

# COMMON CORE Standards Plus<sup>®</sup>



# Mathematics

## GRADE 6

### Teacher Edition



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# Common Core Standards Plus® - Mathematics Grade 6

## *What is Common Core Standards Plus?*

### Research Behind Standards Plus:

Common Core Standards Plus is produced by Learning Plus Associates, a Nonprofit Public Benefit Corporation dedicated to creating and providing solutions that increase student achievement and support teacher delivery of high-quality, effective instruction on a daily basis. The lessons are based upon the research of Effective Schools Correlates, Edward Deming's Total Quality Management (TQM), and models of effective instruction. A team of content and grade level experts wrote the Common Core Standards Plus lessons to meet the skills, concepts, depth, and rigor of the Common Core Standards.

### What is Standards Plus?

Standards Plus is a set of research-based, supplemental K-8 language arts and math materials written to the Common Core Standards. These explicit direct instruction lessons were designed to teach discrete elements of the Common Core Standards.

### Benefits:

- Ready-to-teach lessons and projects with very little teacher prep
- Grade level content vocabulary is taught within the context of the lessons.
- Increases student and teacher understanding of the standards
- A year's worth of daily lessons, performance lessons, and integrated projects ensure that all students have equal access to standards at every level of rigor (DOK 1-4)
- Prepares students for the state assessment

### Three Types of Lessons:

#### Daily Lessons and Weekly Assessments (Evaluations):

*(15-20 minutes daily)*

There are 34 weeks of daily lessons and assessments (evaluations) written directly to the standards.

**A week of instruction** is comprised of **four lessons** and a **corresponding assessment**. The daily lessons are written to DOK Levels 1 and 2.



**Daily Lessons & Weekly Assessments**

#### Performance Lessons:

*(3-5 days 30 minutes each day)*

After one or more weeks of daily lessons written to a particular standard or topic, you will find a Performance Lesson. Performance Lessons are written to DOK Level 3.

These lessons require that students apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking than the daily lessons. Many standards are assessed at this level of rigor on state assessments.



**Performance Lessons**

#### Integrated Projects:

*(Multiple class sessions over several days or weeks)*

Three Integrated Projects are located immediately after the supporting daily lessons, assessments, and performance lessons. Integrated Projects require that students plan, synthesize information, produce high-quality products, and present their findings. Integrated Projects are written to DOK level 4.



**Integrated Projects**

# Common Core Standards Plus® - Mathematics Grade 6

## *Delivering the Daily Lessons*

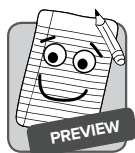


### Prepare to Teach/Plan Instruction

Select the week of instruction you will be teaching. View the sample pacing on pages 8-9 or create your own pacing to match the content and standards of Standards Plus lessons to classroom instruction, district pacing guides, or benchmark information.



A **week of instruction** is a set of four daily lessons and a weekly assessment.



### Preview the Week of Instruction (5 minutes)

Look at the teacher lesson plans for all four lessons paying particular attention to the standard(s), lesson objective, and introduction. Those three pieces of information will identify what students will learn and be able to do. Quickly scan the student page to gain an understanding of what students will be expected to do in independent practice. Repeat this process for the next three lessons and the assessment. This will give you a clear picture of how the week unfolds and will help you keep the daily lessons focused and concise.



### Prepare to Teach a Daily Lesson (5 minutes)

- Read the entire teacher lesson plan.
- Identify academic vocabulary.
- Determine your instructional focus, “What do I want students to know and do by the end of today’s lesson?”
- Consider any relevant prior knowledge connections you can share with students, so they can connect the new learning to previous learning.



### Teach a Daily Lesson (15-20 minutes)



1. **Project the student lesson**
2. **Read the standard(s)** aloud with students, highlighting the part of the standard being taught in today’s lesson.
3. **Read the Introduction** provided in the Teacher Edition or provide your own.
4. **Read the Instruction aloud to students.**  
Focus on new academic vocabulary, teaching the concept directly, and modeling the concept for students.
5. **Read the Guided Practice** and work through the examples together with students, sharing your thoughts aloud as you work through the item(s) step-by-step.
  - Monitor the class – If students are struggling, DO NOT MOVE onto Independent Practice, continue with Guided Practice.
6. **Read the Independent Practice and/or the Directions.**
  - Continue to monitor the class to catch common errors or misconceptions and correct immediately.
  - Differentiate instruction for struggling students by assigning fewer items.
  - Prompt and praise students for making attempts.
7. **Complete the Review**
  - Review answers when all students have completed Independent Practice or when your timeframe has expired.
  - Have students correct their mistakes or improve their answers.
8. **Read the Closure**
  - Read or paraphrase the closure or have students summarize the important concepts or skills learned in the lesson.

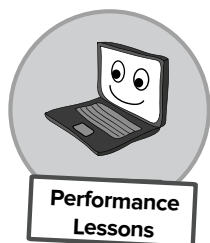
# Common Core Standards Plus® - Mathematics Grade 6

## *Delivering the Lessons*



### Weekly Formative Assessments (Evaluations)

- Formative assessments that include items that match the week's instruction.
- Use these assessments to identify students' understanding of the concept taught and identify students for intervention.



