Marietta City Schools

2025-2026 District Unit Planner

Grade 6 Mathematics

Unit title	Unit 9: Culminating Capstone Unit	**MYP year**	*1*	**Unit duration (hrs)**	*5*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): ***What will students learn?***

GA DoE Standards
Standards: 6.NR.1, 6.NR.2, 6.NR.3, 6.NR.4, 6.GSR.5, 6.PAR.6, 6.PAR.7, 6.PAR.8 **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. **Vocabulary** All key vocabulary from the course

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**

*What specific MYP **objectives** will be addressed during this unit?*	***Relationship** between summative assessment task(s) and statement of inquiry:*	*List of common formative and summative assessments.*
N/A	N/A	**Formative Assessment(s):** N/A **Summative Assessment(s):** Grade 6 EOG
Approaches to learning (ATL)		
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		

Learning Experiences 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** ● **Savvas** ● **Desmos** ● **Hands-On Math**		