

JULY 21, 2026



FCS
MATHEMATICS
DEPARTMENT



ENGAGE,
EXPLORE, APPLY,
& REFLECT

*F*ulton
County Schools
Where Students Come First

Secondary Math Program Specialists



Susan Baker
Mathematics K-12 Director



Tanja Beauford-Vernon
Zone 2



Daria Dillard
Zone 3



Sheena Williams
Zone 4

MATHEMATICS MAKES SENSE WHEN
THE CONTENT IS TAUGHT IN CONTEXT.



ACCESSING FCS RESOURCES



Account



Dashboard



Courses



Calendar



Inbox



History



Commons



Studio



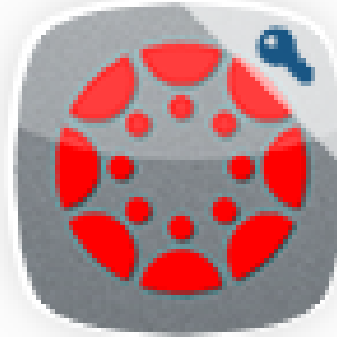
Curriculum
Hub



Help



ClassLink



Canvas

Curriculum Hub



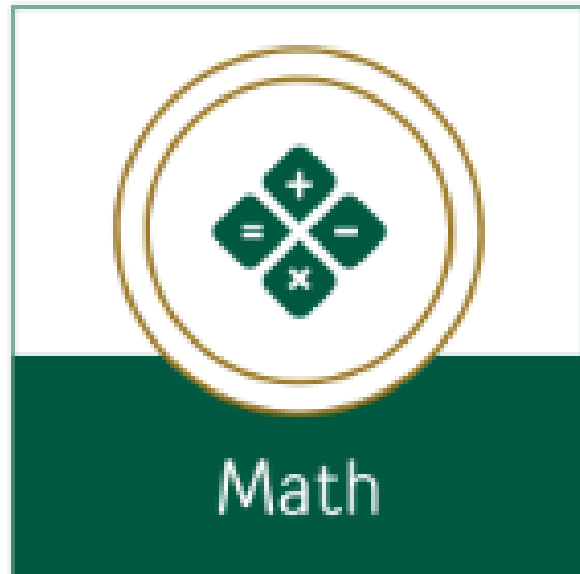
Math Curriculum Hub

Math Curriculum Hub



Welcome!

Click on the subject below to begin!



Kindergarten Math →	Grade 1 Math →	Grade 2 Math →	Grade 3 Math →
Grade 4 Math →	Grade 5 Math →	Grade 6 Math →	Grade 6 Advanced Math →
Grade 7 Math →	Grade 7 Advanced Math →	Grade 8 Math →	Algebra: C&C →
AP Calculus AB →	AP Statistics →	Enhanced Advanced Algebra and AP Precalculus →	Advanced Algebra: C&C →
Statistical Reasoning →	Precalculus →	Geometry: C&C →	College Readiness Math →
AP Precalculus →	AP Calculus BC →	AMDM →	Enhanced Algebra: C&C →

6-12 MATH RESOURCES TO SUPPORT INSTRUCTION



▼ Course Resources

Curriculum Map

 [26-27 FCS Grade 6 Math Curriculum Map.pdf](#)

Standards

 [Grade 6 Math Standards.pdf](#)

Assessment Resources

 [Downloading Blueprints for NIB Assessments.pdf](#)

Additional Resources

 [Statistical Reasoning Guidance.pdf](#)

 [Mathematical-Instructional-Framework-2023.pdf](#)

 [GM_ALDs_Gr6_Math.pdf](#)

 [FCS CSA MAT.pdf](#)

 [26-27 FCS Mathematics Curriculum Map and Learning Plan Feedback Form](#) 

▼ Unit One: Making Relevant Connections through Number System Fluency (8/5/2026 - 9/4/2026)

 [Grade 6 Math Unit 1 Family Letter \(26-27\).pdf](#)

 [26-27 Grade 6 Math Unit 1 Learning Plan.docx](#)

 [26-27 Grade 6 Math Unit 1 Learning Plan.pdf](#)

