MCS MYP Accelerated Grade 6/7 Mathematics Subject Group Overview

Unit Name	UNIT 1 Exploring Real-Life Phenomena through Statistics	UNIT 2 Rational Exploration: Numbers and their Opposites	UNIT 3 Making Relevant Connections within and through The Number System	UNIT 4 Investigating Rate, Ratio and Proportional Reasoning	UNIT 5 Building Conceptual Understanding of Expressions	UNIT 6 Reasoning with Real-Life Phenomena through Equations and Inequalities	UNIT 7 Exploring Area and Volume	UNIT 8 Graphing Rational Numbers	Unit 9 Culminating Capstone Unit
Time Frame	4 weeks	3 weeks	5 weeks	6 weeks	4 weeks	4 weeks	4 weeks	2 weeks	2 weeks
Standards	6.NR.2 7.PAR.4 (10-12) 6.MP.1-8 MCS.Gifted.S1A MCS.Gifted.S1C. MCS. Gifted S3A MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.NR.3 7.NR.1 (3) 6.MP.1-8 MCS.Gifted.S2 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.NR.1 7.NR.1 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.NR.4 7.PAR.4 (1-4,6,9) 6.MP.1-8 MCS.Gifted.S4C MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.PAR.6 7.PAR.2 (1-2) 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.PAR.7 7.PAR.3 (1-2) 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.GSR.5 6.MP.1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	6.PAR.8 6.MP. 1-8 MCS.Gifted.S3C MCS.Gifted.S4B MCS.Gifted.S4D MCS.Gifted.S6	All Standards

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	1	2	3	4	5	6	7	8	9
Approaches To Learning Instructional Strategies	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Self-management **Cluster:** Organization, Affective, & Reflection Skills **Skill Indicator:** Organize and depict information logically	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Communication **Cluster:** Communication **Skill Indicator:** Organize and depict information logically	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category**: Thinking **Cluster**: CriticalThinking, Creative Thinking & Transfer **Skill Indicator**: Apply skills and knowledge in unfamiliar situations.	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Thinking **Cluster:** Critical Thinking, Creative Thinking & Transfer **Skill Indicator:** Use models and simulations to explore complex systems and issues	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Communication **Cluster:** Communication **Skill Indicator:** Read critically and for comprehension	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Thinking **Cluster:** Critical Thinking, Creative Thinking & Transfer **Skill Indicator:** Use models and simulations to explore complex systems and issues	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback.	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Thinking **Cluster:** Critical Thinking, Creative Thinking & Transfer **Skill Indicator:** Use models and simulations to explore complex systems and issues	**Category:** Social **Cluster:** Collaboration Skills **Skill Indicator:** Give and receive meaningful feedback. **Category:** Thinking **Cluster:** Critical Thinking, Creative Thinking & Transfer **Skill Indicator:** Use models and simulations to explore complex systems and issues
Statement of Inquiry	Gathering and modeling data provides for a better understanding of a population.	Modeling using a logical process helps us to understand the world	Mathematical models can help people represent real world relationships using operations with rational numbers.	By examining relationships and patterns, we can make predictions in real world situations.	Expressions, equations and inequalities communicate real world scenarios through symbols, numbers, and algebraic thinking.	Expressions, equations and inequalities communicate real world scenarios through symbols, numbers, and algebraic thinking.	Understanding simple shapes helps us enhance our environments.	By examining relationships and patterns, we can make predictions in real world situations.	A logical process helps to model and generalize the natural world.
Global Context	**Globalization and Sustainability**	**Identities and Relationships** .	**Identity and Relationships and Globalization and Sustainability**	**Personal and Cultural Expression**	**Orientation in Time and Space**	**Globalization and Sustainability**	**Orientation in Time and Space Natural and human landscapes and resources**	**Identities and Relationships**	**Identities and Relationships**

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Key Concepts	**Logic** A method of reasoning and a system of principles used to build arguments and reach conclusions.	**Relationships** The connections and associations between properties, objects, people and ideas.	**Relationships** The connections and associations between properties, objects, people and ideas. **Logic** A method of reasoning and a system of principles used to build arguments and reach conclusion	**Relationships** The connections and associations between properties, objects, people and ideas.	**Logic** A method of reasoning and a system of principles used to build arguments and reach conclusions.	**Logic** A method of reasoning and a system of principles used to build arguments and reach conclusions.	**Form** The shape and underlying structure of an entity or piece of work, including its organization, essential nature and external appearance.	**Relationships** The connections and associations between properties, objects, people and ideas.	**Logic** A method of reasoning and a system of principles used to build arguments and reach conclusions.
Related Concepts	Justification, Model	Equivalence, Generalization	Model, Representation	Pattern, model, system	Model, pattern, measurement	Model, pattern, measurement	Measurement, space, model	Equivalence, Generalization	Generalization
Design Cycle Transdisciplinary	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluation	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating	Inquiring and Analyzing / Developing Ideas / Creating a Solution / Evaluating
MYP Assessments/ Performance Tasks	*Unit 1 CFA* *Unit 1 SA* *MYP Assessment:* Criteria A (Knowing and Understanding) and Criteria D (Applying Math to real-world context)	*Unit 2 CFA* *Unit 2 SA* *MYP Assessment:* Criteria C (Communication) and Criteria D (Applying Math to real-world context)	Unit 3 CFA Unit 3 SA	*Unit 4 CFA* *Unit 4 SA* *MYP Assessment:* *Criteria B (Investigating Patterns)* *Criteria C (Communication)*	*Unit 5 CFA* *Unit 5 SA* *MYP Assessment:* Criteria A (Knowing and Understanding) and Criteria C (Communication)	*Unit 6 CFA* *Unit 6 SA* *MYP Assessment:* *Criteria B (Investigating Patterns)*	*Unit 7 CFA* *Unit 7 SA* *MYP Assessment:* *Criteria D (Applying Math to real-world context)*	Unit 8 CFA *Unit 8 SA* *MYP Assessment:* Criteria C (Communication)	Grade 6 EOG

	Differentiation For Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners.