

CRAWFORDSVILLE COMMUNITY SCHOOL CORPORATION

GRADE LEVEL: SIXTH

SUBJECT: MATH

DATE: 2018-2019

GRADING PERIOD: QUARTER 1

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>NUMBER SENSE</b></p>					
<ul style="list-style-type: none"> <li>Positive and negative numbers in real-world contexts</li> </ul>	<p><b>6.NS.1:</b> Understand that positive and negative numbers are used 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 and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Explain that positive and negative numbers are used to describe quantities having opposite directions or values.</li> <li>Use positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.</li> <li>Know the meaning of quantities.</li> <li>Solve problems arising in everyday life.</li> </ul>	<p>A submarine was situated 400 feet below sea level. If it ascends 250 feet, what is its new position? Represent this situation on a number line. What does 0 represent in this situation?</p> <p><b>CFA.Q1.B – wk 3</b></p> <p><b>CSA.Q1.A – wk 4</b></p>		<p>Critical</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>NUMBER SENSE</b>					
<ul style="list-style-type: none"> <li>Integers</li> <li>Opposites</li> </ul>	<p><b>6.NS.2:</b> Understand the integer number system. 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., <math>-(-3) = 3</math>), and that 0 is its own opposite.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Show opposite signs of numbers as indicating locations on opposite sides of 0 on the number line.</li> <li>Know the meaning of quantities.</li> </ul>	<p>Plot 0, 5, and -5 on a number line.</p> <p>What is the opposite of 7? What is the opposite of -7? What is the opposite of 0? Plot these three numbers on a number line.</p> <p><b>CFA.Q1.B – wk 3</b></p> <p><b>CSA.Q1.A – wk 4</b></p>	<ul style="list-style-type: none"> <li>Integers</li> <li>Opposites</li> </ul>	Important
<ul style="list-style-type: none"> <li>Rational numbers</li> </ul>	<p><b>6.NS.3:</b> Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Compare and order rational numbers and plot them on a number line.</li> <li>Write, interpret, and explain statements of order for rational numbers in real-world contexts.</li> <li>Know the meaning of quantities.</li> </ul>	<p>Plot the following numbers on a number line.</p> <p>-3.6, 1.5, <math>-1\frac{1}{4}</math>, <math>\frac{5}{2}</math></p> <p><b>CFA.Q1.B – wk 3</b></p> <p><b>CSA.Q1.A – wk 4</b></p>	<ul style="list-style-type: none"> <li>Compare</li> <li>Explain</li> <li>Interpret</li> <li>Order</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>NUMBER SENSE</b>					
<ul style="list-style-type: none"> <li>Absolute value</li> </ul>	<p><b>6.NS.4:</b> Understand that the absolute value of a number is the distance from zero on a number line. Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference. Interpret absolute value as magnitude for a positive or negative quantity in a real-world situation.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Find the absolute value of real numbers and know that the distance between two numbers on the number line is the absolute value of their difference.</li> <li>Represent a situation symbolically.</li> <li>Solve problems arising in everyday life.</li> </ul>	<p>What is the value of <math> -6.5 </math>? Explain your answer.</p> <p><b>CFA.Q1.B – wk 3</b></p> <p><b>CSA.Q1.A – wk 4</b></p>	<ul style="list-style-type: none"> <li>Absolute value</li> </ul>	<p>Important</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>NUMBER SENSE</b>					
<ul style="list-style-type: none"> <li>• Prime numbers</li> <li>• Composite numbers</li> </ul>	<p><b>6.NS.6:</b> Identify and explain prime and composite numbers.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others.</p>	<ul style="list-style-type: none"> <li>• Identify and explain prime and composite numbers.</li> <li>• Justify conclusions.</li> </ul>	<p>Determine whether the numbers are prime or composite and explain how you know. 42, 7, 13, 1, 12, 99</p> <p><b>CFA.Q1.D – wk 6</b></p>	<ul style="list-style-type: none"> <li>• Composite numbers</li> <li>• Prime numbers</li> </ul>	Additional
<ul style="list-style-type: none"> <li>• Greatest common factor</li> <li>• Least common multiple</li> </ul>	<p><b>6.NS.7:</b> 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 from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p><b>PS2:</b> Reason abstractly and quantitatively.</p> <p><b>PS6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Find the greatest common factor.</li> <li>• Find the least common multiple.</li> <li>• Use the distributive property to express a sum of two whole numbers from with a common factor as a multiple of a sum of two whole numbers with no common factor.</li> <li>• Make sense of quantities and their relationships.</li> <li>• Calculate accurately.</li> </ul>	<p>a) What is the greatest common factor of 32 and 60?</p> <p>b) What is the least common multiple of 6 and 9?</p> <p>c) Complete the statement so the boxes inside the parentheses do not have any common factor between them. <math>36 + 8 = ? (? + ?)</math></p> <p><b>CFA.Q1.E – wk 7</b></p>	<ul style="list-style-type: none"> <li>• Greatest common factor</li> <li>• Factor</li> <li>• Least common multiple</li> <li>• Multiple</li> </ul>	Additional

