

Fulton County Schools 2022-2023

GSE Sixth Grade Curriculum Map							
Semester 1							
Unit 1		Unit 2		Unit 3		Unit 4	
<u>Number System Fluency</u>		<u>Rate, Ratio and Proportional Reasoning Using Equivalent Fractions</u>		<u>Expressions</u>		<u>One-Step Equations and Inequalities</u>	
23 days		21 days		16 days		21 days	
Grade Level Standard	Direct Prerequisite Standard	Grade Level Standard	Direct Prerequisite Standard	Grade Level Standard	Direct Prerequisite Standard	Grade Level Standard	Direct Prerequisite Standard
<u>MGSE6.NS.1</u>	MGSE5.NF.7	MGSE6.RP.1	MGSE5.NF.5 MGSE5.OA.3	MGSE6.EE.1	MGSE5.NBT.2	MGSE6.EE.5	
<u>MGSE6.NS.2</u>	MGSE5.NF.6	MGSE6.RP.2	MGSE5.NF.3 MGSE5.NF.7*	MGSE6.EE.2	MGSE5.OA.2* MGSE5.OA.3*	MGSE6.EE.6	
MGSE6.NS.3	MGSE5.NBT.5 MGSE5.NBT.6 MGSE5.NBT.7	<u>MGSE6.RP.3</u>	MGSE5.G.2	MGSE6.EE.2a		MGSE6.EE.7	MGSE5.NF.1 MGSE5.NF.4
MGSE6.NS.4	MGSE5.OA.2	<u>MGSE6.RP.3a</u>		MGSE6.EE.2b		MGSE6.EE.8	
		MGSE6.RP.3b		MGSE6.EE.2c		<u>MGSE6.EE.9</u>	MGSE5.OA.3*
		<u>MGSE6.RP.3c</u>		<u>MGSE6.EE.3</u>	MGSE5.OA.2*	<u>MGSE6.RP.3</u>	MGSE5.G.2*
		MGSE6.RP.3d		<u>MGSE6.EE.4</u>	MGSE5.OA.2*	<u>MGSE6.RP.3a</u>	
				MGSE6.NS.4		MGSE6.RP.3b	
						MGSE6.RP.3c	
						MGSE6.RP.3d (equations)	
<p>These units were written to build upon concepts from prior units, so later units contain tasks that depend upon the concepts addressed in earlier units. All units include the Mathematical Practices and indicate skills to maintain. Prioritized standards in RED Prerequisite standards in BLUE Prerequisite prioritized standards in BOLD BLUE Prerequisite standards already addressed are denoted with * Underlined standards link to STATE IMPLEMENTATION VIDEOS</p>							

Note: Mathematical standards are interwoven and should be addressed throughout the year in as many different units and tasks as possible in order to stress the natural connections that exist among mathematical topics.

Grades 6-8 Key: NS = The Number System RP = Ratios and Proportional Relationships EE = Expressions and Equations G = Geometry SP = Statistics and Probability

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GSE Sixth Grade Curriculum Map							
Semester 2							
Unit 5		Unit 6		Unit 7		Unit 8	
<u>Area and Volume</u>		<u>Statistics</u>		<u>Rational Explorations: Numbers and their Opposites</u>		GMAS Prep and Show What You Know	
21 days		21 days		26 days			
Grade Level Standard	Direct Prerequisite Standard	Grade Level Standard	Direct Prerequisite Standard	Grade Level Standard	Direct Prerequisite Standard	GMAS Prep – 5 days Show What You Know – up to 19 days	
<u>MGSE6.G.1</u>	MGSE5.NF.4*	MGSE6.SP.1	MGSE5.MD.2	MGSE6.NS.5			
<u>MGSE6.G.2</u>	MGSE5.MD.5	MGSE6.SP.2	MGSE5.MD.2*	MGSE6.NS.6	MGSE5.G.1		
<u>MGSE6.G.4</u>		MGSE6.SP.3		MGSE6.NS.6a			
		MGSE6.SP.4	MGSE5.MD.2*	MGSE6.NS.6b			
		MGSE6.SP.5		MGSE6.NS.6c			
				MGSE6.NS.7			
				MGSE6.NS.7a			
				MGSE6.NS.7b			
				MGSE6.NS.7c			
				MGSE6.NS.7d			
				MGSE6.NS.8	MGSE5.G.2*		
				MGSE6.G.3	MGSE5.G.2*		
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GSE Sixth Grade Expanded Curriculum Map

