



Grade 6 Math Enrichment - Unit 4 - The Game of Life

Unit Focus

Sometimes it is a challenge for students to understand how to apply abstract or theoretical math concepts to everyday life. The Game of Life provides students with the opportunity to choose a career and plan a budget around loans, car payments, groceries, cell phone payments, and rent. As they settle into the life they create, they must navigate unexpected events along the way such as home repairs, pay raises, and medical bills. Keeping the budget balanced and the loans paid will make for a very interesting Game of Life.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core Mathematics: 5 - Make sense of problems and persevere in solving them. (CCSS.MATH.MP.1) Mathematics: 6 - 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. (CCSS.MATH.CONTENT.6.RP.A.3C) - 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. (CCSS.MATH.CONTENT.6.EE.B.6) - Attend to precision. (CCSS.MATH.MP.6) - Look for and make use of structure. (CCSS.MATH.MP.7) Madison Public Schools Profile of a Graduate - Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)	<i>Students will be able to independently use their learning to...</i> T1 Initiate a plan using a variety of methods/strategies appropriately, execute it, and evaluate the reasonableness and accuracy of the solution.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Mathematicians work to make sense of the problem before trying to solve it. U2 Mathematicians monitor progress while problem solving, change course if necessary and evaluate the reasonableness of their solution.	<i>Students will keep considering...</i> Q1 What makes an effective problem solver? Q2 What do effective problem solvers do when they get stuck?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 Vocabulary: debt, loan, percentage, income, tax rate, interest, budget, salary, utilities, expenses, pie chart, projected, annual, net income (annual and monthly) K2 that it is important for people to maintain a balanced budget.	<i>Students will be skilled at...</i> S1 Students will be able to analyze a budget. S2 Students will be able to create a budget given a total amount to be budgeted and percentages for each category. S3 Students will be able to compare a budget to actual spending. S4 Students will be able to find the payments for a loan given loan amount, length of loan and interest. S5 Students will be able to compare two loans. S6 Students will be able to determine total interest paid given the loan amount, length of loan and installment amount.