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>COMPUTATION</b>					
<ul style="list-style-type: none"> <li>Whole numbers</li> </ul>	<p><b>6.C.1:</b> Divide multi-digit whole numbers fluently using a standard algorithmic approach.</p> <p><b>PS.6:</b> Attend to Precision.</p>	<ul style="list-style-type: none"> <li>Describe the standard algorithmic approach to dividing whole numbers.</li> <li>Identify and explain the difference between dividend, divisor, and quotient.</li> <li>Divide Multi-Digit Whole Numbers.</li> <li>Calculate accurately.</li> <li>Check for validity of results.</li> </ul>	<p><math>12,201 \div 98</math></p> <p><b>CFA.Q1.A – wk 2</b></p> <p><b>CSA.Q1.A – wk 4</b></p>	<ul style="list-style-type: none"> <li>Divide</li> <li>Dividend</li> <li>Divisor</li> <li>Fluently</li> <li>Quotient</li> <li>Whole numbers</li> </ul>	Critical
<ul style="list-style-type: none"> <li>Decimal operations</li> <li>Fraction operations</li> </ul>	<p><b>6.C.2:</b> Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Compute with positive fractions and positive decimals.</li> <li>Calculate accurately.</li> <li>Check for validity of results.</li> </ul>	<p>Find the value of each expression.</p> <p>a) <math>\frac{3}{7} \cdot \frac{4}{5} =</math></p> <p>b) <math>4\frac{3}{4} - 1\frac{1}{2} =</math></p> <p>c) <math>20.604 + 121.7 =</math></p> <p>d) <math>156 \div 4.8 =</math></p> <p>Decimals: <b>CFA.Q1.C – wk 5</b></p> <p>Fractions +/-: <b>CFA.Q1.E – wk 7</b></p> <p>Fractions x / ÷: <b>CFA.Q1.F – wk 8</b></p> <p><b>CSA.Q1.B – wk 9</b></p>	<ul style="list-style-type: none"> <li>Addends</li> <li>Compute</li> <li>Decimals</li> <li>Denominator</li> <li>Difference</li> <li>Factors</li> <li>Fractions</li> <li>Minuend</li> <li>Numerator</li> <li>Product</li> <li>Subtrahend</li> <li>Sum</li> </ul>	Critical