### Prepare to Teach a Performance Lesson

*Allocate 30 minutes a day for 3-5 days to complete a performance lesson.*

**Periodically**



### Preview the Entire Performance Lesson (5-10 Minutes)

- Read the teacher lesson plan (1-2 pages) and student pages
- Focus on the standards listed at the top of the teacher page, the Lesson Objective, and the Overview. This information will provide a broad overview of the performance lessons.

**NOTE:** Performance lessons are more complex and more difficult for students than the daily lessons. **Performance lessons must be taught, not assigned.** Each performance lesson **has a large guided practice section.** This is so that the teacher can model and guide students through each component of the lesson. These lessons teach students how to successfully complete a performance task.



### Prepare to Teach an Integrated Project

*Multiple class sessions over several days or weeks.*

**3 Times a Year**



### Preview the Entire Integrated Project (10-15 Minutes)

- Previewing the project will provide an overview of the standards and components of the project.
- This allows the teacher to gain an understanding of how several different standards can be taught and evaluated.

**NOTE:** Even if you are not planning to teach a Standards Plus Integrated Project, it is helpful to view the components of the project listed in the Teacher Edition. It provides a broad look at how to integrate many topics and standards. It is a good reminder for teachers to include standards and expectations often overlooked, whether it is planning and delivering an opinion speech, or using technology to produce and publish writing as well as to interact and collaborate with others. Each project component may take up to a week or two of instruction.

### Helpful Hint

To ensure all heavily-weighted standards are taught prior to state testing, you may need to teach a Performance Lesson and/or a component of an Integrated Project **in addition to** a week of Daily Lessons. **See PBL sample pacing on page 10-11 for an example.**

# Common Core Standards Plus® - Mathematics Grade 6

## Suggested Pacing



Standards Plus is supplemental and **does not** have to be taught in the printed order.

The pacing guide below provides instruction of the **most heavily-weighted standards in the 26 weeks prior to state testing.**

### Suggested Pacing Guide

WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)	TE PG#	DOK
1	The Number System L1-4, E1	6.NS.2, 6.NS.3	34-43	<b>DOK 1-2</b>
2	The Number System L5-8, E2	6.NS.3	44-53	<b>DOK 1-2</b>
3	The Number System L9-12, E3	6.NS.4	54-63	<b>DOK 1-2</b>
4	The Number System L13-16, E4	6.NS.1	64-73	<b>DOK 1-2</b>
	<b>Performance Lesson 1 – Compute with Fractions &amp; Decimals</b>	6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4	74	<b>DOK 3</b>
5	The Number System L17-20, E5	6.NS.5, 6.NS.6a, 6.NS.6c	82-91	<b>DOK 1-2</b>
6	The Number System L21-24, E6	6.NS.6c, 6.NS.7a	92-101	<b>DOK 1-2</b>
7	The Number System L25-28, E7	6.NS.6b, 6.NS.7b-d	102-111	<b>DOK 1-2</b>
8	The Number System L29-32, E8	6.NS.6c, 6.NS.8	112-121	<b>DOK 1-2</b>
	<b>Performance Lesson 2 – Find It on the Number Line</b>	6.NS.5, 6.NS.6a-c, 6.NS.7a-d, 6.NS.8	122-123	<b>DOK 3</b>
9	Ratios & Proportional Relationships L1-4, E1	6.RP.1, 6.RP.3a	148-157	<b>DOK 1-2</b>
10	Ratios & Proportional Relationships L5-8, E2	6.RP.3a	158-167	<b>DOK 1-2</b>
11	Ratios & Proportional Relationships L9-12, E3	6.RP.2, 6.RP.3b	168-177	<b>DOK 1-2</b>
12	Ratios & Proportional Relationships L13-16, E4	6.RP.3, 6.RP.3b	178-187	<b>DOK 1-2</b>
	<b>Performance Lesson 3 – Real-World Ratios</b>	6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a-b	188	<b>DOK 3</b>
13	Ratios & Proportional Relationships L17-20, E5	6.RP.3c	192-201	<b>DOK 1-2</b>
14	Ratios & Proportional Relationships L21-24, E6	6.RP.3c	202-211	<b>DOK 1-2</b>
15	Ratios & Proportional Relationships L25-28, E7	6.RP.3d	212-221	<b>DOK 1-2</b>
	<b>Performance Lesson 4 – Percent &amp; Measurement Conversions</b>	6.RP.3c, 6.RP.3d	222	<b>DOK 3</b>
16	Expressions & Equations L1-4, E1	6.EE.1, 6.EE.2c	312-321	<b>DOK 1-2</b>
17	Expressions & Equations L5-8, E2	6.EE.2a, 6.EE.2b, 6.EE.6	322-331	<b>DOK 1-2</b>
18	Expressions & Equations L9-12, E3	6.EE.2a, 6.EE.2c, 6.EE.6	332-341	<b>DOK 1-2</b>
19	Expressions & Equations L13-16, E4	6.EE.3	342-351	<b>DOK 1-2</b>
	<b>Performance Lesson 6 – All About Expressions</b>	6.EE.1, 6.EE.2a-c, 6.EE.6	352	<b>DOK 3</b>
20	Expressions & Equations L17-20, E5	6.EE.4, 6.EE.9	358-367	<b>DOK 1-2</b>
21	Expressions & Equations L21-24, E6	6.EE.9	368-377	<b>DOK 1-2</b>
22	Expressions & Equations L25-28, E7	6.EE.9	378-395	<b>DOK 1-2</b>
	<b>Performance Lesson 7 – Writing Algebraic Equations</b>	6.EE.4, 6.EE.9	396	<b>DOK 3</b>
23	Expressions & Equations L29-32, E8	6.EE.5, 6.EE.7	400-409	<b>DOK 1-2</b>
24	Expressions & Equations L33-36, E9	6.EE.7	410-419	<b>DOK 1-2</b>
25	Expressions & Equations L37-40, E10	6.EE.8	420-429	<b>DOK 1-2</b>
	<b>Performance Lesson 8 – Equations &amp; Inequalities</b>	6.EE.5, 6.EE.7, 6.EE.8	430	<b>DOK 3</b>
26	Geometry L17-20, E5	6.G.3	490-501	<b>DOK 1-2</b>
	<b>Performance Lesson 10 – Graphic Display</b>	6.G.3	502	<b>DOK 3</b>
<b>STATE TESTING BEGINS</b>				



