

MCS MYP Accelerated Grade 6/7 Mathematics Subject Group Overview

Unit Name		<u>UNIT 1</u>	<u>UNIT 2</u>	<u>UNIT 3</u>	<u>UNIT 4</u>	<u>UNIT 5</u>	<u>UNIT 6</u>	<u>UNIT 7</u>	<u>UNIT 8</u>	<u>Unit 9</u>
		Exploring Real-Life Phenomena through Statistics	Rational Exploration: Numbers and their Opposites	Making Relevant Connections within and through The Number System	Investigating Rate, Ratio and Proportional Reasoning	Building Conceptual Understanding of Expressions	Reasoning with Real-Life Phenomena through Equations and Inequalities	Exploring Area and Volume	Graphing Rational Numbers	Culminating Capstone Unit
Time Frame		4 weeks	3 weeks	3 weeks	5 weeks	5 weeks	5 weeks	4 weeks	3 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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	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: Critical Thinking, 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: 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	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	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing	Inquiring and Analyzing
		Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas	Developing Ideas
		Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution	Creating a Solution
		Evaluating	Evaluating	Evaluation	Evaluating	Evaluating	Evaluating	Evaluating	Evaluating	Evaluating
	MYP Assessments/ Performance Tasks	<i>Unit 1 CFA</i> <i>Unit 1 SA</i> <i>MYP Assessment:</i> Criteria A (Knowing and Understanding) and Criteria D (Applying Math to real-world context)	Unit 2 CFA Unit 2 SA <i>MYP Assessment:</i> Criteria C (Communication) and Criteria D (Applying Math to real-world context)	Unit 3 CFA Unit 3 SA	<i>Unit 4 CFA</i> <i>Unit 4 SA</i> <i>MYP Assessment:</i> <i>Criteria B (Investigating Patterns)</i> <i>Criteria C (Communication)</i>	<i>Unit 5 CFA</i> <i>Unit 5 SA</i> <i>MYP Assessment:</i> Criteria A (Knowing and Understanding) and Criteria C (Communication)	<i>Unit 6 CFA</i> <i>Unit 6 SA</i> <i>MYP Assessment:</i> <i>Criteria B (Investigating Patterns)</i>	<i>Unit 7 CFA</i> <i>Unit 7 SA</i> <i>MYP Assessment:</i> <i>Criteria D (Applying Math to real-world context)</i>	Unit 8 CFA <i>Unit 8 SA</i> <i>MYP Assessment:</i> Criteria C (Communication)	Grade 6 EOG

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	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.
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