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>COMPUTATION</b>					
<ul style="list-style-type: none"> <li>Decimal operations in real-world problems</li> <li>Fraction operations in real-world problems</li> </ul>	<p><b>6.C.3:</b> Solve real-world problems with positive fractions and decimals by using one or two operations.</p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Solve real-world problems with positive fractions and decimals.</li> <li>Plan a path to a solution.</li> <li>Ask, “Does this make sense?” “Is my answer reasonable?”</li> <li>Solve problems arising in everyday life.</li> </ul>	<p>Fred exercised <math>\frac{3}{4}</math> hour on Monday, <math>1\frac{1}{4}</math> hour on Wednesday, and <math>\frac{1}{2}</math> hour on Friday. For how long, in hours, did Fred exercise over the span of those days?</p> <p><b>CFA.Q1.C – wk 5</b></p> <p><b>CSA.Q1.B – wk 9</b></p>	<ul style="list-style-type: none"> <li>Equivalent expressions</li> <li>Equivalent fractions</li> <li>Improper fraction</li> <li>Mixed number</li> <li>Proper fraction</li> <li>Simplest form</li> </ul>	Important
<ul style="list-style-type: none"> <li>Division of fractions</li> </ul>	<p><b>6.C.4:</b> Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Compute quotients of positive fractions.</li> <li>Calculate accurately.</li> <li>Check for validity of results.</li> </ul>	<p>a) What is <math>\frac{7}{3} \div \frac{4}{5}</math>?</p> <p>b) How many <math>\frac{2}{5}</math> cup servings are in <math>2\frac{3}{4}</math> cups of yogurt?</p> <p><b>CFA.Q1.F – wk 8</b></p> <p><b>CSA.Q1.B – wk 9</b></p>	<ul style="list-style-type: none"> <li>Multiplicative inverse</li> <li>Reciprocal</li> <li>Repeating decimal</li> <li>Terminating decimal</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>DATA ANALYSIS</b>					
<ul style="list-style-type: none"> <li>• Deviations</li> <li>• Measures of center</li> <li>• Measures of spread</li> </ul>	<p><b>6.DS.4:</b> Summarize numerical data sets in relation to their context in multiple ways, such as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative measures of center (mean and/or median) and spread (range and interquartile range), as well as describe any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.</p>	<ul style="list-style-type: none"> <li>• Record and organize numerical data in line plots, frequency tables, histograms, and box-and-whisker plots.</li> <li>• Calculate the mean, median, mode, and range with and without an outlier from a given set of data.</li> <li>• Calculate the interquartile range for a given set of data.</li> <li>• Describe and compare data distributions by their center, shape, and spread.</li> <li>• Calculate, interpret, and compare measures of variations in a set of data.</li> </ul>	<p>The data below shows David’s test scores in his history class. 65, 85, 85, 85, 90, 90, 95, 95, 100, 100</p> <p>David’s teacher allows him to use the mean or median of his test scores to represent his final grade. Which gives David a higher final grade? Justify your answer.</p> <p><b>CFA.Q1.D – wk 6</b></p> <p><b>CSA.Q1.B – wk 9</b></p>	<ul style="list-style-type: none"> <li>• Data distribution</li> <li>• Deviation</li> <li>• interquartile Range</li> <li>• Lower quartile</li> <li>• Mean</li> <li>• Measure of center</li> <li>• Measure of spread</li> <li>• Median</li> <li>• Mode</li> <li>• Outlier</li> <li>• Range</li> <li>• Upper quartile</li> <li>• Variation</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>DATA ANALYSIS</b>					
	<p><b>6.DS.4: (cont.)</b></p> <p><b>PS.1:</b> Make sense of problems and persevere in solving them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others.</p>	<ul style="list-style-type: none"> <li>• Analyze relationships</li> <li>• Ask, “Does this make sense?” “Is my answer reasonable?”</li> <li>• Make sense of quantities and their relationships</li> <li>• Know the meaning of quantities</li> <li>• Make conjectures and justify.</li> </ul>			



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GRADING PERIOD: QUARTER 2

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>NUMBER SENSE</b>					
<ul style="list-style-type: none"> <li>Conversions of decimals, fractions, and percents</li> </ul>	<p><b>6.NS.5:</b> Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive rational numbers without the use of a calculator.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Convert between any two representations of positive rational numbers without the use of a calculator.</li> <li>Solve problems with commonly used fractions and their decimal and percent equivalents.</li> <li>Make sense of quantities and their relationships.</li> </ul>	<p>Write the other two representations (decimal, fraction, percent) for each.</p> <p>a) <math>\frac{3}{4}</math>                      b) 44%                      c) 2.5</p> <p><b>CFA.Q2.A – wk 10</b></p> <p><b>CSA.Q2.A – wk 11</b></p>	<ul style="list-style-type: none"> <li>Convert Percent</li> </ul>	<p>Important</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>COMPUTATION</b>					
<ul style="list-style-type: none"> <li>Rational numbers</li> <li>Exponents</li> </ul>	<p><b>6.C.5:</b> Evaluate positive rational numbers with whole number exponents.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Categorize rational numbers into integers and whole numbers.</li> <li>Identify exponent and base as parts of a power.</li> <li>Explain the difference between evaluating, simplifying, and solving.</li> <li>Evaluate positive rational numbers with whole number exponents.</li> <li>Know the meaning of quantities.</li> </ul>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Whole Numbers</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Integers</div> </div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Rational Numbers</div> <p>Evaluate: <math>2^3</math> Simplify: <math>2 \cdot 2 \cdot 2</math></p> <p><b>CFA.Q2.A – wk 10</b></p>	<ul style="list-style-type: none"> <li>Base</li> <li>Evaluate</li> <li>Exponent</li> <li>Integers</li> <li>Power</li> <li>Rational numbers</li> <li>Simplify</li> <li>Solve</li> </ul>	Additional