Daily Lessons & Weekly Assessments

Each white row represents a week of instruction.

A week of instruction includes **four daily lessons (L)** and a **weekly formative assessment /evaluation (E)**.



Performance Lessons

Each shaded row represents a performance lesson.

Performance lessons may take up to three 30-minute sessions to complete.

↪ Suggested pacing continues at the top of the next page.



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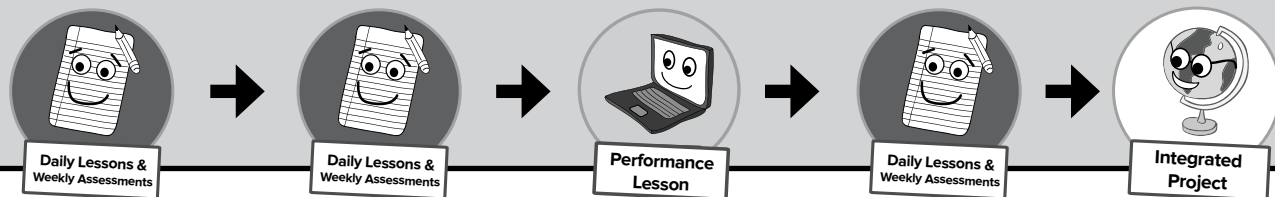
## ***Suggested Pacing Continued***

### Suggested Pacing Guide Continued

	These lessons are scheduled to be taught after state testing begins or they may be taught as needed throughout the year to support instruction.	
WEEK	DOMAIN/TOPIC, LESSON (L), EVALUATIONS (E)	STANDARD(S)
27	Statistics & Probability L1-4, E1	6.SP.1, 6.SP.2
28	Statistics & Probability L5-8, E2	6.SP.2, 6.SP.4, 6.SP.5c, 6.SP.5d
29	Statistics & Probability L9-12, E3	6.SP.2, 6.SP.4
30	Statistics & Probability L13-16, E4	6.SP.4, 6.SP.5b, 6.SP.5c, 6.SP.5d
<b>Performance Lesson 5 – Data Displays &amp; Analysis</b>		6.SP.1-6.SP.4, 6.SP.5a-d
31	Geometry L1-4, E1	6.G.1
32	Geometry L5-8, E2	6.G.1
33	Geometry L9-12, E3	6.G.4
34	Geometry L13-16, E4	6.G.2
<b>Performance Lesson 9 – Area, Surface Area, and Volume</b>		6.G.1, 6.G.2, 6.G.4

\* Use the Performance Lessons to reinforce content and build application skills.

## ***Developing Your Own Standards Plus Pacing is Easy***



The Common Core Standards Plus lessons can be easily paced to match:

- Core publisher textbooks
- District or site pacing
- District benchmarks

**Here's How:**

The Lesson Index found on pages **12-19** lists the Domain, Lesson Focus, and Standard(s) taught in each lesson. Every week of instruction (four Daily Lessons & a Weekly Assessment), Performance Lesson, and an Integrated Project is included in the lesson index. Use the Strand, Lesson Focus, or Standard listed on the Lesson Index to match the Standards Plus content to your own textbooks, units, or pacing. Schedule the Daily Lessons that lead up to each Performance Lesson to ensure students can apply the skills and concepts taught in the Daily Lessons.

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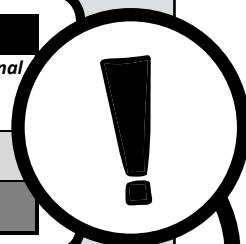
### ***Project-Based Learning Pacing***

#### **Pacing Explanation:**

Standards Plus materials are Common Core by design. They offer instruction at all four levels of Webb’s Depth of Knowledge (DOK 1-4), and they include three instructional components (Daily Lessons, Performance Lessons, and Integrated projects) that can be scheduled to support Project-Based Learning. Each grade level and subject may be organized into three distinct sets of instruction that include several weeks of Daily Lessons and Weekly Assessments (evaluations), multiple Performance Lessons, and an Integrated Project.