6-12 MATH RESOURCES TO SUPPORT INSTRUCTION



FCS GRADE 6 MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards

Semester 1				Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Making Relevant Connections through Number System Fluency	Investigating Rate, Ratio, and Proportional Reasoning	Building a Conceptual Understanding of Expressions	Exploring Real-life Phenomena through One-Step Equations and Inequalities	Exploring Area and Volume	Rational Exploration: Graphing Rational Numbers and Their Opposites	Exploring Real-Life Phenomena through Statistics	Culminating Capstone Unit
23 Days	21 Days	18 Days	21 Days	18 Days	24 Days	20 Days	25 Days
<u>Unit Dates</u> 8/5/2026 - 9/4/2026	<u>Unit Dates</u> 9/8/2026 - 10/14/2026	<u>Unit Dates</u> 10/15/2026 - 11/10/2026	<u>Unit Dates</u> 11/11/2026 - 12/16/2026	<u>Unit Dates</u> 1/5/2027 - 1/29/2027	<u>Unit Dates</u> 2/1/2027 - 3/11/2027	<u>Unit Dates</u> 3/12/2027 - 4/16/2027	<u>Unit Dates</u> 4/19/2027 - 5/21/2027
Learning Expectations 6.NR.1.1 6.NR.1.2 6.NR.1.3	Learning Expectations 6.NR.4.1 6.NR.4.2 6.NR.4.3 6.NR.4.4 6.NR.4.5 6.NR.4.6 6.NR.4.7	Learning Expectations 6.PAR.6.1 6.PAR.6.2 6.PAR.6.3 6.PAR.6.4 6.PAR.6.5	Learning Expectations 6.PAR.7.1 6.PAR.7.2 6.PAR.7.3 6.PAR.7.4	Learning Expectations 6.GSR.5.1 6.GSR.5.2 6.GSR.5.3	Learning Expectations 6.NR.3.1 6.NR.3.2 6.NR.3.3 6.NR.3.4 6.NR.3.5 6.NR.3.6 6.PAR.8.1 6.PAR.8.2 6.PAR.8.3 6.PAR.8.4	Learning Expectations 6.NR.2.1 6.NR.2.2 6.NR.2.3 6.NR.2.4 6.NR.2.5 6.NR.2.6	Learning Expectations All Standards The days in this unit include days for GMAS review and testing.
6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8

The [Framework for Statistical Reasoning](#), [Mathematical Modeling Framework](#), and the [K-12 Mathematical Practices](#) should be taught throughout the units.

6-12 MATH RESOURCES TO SUPPORT INSTRUCTION



FCS GRADE 6 ADVANCED MATH CURRICULUM MAP

Georgia's K-8 Mathematics Standards							
Semester 1				Semester 2			
Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Making Relevant Connections through Number System Fluency	Investigating Rate, Ratio, and Proportional Reasoning	Building a Conceptual Understanding of Expressions	Exploring Real-life Phenomena through One-Step Equations and Inequalities	Exploring Area and Volume	Rational Exploration: Graphing Rational Numbers and Their Opposites	Exploring Real-Life Phenomena through Statistics	Culminating Capstone Unit
16 Days	24 Days	25 Days	18 Days	20 Days	27 Days	15 Days	25 Days
<u>Unit Dates</u> 8/5/2026 - 8/26/2026	<u>Unit Dates</u> 8/27/2026 - 10/7/2026	<u>Unit Dates</u> 10/8/2026 - 11/13/2026	<u>Unit Dates</u> 11/16/2026 - 12/16/2026	<u>Unit Dates</u> 1/5/2027 - 2/2/2027	<u>Unit Dates</u> 2/3/2027 - 3/19/2027	<u>Unit Dates</u> 3/22/2027 - 4/16/2027	<u>Unit Dates</u> 4/19/2027 - 5/21/2027
Learning Expectations 6.NR.1.1 6.NR.1.2 6.NR.1.3	Learning Expectations 6.NR.4.1 6.NR.4.2 6.NR.4.3 6.NR.4.4 6.NR.4.5 6.NR.4.6 6.NR.4.7 7.PAR.4.1 7.PAR.4.2 7.PAR.4.3 7.PAR.4.4 7.PAR.4.5	Learning Expectations 6.PAR.6.1 6.PAR.6.2 6.PAR.6.3 6.PAR.6.4 6.PAR.6.5 7.PAR.2.1 7.PAR.2.2	Learning Expectations 6.PAR.7.1 6.PAR.7.2 6.PAR.7.3 6.PAR.7.4	Learning Expectations 6.GSR.5.1 6.GSR.5.2 6.GSR.5.3 7.GSR.5.6 * 7.GSR.5.8 *	Learning Expectations 6.NR.3.1 6.NR.3.2 6.NR.3.3 6.NR.3.4 6.NR.3.5 6.NR.3.6 6.PAR.8.1 6.PAR.8.2 6.PAR.8.3 6.PAR.8.4 7.NR.1.1 7.NR.1.2 7.NR.1.3 7.NR.1.4 7.NR.1.5	Learning Expectations 6.NR.2.1 6.NR.2.2 6.NR.2.3 6.NR.2.4 6.NR.2.5 6.NR.2.6	Learning Expectations All Standards The days in this unit include days for GMAS review and testing.
6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8	6.MP.1-8