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>COMPUTATION</b>					
<ul style="list-style-type: none"> <li>• Order of operations</li> <li>• Properties of operations</li> <li>• Numerical expressions</li> </ul>	<p><b>6.C.6:</b> Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Explain and apply the order of operations to evaluate algebraic and numerical expressions.</li> <li>• Identify the following properties of operations. <ul style="list-style-type: none"> <li>– Identity</li> <li>– Inverse</li> <li>– Commutative</li> <li>– Associative</li> <li>– Distributive</li> </ul> </li> <li>• Justify each step in the process of evaluating expressions.</li> <li>• Use different properties of operations and objects.</li> <li>• Justify conclusions.</li> <li>• Discern a pattern or structure: <math>3 + 7</math> is same as <math>7 + 3</math>; <math>7 \times 8 = 7 \times 5 + 7 \times 3</math>.</li> <li>• Use properties of operation and equality.</li> </ul>	<p>Evaluate:  <math>3 + 8a2 + 7(3^2 - 1)</math></p> <p>Identify the property shown.  <math>2 + 4 = 4 + 2</math></p> <p><b>CFA.Q2.B – wk 12</b></p> <p><b>CSA.Q2.B – wk 13</b></p>	<ul style="list-style-type: none"> <li>• Algebraic expression</li> <li>• Associative property</li> <li>• Coefficient</li> <li>• Commutative property</li> <li>• Constant</li> <li>• Distributive property</li> <li>• Equation</li> <li>• Identity property</li> <li>• Inverse operations</li> <li>• Justify</li> <li>• Numerical expression</li> <li>• Order of operations</li> <li>• Properties of operations</li> <li>• Solution</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>ALGEBRA AND FUNCTIONS</b>					
<ul style="list-style-type: none"> <li>Expressions</li> <li>Variable</li> </ul>	<p><b>6.AF.1:</b> Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems.</p> <p><b>PS.4:</b> Model with mathematics.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Evaluate expressions when given the value of a variable.</li> <li>Use formulas to solve real-world problems such as area or volume.</li> <li>Solve problems arising in everyday life.</li> <li>See expressions, equations, and geometric figures as single objects or as being composed of several objects.</li> </ul>	<p>What is the value of the expression if <math>m = 3</math> and <math>n = 2</math>?</p> $2m^3 + 3(6 - n)^2$ <p><b>CFA.Q2.B – wk 12</b></p> <p><b>CSA.Q2.B – wk 13</b></p>	<ul style="list-style-type: none"> <li>Formula</li> <li>Value</li> <li>Variable</li> </ul>	Critical
<ul style="list-style-type: none"> <li>Properties of operations</li> <li>Linear expressions</li> </ul>	<p><b>6.AF.2:</b> Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> <li>Apply the properties of operations to create equivalent linear expressions.</li> <li>Justify whether two linear expressions are equivalent, such as <math>3m + 4</math> and <math>4 + 3m</math>.</li> <li>Make sense of quantities and their relationships.</li> <li>Use different properties of operations and objects.</li> </ul>	<p>Are the expressions below equivalent? Justify your answer.</p> $5(3 + 2m) + 4m$ $8 + 6m + 7 + 8m$ <p><b>CSA.Q2.B – wk 13</b></p>	<ul style="list-style-type: none"> <li>Equivalent</li> <li>Substitute</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>ALGEBRA AND FUNCTIONS</b>					
<ul style="list-style-type: none"> <li>Multiple variables</li> <li>Expressions</li> <li>Mathematical problems</li> <li>Real-world problems</li> </ul>	<p><b>6.AF.3:</b> Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.</li> <li>Determine the l, w, and h then solve the problem.</li> <li>Solve problems arising in everyday life.</li> <li>Write equations to describe a situation.</li> </ul>	<p>Write an expression to represent the area of a square with side length <math>3c</math>. What is the area of the square if <math>c = 4</math>?</p> <p><b>CFA.Q2.D – wk 16</b></p> <p><b>CSA.Q2.C – wk 17</b></p>	<ul style="list-style-type: none"> <li>Define</li> <li>Multiple</li> </ul>	Critical
<ul style="list-style-type: none"> <li>Equations</li> <li>Inequalities</li> </ul>	<p><b>6.AF.4:</b> Understand that solving an equation or inequality is the process of answering the following 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.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others.</p>	<ul style="list-style-type: none"> <li>Find values from a specified set of numbers that make an equation or inequality true.</li> <li>Make conjectures and justify.</li> </ul>	<p>Identify 3 numbers that are solutions of the inequality and 3 numbers that are not solutions of the inequality. Justify your answers.</p> <p><math>5 + s &gt; 10</math></p> <p><b>CFA.Q2.C – wk 14</b></p> <p><b>CSA.Q2.C – wk 17</b></p>	<ul style="list-style-type: none"> <li>Equation</li> <li>Inequality</li> <li>Solutions</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>ALGEBRA AND FUNCTIONS</b>					
<ul style="list-style-type: none"> <li>One-step equations</li> </ul>	<p><b>6.AF.5:</b> Solve equations of the form <math>x + p = q</math> and <math>px = q</math> fluently for cases in which <math>p</math>, <math>q</math> and <math>x</math> are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Solve equations of the form <math>x + p = q</math> and <math>px = q</math> fluently.</li> <li>Calculate accurately.</li> <li>Check for validity of results.</li> </ul>	<p>Solve the following equation. <math>d + 35.5 = 52</math></p> <p>( add &amp; subtract) <b>CFA.Q2.D – wk 16</b></p> <p><b>CSA.Q2.C – wk 17</b></p>		Important
<ul style="list-style-type: none"> <li>Inequalities for real-world situations</li> </ul>	<p><b>6.AF.6:</b> Write an inequality of the form <math>x &gt; c</math>, <math>x \geq c</math>, <math>x &lt; c</math>, or <math>x \leq c</math>, where <math>c</math> is a rational number, to represent a constraint or condition in a real-world or other mathematical problem. Recognize inequalities have infinitely many solutions and represent solutions on a number line diagram.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Write inequalities for real-world situations.</li> <li>Show that inequalities have many solutions.</li> <li>Read and write inequalities and graph them on a number line.</li> <li>Solve problems arising in everyday life.</li> <li>Write equations to describe a situation.</li> <li>Use diagrams, two-way tables, graphs, flowcharts, formulas to map relationships between quantities.</li> </ul>	<p>Jonas spent more than \$50 at an amusement park. Write an inequality to represent the amount of money Jonas spent at the amusement park and represent this on a number line.</p> <p><b>CFA.Q2.C – wk 14</b></p> <p><b>CSA.Q2.C – wk 17</b></p>	<ul style="list-style-type: none"> <li>Algebraic inequality</li> <li>Compound inequality</li> <li>Constraint</li> <li>Infinite</li> </ul>	Important

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GRADE LEVEL: SIXTH

SUBJECT: MATH

DATE: 2018-2019

GRADING PERIOD: QUARTER 3

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>NUMBER SENSE</b></p>					
<ul style="list-style-type: none"> <li>Ratios</li> </ul>	<p><b>6.NS.8:</b> Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: <math>a/b</math>, a to b, a:b.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Interpret, model, and use ratios to show the relative sizes of two quantities.</li> <li>Describe how a ratio shows the relationship between two quantities.</li> <li>Use diagrams, two-way tables, graphs, flowcharts, formulas to map relationships between quantities.</li> <li>Analyze relationships and draw conclusions.</li> </ul>	<p>Claire has 12 dimes and 4 quarters. What is the ratio of dimes to quarters? Write this ratio in different ways and describe the ratio relationship.</p> <p><b>CFA.Q3.A – wk 20</b></p> <p><b>CSA.Q3.A – wk 22</b></p>	<ul style="list-style-type: none"> <li>Equivalent ratios</li> <li>Interpret</li> <li>Model</li> <li>Ratios</li> </ul>	<p>Important</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>NUMBER SENSE</b>					
<ul style="list-style-type: none"> <li>Rate</li> <li>Unit Rate</li> </ul>	<p><b>6.NS.9:</b> Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>6.NS.9: (cont.)</b></p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Understand the concept of a unit rate</li> <li>Use terms related to rate in the context of a ratio relationship.</li> <li>Make sense of quantities and their relationships.</li> </ul> <p>Use correct mathematical terms and language.</p>	<p>Dena runs 20 miles in 4 hours. What are the unit rates in this situation (the distance Dena runs in 1 hour and the amount of time required to run 1 mile)?</p> <p><b>CFA.Q3.B – wk 21</b></p>	<ul style="list-style-type: none"> <li>Rate</li> <li>Unit Rate</li> </ul>	Additional
<ul style="list-style-type: none"> <li>Rates and ratios in real-world contexts</li> </ul>	<p><b>6.NS.10:</b> Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Use reasoning involving rates and ratios to model real-world and other mathematical problems.</li> <li>Solve problems arising in everyday life.</li> <li>Use diagrams, two-way tables, graphs, flowcharts, formulas to map relationships between quantities.</li> </ul>	<p>Ed has 8 pieces of candy which represents 40% of all the candy in his home. How many pieces of candy are in Ed’s home?</p> <p>Ratio: <b>CFA.Q3.A – wk 20</b></p> <p>Rate: <b>CFA.Q3.B – wk 21</b></p> <p><b>CSA.Q3.A – wk 22</b></p>		Important



