



Marietta City Schools
2023–2024 District Unit Planner

Honors Grade 6 Mathematics

Unit title	Unit 9: Culminating Capstone Unit	MYP year	1	Unit duration (hrs)	5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

All Standards from the course

6.MP: Display perseverance and patience in problem-solving. Demonstrate skills and strategies needed to succeed in mathematics, including critical thinking, reasoning, and effective collaboration and expression. Seek help and apply feedback. Set and monitor goals.

Key concept	Related concept(s)	Global context
Logic	Generalization	Identities and Relationships

Statement of inquiry

A logical process helps to model and generalize the natural world.

Inquiry questions

Conceptual– How can I combine the knowledge and skills I learned this year to solve real-world mathematical problems?

MYP Objectives	Assessment Tasks
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What specific MYP <u>objectives</u> will be addressed during this unit?	<i>Relationship</i> between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
N/A	N/A	<u>Formative Assessment(s):</u> N/A <u>Summative Assessment(s):</u> Grade 6 EOG
Approaches to learning (ATL)		
<p> Category: Social Cluster: Collaboration Skills Skill Indicator: Give and receive meaningful feedback. </p> <p> Category: Thinking Cluster: Critical Thinking, Creative Thinking & Transfer Skill Indicator: Use models and simulations to explore complex systems and issues </p>		

<u>Learning Experiences</u> Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
6.NR.2: Apply operations with whole numbers, fractions and decimals within relevant applications.	The Exxon Road Trip Across the U.S. - In this activity, students will plan a road trip across the United States and collect data on the price of a gallon of gas as they go. Using this data, they will calculate statistical measures of center and variability and create graphical representations of the data. This project has options for an interdisciplinary approach involving researching and writing about special locations along the route.	Scaffolding is recommended. Support can be given by providing templates on which students record their data and modifying the parameters of the activity - (ie reducing the number of states).
Content Resources		
6-11 Savvas Correlation to 2021 standards GaDoe Intervention Table of Tasks/Activities Additional Resources <ul style="list-style-type: none"> ● Savvas ● Desmos ● Hands-On Math 		