The [Framework for Statistical Reasoning](#), [Mathematical Modeling Framework](#), and the [K-12 Mathematical Practices](#) should be taught throughout the units.

Curriculum Map	
Learning Expectations for ES and MS Advanced Courses are in green.	An * indicates to refer to the unit details below for specific instructional and assessment expectations.

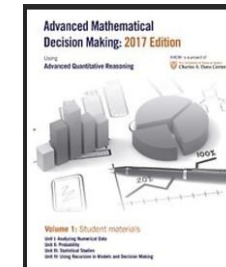
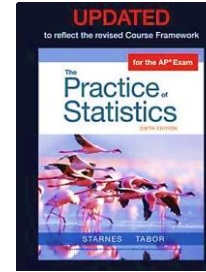
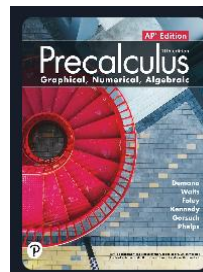
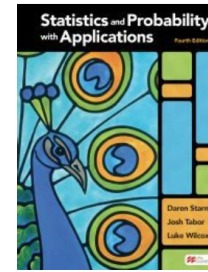
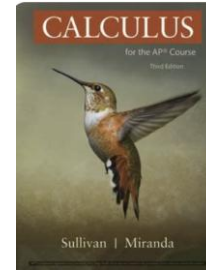
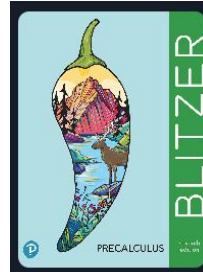
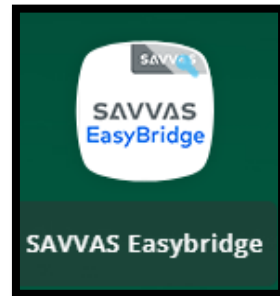
6-12 MATH RESOURCES TO SUPPORT INSTRUCTION



Instructional Resources

6-11

Grade 12



6-12 MATH RESOURCES TO SUPPORT INSTRUCTION



GADOE Standards Video

Grade 6

Unit 1: Making Relevant Connections through Number System Fluency (23 Days)

Unit Dates: 8/5/2026 to 9/4/2026
Assessment on or before: 9/4/2026

6.NR.1: Solve relevant, mathematical problems involving operations with whole numbers, fractions, and decimal numbers.

GMAS Grade 6 Formula Sheet	GMAS Grade 6 Blueprint	GADOE Assessment Item Bank	DESMOS Calculator Guidance	Model Lesson
Grade 6 EOG Math Formula Sheet	GA EOG Math 6	GADOE Assessment Item Bank	Desmos Calculators.pdf	Day 11

Day	Learning Expectation(s)	Learning Goal(s)	Instructional Plan	Teacher Notes
1	6.NR.1.1 Estimating sums and differences of fraction numeric expressions	I can solve problems by adding and subtracting any combination of fractions with unlike denominators.	For all resources, provide teacher guidance for student questioning and student answers aligned to 8 Effective Mathematics Teaching Practices. * Denotes an activity utilizing CSA (Concrete/Semi-Concrete/Abstract) for small group or whole group consideration Follow the entire GADOE learning plan as outlined for engage, explore, apply, and reflect. - GADOE Learning Plan: Estimating in Fractions Teacher Guidance Student Reproducible - Additional teacher note: The learning plan has been compiled into a slide deck, which you are welcome to download and customize as needed. - Additional teacher note: In this learning plan, students solve problems that involve adding and subtracting any combination of fractions with unlike denominators.	- Fluently/Fluency- Students choose flexibly among methods and strategies to solve mathematical problems accurately and efficiently. - Students may solve problems using different ways and have the flexibility to choose a mathematical strategy