**If you are using Common Core Standards Plus to support Project-Based Learning, here’s an example of how you might schedule the instruction to fit your instructional day:**

Week	Monday	Tuesday	Wednesday	Thursday	Friday
12	<i>Ratios &amp; Proportional Relationships Lesson 13</i>	<i>Ratios &amp; Proportional Relationships Lesson 14</i>	<i>Ratios &amp; Proportional Relationships Lesson 15</i>	<i>Ratios &amp; Proportional Relationships Lesson 16</i>	<i>Ratios &amp; Proportional Relationships Evaluation 4</i>
	<i>Performance Lesson 3: Real-World Ratios</i>				
	<i>Project Component: Select a Question &amp; a Population to Survey</i>				



This is an example of a week of PBL instruction that includes instruction at **every level of rigor**. In this example, you teach the Daily Lessons, a Performance Lesson, and a component of an Integrated Project in one week.

# Common Core Standards Plus® - Mathematics Grade 6

## *Project-Based Learning Pacing*

### 8-Week PBL Plan

WEEK	STRAND, LESSONS, EVALUATIONS (E)	INTEGRATED PROJECT COMPONENTS
1	The Number System 1-4, E1	<b>Integrated Project #1</b> <i>Researching Numbers</i>
2	The Number System 5-8, E2	Selecting a Topic to Research
3	The Number System 9-12, E3	Investigating the Topic
4	The Number System 13-16, E4 / <i>*Performance Lesson 1</i>	Writing a Focused Report
5	The Number System 17-20, E5	Writing a Focused Report
6	The Number System 21-24, E6	Selecting an Appropriate Visual Display
7	The Number System 25-28, E7	Organizing the Oral Presentation
8	The Number System 29-32, E8 / <i>*Performance Lesson 2</i>	Final Presentation


### 11-Week PBL Plan

9	Ratios and Proportional Relationships 1-4, E1	<b>Integrated Project #2</b> <i>Survey Says...</i>
10	Ratios and Proportional Relationships 5-8, E2	
11	Ratios and Proportional Relationships 9-12, E3	Writing Statistical Questions
12	Ratios & Prop. Relationships 13-16, E4 / <i>*Performance Lesson 3</i>	Select a Question & A Population to Survey
13	Ratios and Proportional Relationships 17-20, E5	Conducting a Survey
14	Ratios and Proportional Relationships 21-24, E6	Conducting a Survey
15	Ratios & Prop. Relationships 25-28, E7 / <i>*Performance Lesson 4</i>	Organizing and Analyzing Data
16	Statistics and Probability 1-4, E1	Using Percent to Analyze Findings
17	Statistics and Probability 5-8, E2	Representing Data
18	Statistics and Probability 9-12, E3	Drawing Conclusions
19	Statistics and Probability 13-16, E4 / <i>*Performance Lesson 5</i>	Final Presentation



### 15-Week PBL Plan

20	Expressions and Equations 1-4, E1	<b>Integrated Project #3</b> <i>Sweet Wheat Surprise</i>
21	Expressions and Equations 5-8, E2	
22	Expressions and Equations 9-12, E3	Analyzing the Prompt
23	Expressions and Equations 13-16, E4 / <i>*Performance Lesson 6</i>	Designing the Boxes
24	Expressions and Equations 17-20, E5	
25	Expressions and Equations 21-24, E6	Designing the Boxes
26	Expressions and Equations 25-28, E7 / <i>*Performance Lesson 7</i>	Analyze Production Requirements
27	Expressions and Equations 29-32, E8	Analyze Production Requirements
28	Expressions and Equations 33-36, E9	Develop a Production Schedule
29	Expressions and Equations 37-40, E10 / <i>*Performance Lesson 8</i>	Develop a Production Schedule
30	Geometry 1-4, E1	Analyze Pricing to Develop a Pricing Structure
31	Geometry 5-8, E2	
32	Geometry 9-12, E3	Organizing and Presenting the Project
33	Geometry 13-16, E4 / <i>*Performance Lesson 9</i>	Organizing and Presenting the Project
34	Geometry 17-20, E5 / <i>*Performance Lesson 10</i>	



