: Cup of Rice (collab. Rec.)</a></li> <li>• <a href="#">Illustrative Math: Dan’s Division Strategy (collab. Rec.)</a></li> </ul>	<p><b>Overarching:</b> Systems have parts that work together and follow rules.</p> <p><b>Topical:</b> Fraction is part of a whole.</p>	<ul style="list-style-type: none"> <li>• How can I use fractions in real life?</li> <li>• How can models be used to compute fractions with like and unlike denominators?</li> <li>• How do I explain the meaning of a fraction and its numerator and denominator, and use my understanding to represent and compare fractions?</li> <li>• 4. What is the GCF and LCM of a given set of numbers?</li> </ul>	<p><b>Adopted Textbook CGP</b></p> <ul style="list-style-type: none"> <li>•Txt pp.145-149, 151-162</li> <li>•Wb pp. 61-64, 67-68, 79, 81, 83-87</li> </ul> <p><b>Carr Resource Packet Concept Development:</b></p> <ul style="list-style-type: none"> <li>•Graph Paper Modeling</li> <li>•Double Number line</li> <li>•Factors and Rectangles</li> <li>•Multiplication Bingo</li> <li>•Tangrams</li> <li>•Packet (Mercer)</li> </ul> <p><b>Practice Activities</b></p> <ul style="list-style-type: none"> <li>•Fraction Bingo</li> </ul>
<p><b>Unit 6:</b> (2<sup>nd</sup> Sem) (UoS) Rates &amp; Ratios</p>	<p>15 Days</p>	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">First Rate</a></li> <li>• <a href="#">First Rate - All</a></li> <li>• <a href="#">Measuring Mammals</a></li> </ul>	<p><b>Overarching:</b> Everything is related in some way and serves a purpose.</p> <p><b>Topical:</b> Ratios describe a multiplicative relationship</p>	<ul style="list-style-type: none"> <li>• What are the differences between ratios and rates?</li> <li>• 2. How can ratio and rate reasoning be used to solve real-world mathematical problems?</li> </ul>	<p><b>Unit of Study Materials</b></p> <ul style="list-style-type: none"> <li>• <a href="#">First Rate TN</a></li> <li>• <a href="#">Measuring Mammals TN</a></li> </ul>

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		<p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Snails Pace (2008)</a> (individual rec.)</li> <li>• <a href="#">MARS (SVMI): Linflower Seeds (2000)</a> (individual rec.)</li> <li>• <a href="#">Illustrative Math: Buying Gas</a> (individual rec.)</li> </ul>	between two quantities.		
<b>Unit 7:</b> Proportions & Percents	25 Days	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Basketball (2002)</a> (individual rec.)</li> <li>• <a href="#">MARS (SVMI): Cans of Kola (2001)</a> (collab. Rec.)</li> </ul>	<p><b>Overarching:</b> Everything is related in some way and serves a purpose.</p> <p><b>Topical:</b> Proportional relationships express how quantities change in relation to each other.</p> <p><b>Topical:</b> Percent, which is “per hundred”, gives us a way to talk about parts while using whole numbers, and a way to compare relatively unlike quantities.</p>	<ul style="list-style-type: none"> <li>• What is the importance of using proportions?</li> <li>• Where are percents used in real life?</li> <li>• How can a visual model help to find a quantity given the part of the whole?</li> <li>• How can a visual model help to answer questions involving percents?</li> </ul>	<p><b>Adopted Textbook CGP</b></p> <ul style="list-style-type: none"> <li>•Txt pp. 170-176,</li> <li>•Wb pp. 91, 93, 95, 97-99, 101, 103</li> </ul> <p><b>Carr Resource Packet Conceptual development:</b></p> <ul style="list-style-type: none"> <li>•Elastic ruler (fabric)</li> <li>•Brad Fulton Book</li> <li>•Double-sided number lines =&gt; proportions</li> </ul> <p>Resources:</p> <ul style="list-style-type: none"> <li>•Fractions, Decimals &amp; Percents by S. Mercer</li> </ul>
<b>Unit 8:</b> Probability/Sampling	10 Days	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): M&amp;M's (2000)</a> (individual rec.)</li> <li>• <a href="#">MARS (SVMI): MARS M&amp;M Rubric</a></li> <li>• <a href="#">MARS (SVMI): Choosing a Cube (2001)</a> (collab.</li> </ul>	<p><b>Overarching:</b> Patterns allow for prediction.</p> <p><b>Topical:</b> Probability is using numbers to describe the chance of something happening. This can help us make predictions.</p>	<ul style="list-style-type: none"> <li>• What are the methods of collecting data?</li> <li>• How do you determine if a sample is a valid representation of a certain population?</li> <li>• What does “probability” mean?</li> <li>• How are probabilities represented?</li> <li>• 5. How do single and compound probability events differ?</li> </ul>	<p><b>Adopted Textbook CGP</b></p> <ul style="list-style-type: none"> <li>•Txt pp. 299</li> <li>•Wb pp. 155, 157</li> </ul> <p><b>Carr Resource Packet Conceptual Development:</b></p> <ul style="list-style-type: none"> <li>•Probability Games</li> </ul> <p><b>Practice Activities:</b></p> <ul style="list-style-type: none"> <li>•Dice, Coin Flips, Cards, Spinners</li> <li>•Bags of Marbles, etc.</li> </ul> <p><b>Adopted Textbook CGP</b></p>