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>ALGEBRA AND FUNCTIONS</b>					
<ul style="list-style-type: none"> <li>Points on a coordinate plane</li> </ul>	<p><b>6.AF.7:</b> Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.</p> <p><b>PS.2:</b> Reason abstractly and quantitatively.</p> <p><b>PS.3:</b> Construct viable arguments and critique the reasoning of others.</p>	<ul style="list-style-type: none"> <li>Graph points with rational number coordinates on a coordinate plane.</li> <li>Explain how a transformation occurred.</li> <li>Make sense of quantities and their relationships.</li> <li>Justify conclusions.</li> </ul>	<p>Graph (-5, 2) and (5, 2) on a coordinate plane and describe how the points are related with respect to one or both axes.</p> <p><b>CFA.Q3.D – wk 25</b></p> <p><b>CSA.Q3.C – wk 27</b></p>	<ul style="list-style-type: none"> <li>Transformation</li> </ul>	<p>Important</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>ALGEBRA AND FUNCTIONS</b>					
<ul style="list-style-type: none"> <li>Coordinates</li> <li>Coordinate Plane</li> <li>Graphing ordered pairs</li> </ul>	<p><b>6.AF.8:</b> Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane. Include the use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Solve real-world and other mathematical problems by graphing points with rational number coordinates on a coordinate plane.</li> <li>Solve problems arising in everyday life.</li> </ul>	<p>Vicky created a map of her neighborhood on a coordinate plane. Her house is located at <math>(-3.5, 6)</math> and her school is located at <math>(-3.5, -1)</math>. How far, in units, is Vicky's house from her school?</p> <p><b>CFA.Q3.D – wk 25</b></p> <p><b>CSA.Q3.C – wk 27</b></p>	<ul style="list-style-type: none"> <li>Coordinate plane</li> <li>Equivalent ratios</li> <li>Linear equations</li> <li>Origin</li> <li>Ordered Pair</li> <li>Quadrant</li> <li>X-axis</li> <li>Y-axis</li> </ul>	Important
<ul style="list-style-type: none"> <li>Tables</li> </ul>	<p><b>6.AF.9:</b> 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.</p>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<p>The table represents the relationship between feet and yards. Complete the table and plot the data on a coordinate plane. What do you notice about the arrangement of the points?</p>		Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN										
<b>ALGEBRA AND FUNCTIONS</b>															
	<p><b>6.AF.9: (cont.)</b></p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Use diagrams, two-way tables, graphs, flowcharts, formulas to map relationships between quantities.</li> </ul>	<table border="1"> <thead> <tr> <th>Feet</th> <th>Yards</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> </tr> <tr> <td>6</td> <td></td> </tr> <tr> <td>9</td> <td>3</td> </tr> <tr> <td></td> <td>5</td> </tr> </tbody> </table> <p><b>CSA.Q3.A – wk 22</b></p>	Feet	Yards	3	1	6		9	3		5		
Feet	Yards														
3	1														
6															
9	3														
	5														
<ul style="list-style-type: none"> <li>Proportional relationship</li> <li>Dependent variables</li> <li>Independent variables</li> </ul>	<p><b>6.AF.10:</b> Use variables to represent two quantities in a proportional relationship in a real-world problem; 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>	<ul style="list-style-type: none"> <li>Use variables to represent two quantities in a proportional relationship in a real-world problem.</li> <li>Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.</li> <li>Use graphs and tables to show the relationship between the dependent and independent variables and relate these to the equation.</li> </ul>	<p>Bob pays \$30 every month for cable television. Represent this monthly cost using an equation and graph. Be sure to define your variables and label your axes. How many months would Bob be able to pay for cable television with \$250?</p>		Important										