**Integrated Project**

**Each project component may take up to two weeks of instruction.**

# Common Core Standards Plus® - Mathematics Grade 6

## Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
The Number System (Number System Standards: 6.NS.1-6.NS.8)	1	Divide Multi-digit Numbers	6.NS.2: Fluently divide multi-digit numbers using the standard algorithm.	34	3	1-2
	2	Divide Multi-digit Numbers		36	4	
	3	Add and Subtract Decimals	6.NS.3: Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	38	5	
	4	Add and Subtract Decimals		40	6	
	E1	Evaluation – Divide Multi-Digit Numbers / Add and Subtract Decimals		42	7	
	5	Multiplying Decimals	6.NS.3	44	9	1-2
	6	Multiplying Decimals		46	10	
	7	Dividing Decimals		48	11	
	8	Dividing Decimals		50	12	
	E2	Evaluation – Multiplying and Dividing Decimals		52	13	
	9	Common Factors	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>	54	15	1-2
	10	Distributive Property and Greatest Common Factor		56	16	
	11	Distributive Property and Greatest Common Factor		58	17	
	12	Distributive Property and Least Common Multiple		60	18	
	E3	Evaluation – Distributive Property and GCF and LCM		62	19	
	13	Dividing Fractions	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>(\frac{2}{3}) \div (\frac{3}{4})</math> and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that <math>(\frac{2}{3}) \div (\frac{3}{4}) = \frac{8}{9}</math> because <math>\frac{2}{3}</math> of <math>\frac{8}{9}</math> is <math>\frac{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>\frac{3}{4}</math> lb of chocolate equally? How many <math>\frac{3}{4}</math>-cup servings are in <math>\frac{2}{3}</math> of a cup of yogurt? How wide is a rectangular strip of land with length <math>\frac{3}{4}</math> mi and area <math>\frac{1}{2}</math> square mi?</i>	64	21	1-2
	14	Dividing Fractions		66	22	
	15	Dividing Fractions		68	23	
	16	Dividing Fractions		70	24	
	E4	Evaluation – Dividing Fractions		72	25	
P1	<b>Performance Lesson #1 – Compute with Fractions &amp; Decimals (6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4)</b>			74	27-32	3
17	Opposite Numbers & the Number Line	6.NS.6a: 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.	82	33	1-2	
18	Positive and Negative Numbers/Number Line	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.6c: 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.	84	34		
19	Positive and Negative Numbers/Number Line		86	35		
20	Position Fractions on a Number Line	6.NS.6c	88	36		
E5	Evaluation – Numbers and Their Opposites, Position Rational Numbers	6.NS.5, 6.NS.6a, 6.NS.6c	90	37		

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## Lesson Index

Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
The Number System (Number System Standards: 6.NS.1-6.NS.8)	21	Position Rational Numbers on a Line	6.NS.6c	92	39	1-2	
	22	Position Rational Numbers on a Line		94	40		
	23	Interpret Inequality Statements	6.NS.7a 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 <math>-3</math> is located to the right of <math>-7</math> on a number line oriented from left to right.</i>	96	41		
	24	Interpret Inequality Statements		98	42		
	E6	Evaluation – Position Rational Numbers and Interpret Inequalities	6.NS.6c, 6.NS.7a	100	43		
	25	Absolute Values	6.NS.7c 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 <math>-30</math> dollars, write <math> -30  = 30</math> to describe the size of the debt in dollars.</i> 6.NS.7d Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than <math>-30</math> dollars represents a debt greater than 30 dollars.</i>	102	45	1-2	
	26	Absolute Values		104	46		
	27	Real World Statements of Order	6.NS.7b: Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write <math>-3^{\circ}\text{C} &gt; -7^{\circ}\text{C}</math> to express the fact that <math>-3^{\circ}\text{C}</math> is warmer than <math>-7^{\circ}\text{C}</math>.</i>	106	47		
	28	Identify and Write Reflections of Ordered Pairs	6.NS.6b: 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.	108	48		
	E7	Evaluation – Absolute Values and Order	6.NS.6b, 6.NS.7b, 6.NS.7c, 6.NS.7d	110	49		
	29	Plotting Points	6.NS.6c, 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.	112	51	1-2	
	30	Plotting Points		114	52		
	31	Plotting Points		116	53		
	32	Plotting Points		118	54		
	E8	Evaluation – Plotting Points		120	55		
	P2	<b>Performance Lesson #2 – Find It on the Number Line</b> (6.NS.5, 6.NS.6, 6.NS.6a, 6.NS.6b, 6.NS.6c, 6.NS.7, 6.NS.7a, 6.NS.7b, 6.NS.7c, 6.NS.7d, 6.NS.8)			122-123	57-59	3
	<b>Integrated Project #1: Researching Numbers</b> (6.NS.1, 6.NS.2, 6.NS.3, 6.NS.4, 6.NS.5, 6.NS.6, 6.NS.6a, 6.NS.6b, 6.NS.6c, 6.NS.7, 6.NS.7a, 6.NS.7b, 6.NS.7c, 6.NS.7d, 6.NS.8)				129-133	60-61	4
	<b>Prerequisite Common Core Standards Plus Domain:</b> <i>The Number System</i>						
<b>Product:</b> The students will write and present a short research project using a visual aid on a topic related to number systems.							
<b>Overview:</b> In this project the students will research a topic related to number systems and write a brief report on their findings. Each student will present his or her findings to the class. The students will create a visual aid to assist in their presentation of their findings. The students will include a strong sense of how their findings are related to or impact the number system we use. Since this is a learning activity, all components will be completed in class.							

