MCS MYP Grade 6 Mathematics Subject Group Overview

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Unit Name	**UNIT 1** Exploring Real-Life Phenomena through Statistics	**UNIT 2** Making Relevant Connections through Number System Fluency	**UNIT 3** Investigating Ratio, Rate, and Proportional Reasoning	**UNIT 4** Building a Conceptual Understanding of Expressions	**UNIT 5** Exploring Real-life Phenomena through OneStep Equations and Inequalities	**UNIT 6** Exploring Area and Volume	**UNIT 7** Rational Exploration: Numbers and their Opposites	**UNIT 8** Graphing Rational Numbers	**UNIT 9** Culminating Capstone Unit
Time Frame	5 weeks	4 weeks	5 weeks	4 weeks	5 weeks	4 weeks	2 weeks	2 weeks	2 weeks
Standards	6.NR.2 6.MP.1-8	6.NR.1 6.NR.2 6.MP.1-8	6.NR.4 6.MP.1-8	6.PAR.6 6.MP.1-8	6.PAR.7 6.MP.1-8	6.GSR.5 6.MP.1-8	6.NR.3 6.NR.2 6.MP.1-8	6.PAR.8 6.MP.1-8	All Standards 6.MP. 1-8
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:** 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:** 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:** 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

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Statement of Inquiry	Gathering and modeling data provides for a better understanding of a population.	Making decisions can be improved by using a model to represent relationships.	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.	Modeling using a logical process helps us to understand the world	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** Markets, commodities, and commercialization	**Globalization and Sustainability** Population and demography	**Personal and Cultural Expression** Metacognition and abstract thinking	**Orientation in Time and Space** Scale, duration, frequency, and variability	**Globalization and Sustainability** Human impact on the environment	**Orientation in Time and Space** Natural and human landscapes and resources	**Identities and Relationships** Competition and cooperation; teams, affiliation, and leadership	**Identities and Relationships** Personal efficacy and agency; attitudes, motivation, independence; happiness and the good life	**Identities and Relationships** Identity formation; self-esteem; status; role and role models
Key Concepts	**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.	**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.	**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	Model, Representation	Pattern, model, system	Model, pattern, measurement	Model, pattern, measurement	Measurement, space, model	Equivalence, Generalization	Equivalence, Generalization	Generalization
Design Cycle Transdiscip linary	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	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

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	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 A (Knowing and Understanding)	*Unit 3 CFA* *Unit 3 SA* *MYP Assessment:* Criteria B (*Investigating Patterns*) and *Criteria C (Communication)*	*Unit 4 CFA* *Unit 4 SA* *MYP Assessment:* Criteria A (Knowing and Understanding)	*Unit 5 CFA* *Unit 5 SA* *MYP Assessment: Criteria B (Investigating Patterns)*	*Unit 6 CFA* *Unit 6 SA* *MYP Assessment: Criteria D (Applying Math to real-world context)*	Unit 7 CFA Unit 7 SA *MYP Assessment:* Criteria C (Communication)	Unit 8 CFA *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.								