Daily Focus/Topic

CSA Lessons

Teacher Notes

Exemplar Lesson

One Resource per Day



6-12 MATH RESOURCES TO SUPPORT INSTRUCTION



19 Q10 FCS Unit Assessment Alignment	6.NR.1.2 6.NR.1.3 Dividing decimals	- I can divide whole numbers and multi-decimals to solve real world problems. - I can interpret the quotient in context of the problem.	Use this resource for each indicated section. - iReady (6) Lesson 8 Session 4 Develop: Dividing Multi-Digit Decimals ENGAGE Follow as outlined below: - Teacher PowerPoint Slide 2 (Which One Doesn't Belong?) EXPLORE Follow as outlined below: - Teacher PowerPoint Slides 3-12 (Try It, Discuss It, Connect It) - Student Handout pgs. 185-187 APPLY Follow as outlined below: - Teacher PowerPoint Slides 13-14 (Apply It); 17-21 (Practice) - Student Handout pg. 187-190 REFLECT Follow as outlined below: - Teacher PowerPoint Slide 16 (Close: Exit Ticket)	
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- Instructional Planning Support:
- [Georgia Mathematics Strategies Toolkit to Address Learner Variability for Grades 6 - 8](#)
 - Scaffolding Instruction for [English Learners](#)
 - Georgia Intervention [Table](#)



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Grade 6

Unit 1: Making Relevant Connections through Number System Fluency (23 Days)

Unit Dates: 8/5/2026 to 9/4/2026
Assessment on or before: 9/4/2026

- [Grade 6 GMAS Achievement Level Descriptors](#)
- Brainiaccamp [Tasks](#) (Virtual Manipulatives)



MATHEMATICS INSTRUCTIONAL FRAMEWORK





**MATHEMATICS
STANDARDS-BASED CLASSROOM
INSTRUCTIONAL FRAMEWORK**



INSTRUCTIONAL FRAMEWORK



■ Engage ■ Explore ■ Apply ■ Reflect
Time will vary based on instructional focus.

Mathematical Practices

These mathematical practices describe how students should engage with the mathematics content for their grade level. Developing these habits of mind builds students' capacity to become mathematical thinkers. These practices can be applied individually or together in mathematics lessons, and no particular order is required. In well-designed lessons, there are often two or more Mathematical Practices present.

Students are expected to:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

Engage

Teacher:

- Facilitate an interesting and captivating introduction to the lesson.
- Present the relevant learning objectives within an engaging activity.
- Encourage students' curiosity and wonder about the topics being explored.

Student:

- Notice patterns or connections from previously explored topics.
- Ask questions and express wonder about the concepts being presented.

Explore

Teacher:

- Facilitate and guide student-centered instruction.
- Engage students in exploration of new concepts.
- Provide opportunities for open-ended exploration and inquiry.
- Offer support and assistance as needed during the exploration process.
- Use a variety of data to inform instruction and provide feedback.

Student:

- Think critically, exercise flexibility in thinking, and engage in strategic reasoning.
- Collaborate with peers and ask questions when needed.
- Make connections and explore patterns using various tools and representations.

Apply

Teacher:

- Create opportunities for students to demonstrate and communicate their thinking process.
- Provide clear instructions and expectations for the application tasks.
- Offer guidance, support, or enhancement, as needed.
- Use a variety of data to inform instruction and provide feedback.
- Facilitate collaborative groups to support productive student discourse.

Student:

- Apply the learned concepts to real-world situations, independently or collaboratively.
- Demonstrate and communicate reasoning through various tasks aimed at applying knowledge gained from the exploration.
- Take responsibility for completing the application tasks as assigned.
- Connect and generalize patterns to a broader situation.

Reflect

Teacher:

- Facilitate a summary of the lesson and its objectives.
- Encourage students to reflect on their efforts and learning experience.
- Use purposeful questioning to prompt students to pose questions for future exploration or learning.