Standards for Mathematical Practice

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|--|--|
| <p>1 Make sense of problems and persevere in solving them.
 2 Reason abstractly and quantitatively.
 3 Construct viable arguments and critique the reasoning of others.
 4 Model with mathematics.</p> | <p>5 Use appropriate tools strategically.
 6 Attend to precision.
 7 Look for and make use of structure.
 8 Look for and express regularity in repeated reasoning.</p> |
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Unit 1	Unit 2	Unit 3	Unit 4
Number System Fluency	Rate, Ratio and Proportional Reasoning Using Equivalent Fractions	Expressions	One-Step Equations and Inequalities
<p>MGSE.5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.¹</p> <p>a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> <p>b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p> <p>c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole</p>	<p>MGSE.5.NF.5 Interpret multiplication as scaling (resizing), by:</p> <p>a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication. <i>Example 4×10 is twice as large as 2×10.</i></p> <p>b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.</p> <p>MGSE.5.OA.3 Generate two numerical patterns using a given rule. Identify apparent relationships between corresponding terms by completing a function table or input/output table. Using the terms created, form and graph ordered pairs on a coordinate plane</p> <p>Understand ratio concepts and use ratio</p>	<p>MGSE.5.NBT.2 Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.</p> <p>Apply and extend previous understandings of arithmetic to algebraic expressions.</p> <p>MGSE6.EE.1 Write and evaluate numerical expressions involving whole-number exponents.</p> <p>MGSE5.OA.2*</p> <p>MGSE5.OA.3*</p> <p>MGSE6.EE.2 Write, read, and evaluate expressions in which letters stand for numbers.</p> <p>MGSE6.EE.2a Write expressions that record operations with numbers and with letters standing for numbers.</p> <p>MGSE6.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.</p> <p>MGSE6.EE.2c Evaluate expressions at specific values for their variables. Include expressions that arise from formulas in real-world problems. Perform arithmetic</p>	<p>Reason about and solve one-variable equations and inequalities.</p> <p>MGSE6.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.</p> <p>MGSE6.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.</p> <p>MGSE.5.NF.1 Add and subtract fractions and mixed numbers with unlike denominators by finding a common denominator and equivalent fractions to produce like denominators.</p> <p>MGSE.5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> <p>a. Apply and use understanding of multiplication to multiply a fraction or whole number by a fraction.</p> <p><i>Examples $\frac{a}{b} \times q$ as $\frac{a}{b} \times \frac{q}{1}$ and $\frac{a}{b} \times \frac{c}{d} = \frac{ac}{bd}$</i></p>

¹ Students able to multiply fractions in general can develop strategies to divide fractions in general, by reasoning about the relationship between multiplication and division. But division of a fraction by a fraction is not a requirement at this grade.

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numbers by unit fractions, e.g., by using visual *fraction* models and equations to represent the problem. For example, how much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 1/3-cup servings are in 2 cups of raisins?

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.

For example:

- How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally?
- How many 3/4-cup servings are in 2/3 of a cup of yogurt?
- How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?
- Create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient;
- Three pizzas are cut so each person at the table receives 1/4 pizza. How many people are at the table?
- Use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3 \times 3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.)

MGSE.5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Compute fluently with multi-digit numbers and find common factors and multiples.

MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.

MGSE.5.NBT.5 Fluently multiply multi-digit whole numbers using the standard algorithm (or other strategies demonstrating

reasoning to solve problems.

MGSE6.RP.1 Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."

MGSE.5.NF.3 Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

Example: $\frac{3}{5}$ can be interpreted as "3 divided by 5 and as 3 shared by 5"

MGSE5.NF.7*

MGSE6.RP.2 Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$ (b not equal to zero), and use rate language in the context of a ratio relationship. For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

MGSE.5.G.2 Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems utilizing strategies such as tables of equivalent ratios, tape diagrams (bar models), double number line diagrams, and/or equations.

MGSE6.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.

MGSE6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed. For example, If it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what

operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations).

MGSE5.OA.2*

MGSE6.EE.3 Apply the properties of operations to generate equivalent expressions. **MGSE5.OA.2***

MGSE6.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).

MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.

- a. Find the greatest common factor of 2 whole numbers and 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 factors. (GCF) Example: $36 + 8 = 4(9 + 2)$
- b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.