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Ratios and Proportional Relationships</b> (Ratio and Proportional Relationships Standards: 6.RP.1-6.RP.3d)	<b>1</b>	Concept of a Ratio	6.RP.1: Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.	<b>148</b>	<b>62</b>	<b>1-2</b>	
	<b>2</b>	Part-to-Part and Part-to-Total		<b>150</b>	<b>63</b>		
	<b>3</b>	Part-to-Part and Part-to-Total		<b>152</b>	<b>64</b>		
	<b>4</b>	Equivalent Ratios	6.RP.3a	<b>154</b>	<b>65</b>		
	<b>E1</b>	Evaluation – Ratios	6.RP.1, 6.RP.3a	<b>156</b>	<b>66</b>		
	<b>5</b>	Equivalent Ratios	6.RP.3a: 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.	<b>158</b>	<b>67</b>	<b>1-2</b>	
	<b>6</b>	Ratios in Tables and Graphs		<b>160</b>	<b>68</b>		
	<b>7</b>	Ratios in Tables and Graphs		<b>162</b>	<b>69</b>		
	<b>8</b>	Comparing Ratios in Tables		<b>164</b>	<b>70</b>		
	<b>E2</b>	Evaluation – Ratios in Tables		<b>166</b>	<b>71</b>		
	<b>9</b>	Ratio as Unit Rate	6.RP.2: Understand the concept of a unit rate $a/b$ associated with a ratio $a:b$ with $b \neq 0$ , and use rate language in the context of a ratio relationship.	<b>168</b>	<b>73</b>	<b>1-2</b>	
	<b>10</b>	Unit Rates	6.RP.3b: Solve unit rate problems including those involving unit pricing and constant speed.	<b>170</b>	<b>74</b>		
	<b>11</b>	Comparing Ratios		<b>172</b>	<b>75</b>		
	<b>12</b>	Unit Rates		<b>174</b>	<b>76</b>		
	<b>E3</b>	Evaluation – Unit Rates	6.RP.2, 6.RP.3b	<b>176</b>	<b>77</b>		
	<b>13</b>	Solve Ratio Problems	6.RP.3: Use ratio and rate reasoning to solve real-world and mathematical problems... 6.RP.3b	<b>178</b>	<b>79</b>	<b>1-2</b>	
	<b>14</b>	Solve Ratio Problems		<b>180</b>	<b>80</b>		
	<b>15</b>	Solve Ratio Problems	6.RP.3	<b>182</b>	<b>81</b>		
	<b>16</b>	Solve Ratio Problems		<b>184</b>	<b>82</b>		
	<b>E4</b>	Evaluation – Solve Ratio Problems		6.RP.3, 6.RP.3b	<b>186</b>		<b>83</b>
	<b>P3</b>	<b>Performance Lesson #3 – Real-World Ratios (6.RP.1, 6.RP.2, 6.RP.3, 6.RP.3a, 6.RP.3b)</b>			<b>188</b>	<b>85-87</b>	<b>3</b>
	<b>17</b>	Find the Percent of a Number	6.RP.3c: 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.	<b>192</b>	<b>88</b>	<b>1-2</b>	
	<b>18</b>	Find the Percent of a Whole		<b>194</b>	<b>89</b>		
	<b>19</b>	Find the Percent of a Whole		<b>196</b>	<b>90</b>		
	<b>20</b>	Find the Percent of a Whole		<b>198</b>	<b>91</b>		
	<b>E5</b>	Evaluation – Find the Percent of a Number/Whole		<b>200</b>	<b>92</b>		
<b>21</b>	Percent of a Number	6.RP.3c	<b>202</b>	<b>93</b>	<b>1-2</b>		
<b>22</b>	Percent of a Number		<b>204</b>	<b>94</b>			
<b>23</b>	Percent of a Number		<b>206</b>	<b>95</b>			
<b>24</b>	Percent of a Number		<b>208</b>	<b>96</b>			
<b>E6</b>	Evaluation – Percent of a Number		<b>210</b>	<b>97</b>			

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Ratios and Proportional Relationships (Standards: 6.RP.1-6.RP.3d)	25	Measurement Conversions	6.RP.3d: Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	212	99	1-2
	26	Measurement Conversions		214	100	
	27	Measurement Conversions		216	101	
	28	Measurement Conversions		218	102	
	E7	Evaluation – Measurement Conversions		220	103	
	P4	<b>Performance Lesson #4 – Percent and Measurement Conversions (6.RP.3c, 6.RP.3d)</b>			222	105-108
Statistics and Probability (Statistics and Probability Standards: 6.SP.1-6.SP.5d)	1	Statistical Questions	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>	234	109	1-2
	2	Statistical Questions		236	110	
	3	Measures of Center	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.5c (See below)	238	111	
	4	Measures of Center		240	112	
	E1	Evaluation – Statistical Questions and Measures of Center		242	113	
	5	Range and Mean Absolute Deviation	6.SP.3, 6.SP.5c: 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	244	115	1-2
	6	Range and Mean Absolute Deviation		246	116	
	7	Dot Plots, Mean, Median, & Range	6.SP.2, 6.SP.4: Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	248	117	
	8	Dot Plots and Distribution	6.SP.2, 6.SP.4, 6.SP.5c, 6.SP.5d: 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.	250	118	
	E2	Evaluation – Mean Absolute Deviation and Dot Plots		252	119	
	9	Histograms	6.SP.4, 6.SP.5a: Reporting the number of observations. 6.SP.5b: Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	254	121	1-2
	10	Histograms		256	122	
	11	Histograms	6.SP.4	258	123	
	12	Frequency Tables and Histograms		260	124-125	
	E3	Evaluation – Histograms	6.SP.2, 6.SP.4	264	126-127	
	13	Box Plots, Median, Interquartile Range	6.SP.4, 6.SP.5b, 6.SP.5c, 6.SP.5d	268	129-130	1-2
14	Box Plots	272		131		
15	Box Plots	274		132		
16	Box Plots	276-277		133-134		
E4	Evaluation – Box Plots	280		135		
P5	<b>Performance Lesson #5 – Data Displays and Analysis (6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5, 6.SP.5a, 6.SP.5b, 6.SP.5c, 6.SP.5d)</b>			282-283	137-142	3