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		<p>Rec.)</p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Jo's Machine (2000)</a> (collab. Rec.)</li> </ul>			<ul style="list-style-type: none"> <li>• Txt pp.311-332, 336-348</li> <li>• Wb pp. 167-180, 189</li> </ul> <p><b>Carr Resource Packet Conceptual Dev't:</b></p> <ul style="list-style-type: none"> <li>• School/Class Surveys</li> </ul>
<p><b>Unit 9:</b> Statistics</p>	<p>10 Days</p>	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Pencils (2000)</a> (collab. Rec.)</li> <li>• <a href="#">MARS (SVMI): Speech Speeds (2011)</a> (individual rec.)</li> <li>• <a href="#">MARS (SVMI): Baseball Players (2003)</a> (individual rec.)</li> <li>• <a href="#">MARS (SVMI): Ice Cream (2001)</a> (collab. Rec.)</li> </ul>	<p><b>Overarching:</b> Systems follow rules and interact. <b>Topical:</b> The way that data is collected, organized and displayed influences interpretation.</p>	<ul style="list-style-type: none"> <li>• How can you collect, organize, and display data?</li> <li>• How do you interpret the data you collected?</li> <li>• Given a set of data, how do you calculate the mean, median, mode, and range?</li> <li>• 4. How do you determine which measure of central tendency to use, given a situation?</li> </ul>	
<p><b>(Post CST)</b> <b>Unit 10:</b> Putting Math to Work Volume/Graphing (status quo)</p>	<p>15 Days</p>	<p><b>POM:</b></p> <ul style="list-style-type: none"> <li>• N/A</li> </ul> <p><b>Assessment Choices: (Secure Materials)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">MARS (SVMI): Smoothie Box (2012)</a> (collab. Rec.)</li> <li>• <a href="#">MARS (SVMI): Household Statistics (2007)</a></li> <li>• <a href="#">MARS (SVMI): Fearless Frames (2011)</a> (collab.</li> </ul>	<p><b>Overarching:</b> Parts of structures support and are supported by other parts. Smaller structures may be combined to form larger structures. <b>Topical:</b> Geometry and spatial sense offer ways to interpret and reflect on our physical environment.</p>	<ul style="list-style-type: none"> <li>• What is volume and how is it measured?</li> <li>• What constitutes the coordinate plane?</li> <li>• 3. How are points graphed on the coordinate plane?</li> </ul>	<p><b>Adopted Textbook CGP</b></p> <p><b>Carr Resource Packet Conceptual Development:</b></p> <ul style="list-style-type: none"> <li>• Building Boxes (Focus)</li> <li>• Comparing Volumes of Cylinders</li> </ul>

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		Rec.) <ul style="list-style-type: none"><li>• <a href="#">MARS (SVMI): Tank (2002) (collab. Rec.)</a></li></ul>			
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