Student:

- Communicate efforts by summarizing the learning.
- Engage in self-reflection about their learning process, achievements, and new knowledge obtained.
- Contribute to group discussions or individual reflections and pose questions to solidify understanding for future exploration or learning.

What do you
notice?

What do you
wonder?

MATHEMATICS INSTRUCTIONAL FRAMEWORK

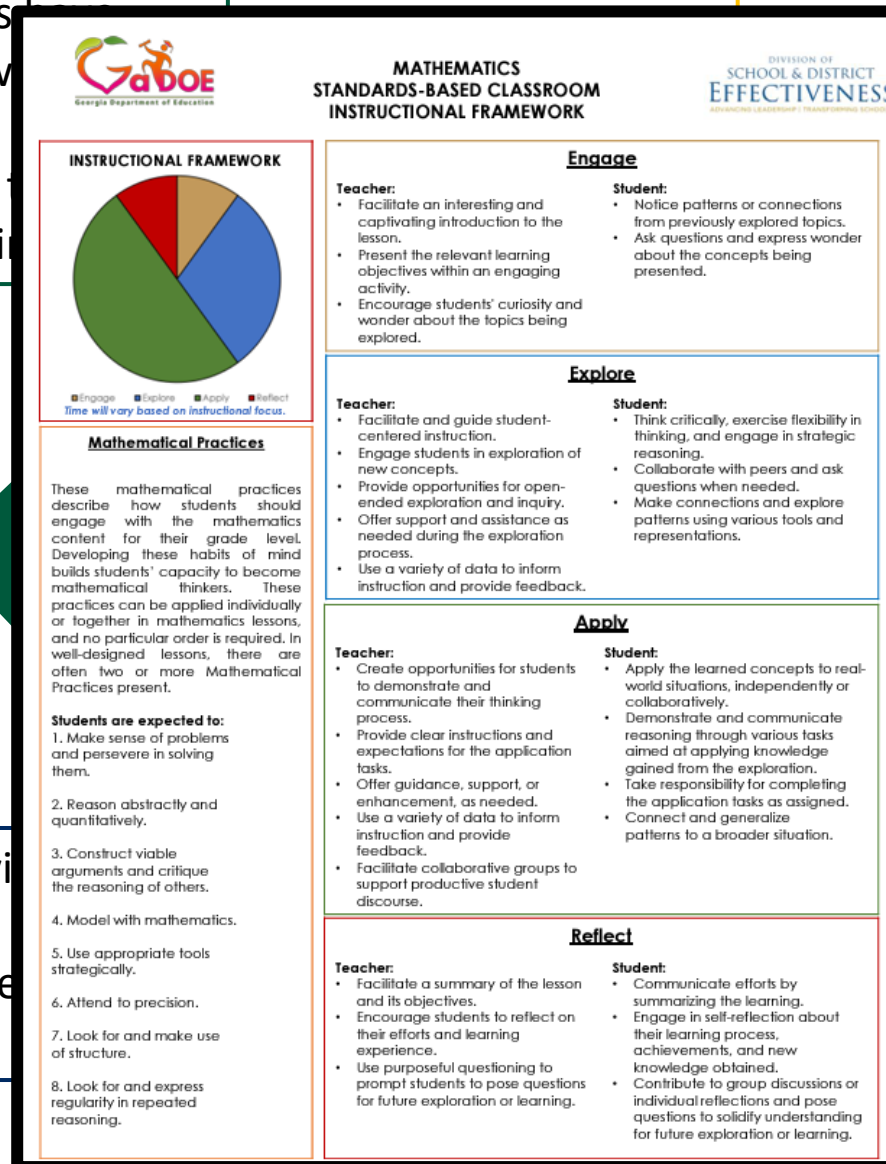
What opportunities will students have to communicate what they know?

How will students connect what they know to new ideas or past learning?

Will students apply what they have learned in any situation to gain a deeper understanding of the big ideas?

How will students engage in activities using multiple representations to explore the new concept/big idea at a deeper level?

Will students review and reflect on their learning and new understandings?



WHAT DOES THIS INSTRUCTIONAL FRAMEWORK LOOK LIKE IN THE MATH CLASSROOM?