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
			<b>Integrated Project #2 – Survey Says...</b> <i>(6.RP.3, 6.RP.3c, 6.RP.3d, 6.SP.1, 6.SP.2, 6.SP.3, 6.SP.4, 6.SP.5, 6.SP.5a, 6.SP.5b, 6.SP.5c, 6.SP.5d)</i>	293-298	143-144	4
<p><b>Prerequisite Common Core Standards Plus Domain:</b> <i>Ratios and Proportional Relationships</i> and <i>Statistics &amp; Probability</i></p> <p><b>Product:</b> The students will write statistical questions, conduct a survey, collect and represent the data, and analyze the data using measures of center and percent. The students will provide a very brief oral report on the statistical question asked, number of participants in the survey, and conclusions drawn from the survey.</p> <p><b>Overview:</b> In this project, the students will work in groups to write statistical questions. They will each conduct a survey on a single question and collect data from at least 40 participants. They will represent the data with at least two plots. They will use percent to analyze the responses to the survey and determine the measures of center for the data collected. The students will provide a written report for the survey. Each student will report briefly and orally on the statistical question, number of participants, and conclusions drawn from the experience. Since this is a learning activity, all components will be completed in class.</p>						



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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level
Expressions and Equations (Expressions and Equations Standards: 6.EE.1 – 6.EE.9)	1	Exponents	6.EE.1: Write and evaluate numerical expressions involving whole-number exponents.	312	145	1-2
	2	Order of Operations	6.EE.1, 6.EE.2c: Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas <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 = 1/2</math>.</i>	314	146	
	3	Order of Operations		316	147	
	4	Order of Operations		318	148	
	E1	Evaluation – Order of Operations		320	149	
	5	Math Terminology	6.EE.2b: Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression <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>	322	151	1-2
	6	Writing Algebraic Expressions	6.EE.2a: 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>	324	152	
	7	Writing Algebraic Expressions		326	153	
	8	Writing Algebraic Expressions	6.EE.2a, 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.	328	154	
	E2	Evaluation – Math Terminology and Writing Algebraic Expressions	6.EE.2a, 6.EE.2b, 6.EE.6	330	155	
	9	Writing Algebraic Expressions	6.EE.2a, 6.EE.6	332	157	1-2
	10	Evaluate Expressions	6.EE.2c	334	158	
	11	Evaluate Expressions		336	159	
	12	Evaluate Expressions		338	160	
	E3	Evaluation – Write and Evaluate Algebraic Expressions	6.EE.2a, 6.EE.2c, 6.EE.6	340	161	
	13	Distributive Property	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>	342	163	1-2
	14	Distributive Property		344	164	
	15	Distributive Property		346	165	
	16	Distributive Property		348	166	
	E4	Evaluation – Distributive Property		350	167	
P6	Performance Lesson #6 – All About Expressions (6.EE.1, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE.6)			352	169-172	3
17	Identifying Equivalent Expressions	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>	358	173	1-2	
18	Dependent and Independent Variables	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.	360	174		
19	Dependent and Independent Variables		362	175		
20	Dependent and Independent Variables		364	176		
E5	Evaluation – Equivalent Expressions / Dependent & Independent Variables		6.EE.4, 6.EE.9	366		177

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Domain	Lesson	Focus	Standard(s)	TE Page	St. Ed. Page	DOK Level	
<b>Expressions and Equations</b> (Expressions and Equations Standards: 6.EE.1 – 6.EE.9)	<b>21</b>	Writing Algebraic Equations	6.EE.9	<b>368</b>	<b>179</b>	1-2	
	<b>22</b>	Writing Algebraic Equations		<b>370</b>	<b>180</b>		
	<b>23</b>	Writing Algebraic Equations		<b>372</b>	<b>181</b>		
	<b>24</b>	Writing Algebraic Equations		<b>374</b>	<b>182</b>		
	<b>E6</b>	Evaluation – Writing Algebraic Equations		<b>376</b>	<b>183</b>		
	<b>25</b>	Writing Algebraic Equations	6.EE.9	<b>378</b>	<b>185-186</b>	1-2	
	<b>26</b>	Writing Algebraic Equations		<b>382</b>	<b>187-188</b>		
	<b>27</b>	Writing Algebraic Equations		<b>386</b>	<b>189-190</b>		
	<b>28</b>	Writing Algebraic Equations		<b>390</b>	<b>191-192</b>		
	<b>E7</b>	Evaluation – Writing Algebraic Equations		<b>394</b>	<b>193</b>		
	<b>P7</b>	<b>Performance Lesson #7 – Writing Algebraic Equations (6.EE.4, 6.EE.9)</b>			<b>396</b>	<b>195-197</b>	<b>3</b>
	<b>29</b>	Finding a Number that Makes an Equation True	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.	<b>400</b>	<b>198</b>	1-2	
	<b>30</b>	Finding Values that Make Inequalities True		<b>402</b>	<b>199</b>		
	<b>31</b>	Understanding Properties to Solve Equations	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.	<b>404</b>	<b>200</b>		
	<b>32</b>	Understanding Properties to Solve Equations		<b>406</b>	<b>201</b>		
	<b>E8</b>	Evaluation – Solving Algebraic Equations	6.EE.5, 6.EE.7	<b>408</b>	<b>202</b>		
	<b>33</b>	Understanding Properties to Solve Equations	6.EE.7	<b>410</b>	<b>203</b>	1-2	
	<b>34</b>	Understanding Properties to Solve Equations		<b>412</b>	<b>204</b>		
	<b>35</b>	Solve Equations		<b>414</b>	<b>205</b>		
	<b>36</b>	Solve Equations		<b>416</b>	<b>206</b>		
	<b>E9</b>	Evaluation – Solving Algebraic Equations		<b>418</b>	<b>207</b>		
	<b>37</b>	Graph Inequalities	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.	<b>420</b>	<b>209</b>	1-2	
	<b>38</b>	Translate Inequality Phrases		<b>422</b>	<b>210</b>		
	<b>39</b>	Translate Inequality Phrases		<b>424</b>	<b>211</b>		
	<b>40</b>	Write and Graph Inequalities from Real-world Scenarios		<b>426</b>	<b>212</b>		
	<b>E10</b>	Evaluation – Working with Inequalities		<b>428</b>	<b>213</b>		
	<b>P8</b>	<b>Performance Lesson – Equations and Inequalities (6.EE.5, 6.EE.7, 6.EE.8)</b>			<b>430</b>	<b>215-218</b>	<b>3</b>