- b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths.

MGSE6.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.

MGSE6.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.

MGSE5.OA.3*

Represent and analyze quantitative relationships between dependent and independent variables.

MGSE6.EE.9 Use variables to represent two quantities in a real-world problem that change in relationship to one another.

- a. Write an equation to express one quantity, the dependent variable, in terms of the other quantity, the independent variable.
- b. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

MGSE5.G.2*

Understand ratio concepts and use ratio reasoning to solve problems.

MGSE6.RP.3 Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

MGSE6.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

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understanding of multiplication) up to a 3 digit by 2 digit factor.

MGSE.5.NBT.6. Fluently divide up to 4-digit dividends and 2-digit divisors by using at least one of the following methods: strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations or concrete models. (e.g., rectangular arrays, area models)

MGSE.5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

MGSE.6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

MGSE.5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

MGSE.6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100.

- a. Find the greatest common factor of 2 whole numbers and 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 factors. (GCF) Example: $36 + 8 = 4(9 + 2)$
- b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real-world problems.

rate were lawns being mowed?

MGSE.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); given a percent, solve problems involving finding the whole given a part and the part given the whole.

MGSE.6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. *For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?*

coordinate plane. Use tables to compare ratios.

MGSE.6.RP.3b Solve unit rate problems including those involving unit pricing and constant speed.

MGSE.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); given a percent, solve problems involving finding the whole given a part and the part given the whole.

MGSE.6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities. *For example, given 1 in. = 2.54 cm, how many centimeters are in 6 inches?*

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GSE Sixth Grade Expanded Curriculum Map

Standards for Mathematical Practice

- | | |
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| <p>1 Make sense of problems and persevere in solving them.</p> <p>2 Reason abstractly and quantitatively.</p> <p>3 Construct viable arguments and critique the reasoning of others.</p> <p>4 Model with mathematics.</p> | <p>5 Use appropriate tools strategically.</p> <p>6 Attend to precision.</p> <p>7 Look for and make use of structure.</p> <p>8 Look for and express regularity in repeated reasoning.</p> |
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Unit 5	Unit 6	Unit 7	Unit 8
Area and Volume	Statistics	Rational Explorations: Numbers and their Opposites	Show What We Know
<p>MGSE5.NF.4* Solve real-world and mathematical problems involving area, surface area, and volume.</p> <p>MGSE6.G.1 Find area of right triangles, other triangles, 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.</p> <p>MGSE5.MD.5 Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume.</p> <p>a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication.</p> <p>b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems.</p> <p>c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right</p>	<p>MGSE5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.</i></p> <p>Develop understanding of statistical variability.</p> <p>MGSE6.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.</p> <p>MGSE5.MD.2*</p> <p>MGSE6.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.</p> <p>MGSE6.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.</p> <p>MGSE5.MD.2*</p> <p>Summarize and describe distributions.</p> <p>MGSE6.SP.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.</p> <p>MGSE6.SP.5 Summarize numerical data sets in relation to their context, such as by:</p> <p>a. Reporting the number of observations.</p> <p>b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.</p> <p>c. Giving quantitative measures of center</p>	<p>Apply and extend previous understandings of numbers to the system of rational numbers.</p> <p>MGSE6.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, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>MGSE.5.G.1 Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).</p> <p>MGSE6.NS.6 Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates.</p> <p>MGSE6.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</p>	<p>ALL</p>

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<p>rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.</p> <p>MGSE6.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 ($\frac{1}{2}$ u), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = (\text{length}) \times (\text{width}) \times (\text{height})$ and $V = (\text{area of base}) \times (\text{height})$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.</p> <p>MGSE6.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.</p>	<p>(median and/or mean) and variability (interquartile range).</p> <p>d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data was gathered.</p>	<p>number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>MGSE6.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.</p> <p>MGSE6.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. MGSE6.NS.7 Understand ordering and absolute value of rational numbers.</p> <p>MGSE6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram.</p> <p>MGSE6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p> <p>MGSE6.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.</p> <p>MGSE6.NS.7d Distinguish comparisons of absolute value from statements about order.</p> <p>MGSE5.G.2*</p> <p>MGSE6.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.</p> <p>MGSE5.G.2*</p> <p><u>Solve real-world and mathematical problems involving area, surface area, and volume.</u></p> <p>MGSE6.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.</p>	
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