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>ALGEBRA AND FUNCTIONS</b>					
	<p><b>6.AF.10: (cont.)</b></p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Solve problems arising in everyday life.</li> <li>Write equations to describe a situation.</li> <li>Use diagrams, two-way tables, graphs, flowcharts, formulas to map relationships between quantities.</li> </ul>	<p><b>CFA.Q3.C – wk 23</b></p> <p><b>CSA.Q3.B – wk 24</b></p>		
<b>GEOMETRY AND MEASUREMENT</b>					
<ul style="list-style-type: none"> <li>Coordinate Plane</li> <li>Polygons in the coordinate plane</li> </ul>	<p><b>6.GM.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 real-world and other mathematical problems.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Draw polygons in the coordinate plane.</li> <li>Use coordinates to find side lengths.</li> <li>Classify geometric shapes based upon their attributes.</li> </ul>	<p>The coordinates of three vertices of a rectangle are (-4, 2), (-4, -3), and (2, 2). Represent these vertices as points in the coordinate plane. What are the coordinates of the point representing the fourth vertex of the rectangle? What is the area and perimeter of the rectangle?</p> <p><b>CFA.Q3.E – wk 26</b></p> <p><b>CSA.Q3.C – wk 27</b></p>	<ul style="list-style-type: none"> <li>Coordinates</li> <li>Coordinate plane</li> <li>Polygon</li> <li>Vertex</li> </ul>	Important




GRADE LEVEL: SIXTH

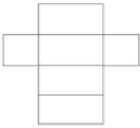
SUBJECT: MATH

DATE: 2018-2019

GRADING PERIOD: QUARTER 4

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>GEOMETRY AND MEASUREMENT</b>					
<ul style="list-style-type: none"> <li>Conversions between measurement systems</li> </ul>	<p><b>6.GM.1:</b> Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>Convert between measurement systems given conversion factors</li> <li>Use these conversions in solving real-world problems.</li> <li>Calculate accurately.</li> <li>Check for validity of results.</li> <li>Specify units of measure.</li> </ul>	<p>Terry walked 3.5 kilometers over the weekend. How many miles did he walk? (1 kilometer = 0.62 mile)</p> <p><b>CFA.Q4.D – wk 34</b></p>	<ul style="list-style-type: none"> <li>Customary system</li> <li>Metric system</li> </ul>	Additional
<ul style="list-style-type: none"> <li>Sum of interior angles of triangles and quadrilaterals</li> </ul>	<p><b>6.GM.2:</b> Know that the sum of the interior angles of any triangle is <math>180^\circ</math> and that the sum of the interior angles of any quadrilateral is <math>360^\circ</math>. Use this information to solve real-world and mathematical problems.</p>	<ul style="list-style-type: none"> <li>Explain that the sum of the interior angles of any triangle is <math>180^\circ</math> and that the sum of the interior angles of any quadrilateral is <math>360^\circ</math>.</li> <li>Use this information to solve real-world and mathematical problems.</li> </ul>	<p>What is the measure, in degrees, of the missing angle in a triangle?</p> <p><math>\angle 1 = 34^\circ</math>  <math>\angle 2 = 66^\circ</math>  <math>\angle 3 = ?</math></p>	<ul style="list-style-type: none"> <li>Interior angles</li> <li>Quadrilaterals</li> <li>Triangles</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>GEOMETRY AND MEASUREMENT</b>					
	<p><b>6.GM.2: (cont.)</b></p> <p><b>PS.4:</b> Model with mathematics.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>Solve problems arising in everyday life.</li> <li>Classify geometric shapes based upon their attributes.</li> </ul>	<p><b>CSA.Q4.C – wk 36</b></p>		
<ul style="list-style-type: none"> <li>Area of complex shapes</li> </ul>	<p><b>6.GM.4:</b> Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes; apply this technique to solve real-world and other mathematical problems.</p>	<ul style="list-style-type: none"> <li>Find the area of complex shapes composed of polygons by composing or decomposing into simple shapes.</li> <li>Apply this technique to solve real-world and other mathematical problems.</li> </ul>	<p>Be able to find the area of the shape below given dimensions.</p>  <p><b>CFA.Q4.A – wk 29</b></p> <p><b>CSA.Q4.A – wk 30</b></p>	<ul style="list-style-type: none"> <li>Area</li> <li>Height</li> <li>Length</li> <li>Squared</li> <li>Width</li> </ul>	Important
<ul style="list-style-type: none"> <li>Volume of a right rectangular prism</li> </ul>	<p><b>6.GM.5:</b> Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas <math>V = lwh</math> and <math>V = Bh</math> to find volumes of right rectangular</p>	<ul style="list-style-type: none"> <li>Find the volume of a right rectangular prism with fractional edge lengths.</li> <li>Apply the formulas <math>V = lwh</math> and <math>V = Bh</math> to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.</li> </ul>	<p>Hope has a box in the shape of a right rectangular prism that measures 3 feet by <math>2\frac{1}{2}</math> feet by <math>\frac{3}{4}</math> foot. She fills 50% of the box with packing material. How much space inside the box is filled with packing material?</p>	<ul style="list-style-type: none"> <li>Cubed</li> <li>Right rectangular prism</li> <li>Volume</li> </ul>	Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>GEOMETRY AND MEASUREMENT</b>					
	<p><b>6.GM.5: (cont.)</b></p> <p>prisms with fractional edge lengths to solve real-world and other mathematical problems.</p> <p><b>PS.4:</b> Model with mathematics.</p> <p><b>PS.6:</b> Attend to precision.</p>	<ul style="list-style-type: none"> <li>• Solve problems arising in everyday life.</li> <li>• Calculate accurately.</li> <li>• Specify units of measurement.</li> </ul>	<p><b>CSA.Q4.A – wk 30</b></p>		
<ul style="list-style-type: none"> <li>• Net</li> <li>• Surface area</li> </ul>	<p><b>6.GM.6:</b> Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.</p> <p><b>PS4:</b> Model with mathematics.</p> <p><b>PS.7:</b> Look for and make use of structure.</p>	<ul style="list-style-type: none"> <li>• Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms.</li> <li>• Apply this technique to solve real-world and other mathematical problems.</li> <li>• Solve problems arising in everyday life.</li> <li>• See expressions, equations, and geometric figures as single objects or as being composed of several objects.</li> </ul>	<p>Be able to find the surface area of the net below given dimensions.</p>  <p><b>CSA.Q4.A – wk 30</b></p>	<ul style="list-style-type: none"> <li>• Compute</li> <li>• Construct</li> <li>• Net</li> <li>• Prisms</li> <li>• Pyramids</li> <li>• Surface area</li> </ul>	<p>Important</p>



CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>DATA ANALYSIS</b>					
<ul style="list-style-type: none"> <li>Statistical questions</li> </ul>	<p><b>6.DS.1:</b> Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. 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.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Identify a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers.</li> <li>Analyze relationships and draw conclusions.</li> </ul>	<p>Mike asked his class the following questions. Which of them are statistical questions?</p> <ul style="list-style-type: none"> <li>a) What is your favorite food?</li> <li>b) What was the low temperature yesterday?</li> <li>c) How old are you in years?</li> <li>d) What is the date today?</li> <li>e) In what month were you born?</li> </ul> <p><b>CFA.Q4.B – wk 31</b></p> <p><b>CSA.Q4.B – wk 33</b></p>		Important

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<p><b>DATA ANALYSIS</b></p> <ul style="list-style-type: none"> <li>Graphical representations of numerical data</li> </ul>	<p><b>6.DS.2:</b> Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.</p> <p><b>PS.4:</b> Model with mathematics.</p>	<ul style="list-style-type: none"> <li>Select, create, and interpret graphical representations.</li> <li>Use diagrams, two-way tables, graphs, flowcharts, formulas to map relationships between quantities.</li> <li>Analyze relationships and draw conclusions.</li> </ul>	<p>Nineteen students completed a writing sample. Their samples were scored using a six point rubric. The scores were 0, 1, 2, 2, 3, 3, 3, 3, 3, 3, 4, 4, 4, 4, 5, 5, 5, 6, 6. Create a data display to represent the scores. What are some observations that can be made from your data display?</p> <p><b>CFA.Q4.B – wk 31</b></p> <p><b>CSA.Q4.B – wk 33</b></p>	<ul style="list-style-type: none"> <li>Box and Whisker Plot</li> <li>Frequency table</li> <li>Histogram</li> <li>Interpret</li> <li>Line Plot</li> <li>Stem and Leaf Plot</li> </ul>	<p>Important</p>

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCABULARY	ILEARN
<b>DATA ANALYSIS</b>					
<ul style="list-style-type: none"> <li>Graphical representations using technology</li> </ul>	<p><b>6.DS.3:</b> Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).</p> <p><b>PS.5:</b> Use appropriate tools strategically.</p>	<ul style="list-style-type: none"> <li>Formulate statistical questions.</li> <li>Collect and organize the data using technology.</li> <li>Display and interpret the data with graphical representations using technology.</li> <li>Use technological tools to deepen understanding</li> <li>Use technology for representation, reasoning, communication and problem solving.</li> </ul>	<p>Activity: Students can formulate a statistical question of interest. They can the collect, organize, and display their data, and make observations based on their data display.</p> <p><b>CFA.Q4.C – wk 32</b></p> <p><b>CSA.Q4.B – wk 33</b></p>	<ul style="list-style-type: none"> <li>Chart Wizard</li> <li>Excel</li> <li>Interval</li> <li>Legend</li> <li>Scale</li> </ul>	Important