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<b>Geometry</b> (Geometry Standards: 6.G.1-6.G.4)	<b>1</b>	Areas of Special Quadrilaterals	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.	<b>444</b>	<b>219</b>	1-2
	<b>2</b>	Areas of Special Quadrilaterals		<b>446</b>	<b>220</b>	
	<b>3</b>	Areas of Triangles		<b>448</b>	<b>221</b>	
	<b>4</b>	Find Missing Dimensions Using Area Formulas		<b>450</b>	<b>222</b>	
	<b>E1</b>	Evaluation – Areas of Triangles and Quadrilaterals		<b>452</b>	<b>223</b>	
	<b>5</b>	Areas of Triangles and Quadrilaterals	6.G.1	<b>454</b>	<b>225</b>	1-2
	<b>6</b>	Areas of Rectangular Composite Figures		<b>456</b>	<b>226</b>	
	<b>7</b>	Solving Area Problems		<b>458</b>	<b>227</b>	
	<b>8</b>	Solving Area Problems		<b>460</b>	<b>228</b>	
	<b>E2</b>	Evaluation – Solving Area Problems		<b>462</b>	<b>229</b>	
	<b>9</b>	Nets	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.	<b>464</b>	<b>231</b>	1-2
	<b>10</b>	Surface Area of Prisms		<b>466</b>	<b>232-233</b>	
	<b>11</b>	Surface Area of Pyramids		<b>470</b>	<b>234</b>	
	<b>12</b>	Surface Area in Real-world Problems		<b>472</b>	<b>235</b>	
	<b>E3</b>	Evaluation – Surface Area and Nets		<b>474</b>	<b>236</b>	
	<b>13</b>	Volume	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.	<b>476</b>	<b>237</b>	1-2
	<b>14</b>	Volume		<b>478</b>	<b>238</b>	
	<b>15</b>	Volume		<b>480</b>	<b>239</b>	
	<b>16</b>	Volume		<b>482</b>	<b>240</b>	
	<b>E4</b>	Evaluation – Volume		<b>484</b>	<b>241</b>	
<b>P9</b>	<b>Performance Lesson #9 – Area, Surface Area, and Volume (6.G.1, 6.G.2, 6.G.4)</b>			<b>486</b>	<b>243-245</b>	<b>3</b>
<b>17</b>	Coordinate Geometry	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.	<b>490</b>	<b>246</b>	1-2	
<b>18</b>	Coordinate Geometry		<b>492</b>	<b>247</b>		
<b>19</b>	Coordinate Geometry		<b>494</b>	<b>248</b>		
<b>20</b>	Coordinate Geometry		<b>496</b>	<b>249-250</b>		
<b>E5</b>	Evaluation – Coordinate Geometry		<b>500</b>	<b>251</b>		
<b>P10</b>	<b>Performance Lesson #10 – Graphic Display (6.G.3)</b>			<b>502</b>	<b>253-255</b>	<b>3</b>
<b>Integrated Project #3: Sweet Wheat Surprise</b> (6.EE.1, 6.EE.2, 6.EE.2a, 6.EE.2b, 6.EE.2c, 6.EE.5, 6.EE.6, 6.EE.7, 6.EE.9, 6.G.3, 6.G.4)				<b>509-513</b>	<b>256</b>	<b>4</b>

**Prerequisite Common Core Standards Plus Domain:** Expressions and Equations and Geometry

**Product:** The students will develop the plan for producing and packaging a new cereal. They will present their plans to the class.

**Overview:** In this project the students will design the dimensions for three different sized cereal boxes, production requirements for the new cereal, and determine a favorable price structure for the new cereal. They will present their plans to the class. Since this is a learning activity, all components will be completed in class.