GRADE 6 MATH CURRICULUM



Grade Level(s): 6th Grade Math

Curriculum Author(s): Cate Lyman and Jessica Traver

Course Description:**Math 6** continues to build on concepts learned in elementary school through student discourse and the use of visual and concrete models. A major focus in 6th grade is the development of ratios, equivalent ratios, and unit rates. Multiple representations such as discrete diagrams, double number lines, and ratio tables are used as tools to interpret and solve ratio problems. These strategies are then extended to the study of percentages. Students extend their work with multiplying fractions in 5th grade to develop an understanding of the division of fractions using both tape diagrams and ratio tables. Students then build upon strategies from 5th grade to develop efficient algorithms for multiplying and dividing multi-digit numbers including decimals. Expressions, equations, and inequalities with variables are also introduced in 6th grade. Students use visual representations such as tape diagrams and hanger models to first reason about and solve equations. Then students learn to use variables to represent an unknown and write and solve one-step equations. Geometry topics include hands-on activities to develop the area formulas of triangles and other quadrilaterals, the volume of rectangular prisms, and utilizing nets to find surface areas of three-dimensional figures. Students also learn about statistical variability as well as display and summarize data in dot plots, histograms, and box plots.

Year At A Glance			
Unit Title	**Overarching Essential Question**	**Overarching Enduring Understanding**	**Vision of A Learner "I Can" Statements**
Unit 1: Area and Surface Area	How can we use mathematical reasoning and representations to understand the space objects occupy in two and three dimensions?	Decomposing and recomposing shapes allows us to understand and calculate area and surface area in ways that apply to real-world objects.	TCC1(6-8); TCC3(6-8); **TCC4**(6-8); CCE1(6-8); CCE3(6-8); **CCE4**(6-8); DE4(6-8); TI2(6-8); **P4**(6-8); AA2(6-8); AA3(6-8)
Unit 2: Introducing Ratios	How can we describe and compare relationships between quantities using ratios?	Ratios are tools to represent relationships between quantities and can be expressed and interpreted in different ways depending on the context.	TCC1(6-8); TCC3(6-8); TCC4(6-8); CCE1(6-8); CCE3(6-8); **DE4**(6-8); P3(6-8); **P4**(6-8); AA2(6-8); AA3(6-8)
Unit 3:Unit Rates & Percentages	How can unit rates and percentages help us compare quantities and make informed decisions?	Unit rates and percentages provide powerful strategies for solving real-world problems involving comparisons, savings, efficiency, and growth.	**TCC1**(6-8); TCC3(6-8); TCC4(6-8); **CCE1**(6-8); CCE3(6-8); DE1(6-8); DE4(6-8); TI4(6-8); P3(6-8); P4(6-8); AA2(6-8); AA3(6-8)
Unit 4: Dividing Fractions	How can understanding the meaning of fraction operations help us solve real-world problems?	Fraction multiplication and division can be modeled, understood, and applied in a variety of contexts involving parts of a whole or when something is getting bigger or smaller..	**TCC1**(6-8); TCC4(6-8); CCE1(6-8); **CCE3**(6-8); CCE4(6-8); **DE4**(6-8); TI4(6-8); P3(6-8); P4(6-8); AA2(6-8); AA3(6-8)
Unit 5: Arithmetic in Base 10	How can fluency with operations help us solve problems accurately and efficiently?	Proficiency with base-ten operations enables us to reason flexibly, solve multi-step problems, and assess the reasonableness of our solutions.	TCC1(6-8); CCE1(6-8); CCE3(6-8); **CCE4**(6-8); DE4(6-8); **P3**(6-8); P4(6-8); AA2(6-8); AA3(6-8)

Unit 6: Expressions and Equations	How do rational numbers and the coordinate plane help us describe and analyze the world around us?	Expressions allow us to generalize patterns and relationships, and properties of operations help us manipulate them meaningfully and efficiently.	TCC1(6-8); **TCC4**(6-8); **CCE1**(6-8); CCE4(6-8); DE4(6-8); P3(6-8); P4(6-8); AA2(6-8); AA3(6-8)
Rational Numbers	How do rational numbers and the coordinate plane help us describe and analyze the world around us?	Rational numbers and coordinate grids provide a structured way to represent and reason about quantities, directions, and locations in two dimensions.	**TCC1**(6-8); TCC3(6-8); CCE3(6-8); CCE4(6-8); DE4(6-8); TI2(6-8); **P4**(6-8); AA2(6-8); AA3(6-8)
Data Sets and Distributions	How can collecting, displaying, and analyzing data help us make informed decisions?	Data can be collected, organized, represented, and analyzed to answer questions, identify patterns, and support conclusions about real-world situations.	TCC1(6-8); TCC4(6-8); CCE1(6-8); **CCE3**(6-8); **DE4**(6-8); P3(6-8); P4(6-8); AA2(6-8); AA3(6-8)

Unit 1 - Area and Surface Area

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.MATH.CONTENT.6.G.A.1 – Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing or decomposing into known shapes.
CCSS.MATH.CONTENT.6.G.A.4 – Represent three-dimensional figures using nets made up of rectangles and triangles and use the nets to find the surface area.
CCSS.MATH.CONTENT.6.EE.A.2 – Write, read, and evaluate expressions in which letters stand for numbers.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC3: I can combine new information with my own ideas to generate solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE3: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

TI2: I can identify my objectives and apply the best resources to my learning.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA2: I can identify past successful strategies and apply them independently.

AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that…	**Essential Questions:**
Area is a measurable attribute of two-dimensional figures and can be found through decomposition. Nets are two-dimensional representations of three-dimensional figures and can be used to calculate surface area. Mathematical expressions can represent real-world contexts and general relationships.	How can we use decomposition to find the area of complex shapes? In what ways can we represent and calculate surface area? How do expressions help us describe and solve real-world problems?
Students will know…	**Students will be able to...**
Definitions and properties of area and surface area. Strategies to decompose complex shapes into known figures. The concept of nets for 3D figures. How to evaluate and write expressions.	Calculate the area of polygons and composite figures. Use nets to find the surface area of 3D figures. Represent geometric situations with expressions. Use mathematical reasoning to justify their thinking.

Key Vocabulary: Area, surface area, polygon, parallelogram, triangle, trapezoid,compose , decompose, base, height, net, edge, face, vertex,exponent, squared, cubed, prism, pyramid.

Assessment Evidence

Performance Tasks:
TCC4, CCE4, P4

Mid Unit Assessment:

- Find the area of a two-dimensional region with straight boundaries by decomposing, rearranging, subtracting, or enclosing shapes, and explain the solution method.
- Apply the formula for area of a parallelogram to find the area, the length of a base, or the height.
- Understand bases and heights in a parallelogram and recognize base-height pairs to use to calculate its area.
- Find the area of a polygon by decomposing it into parallelograms and triangles.
- Understand bases and heights in a triangle and recognize base-height pairs to use to find the area of a triangle.
- Understand why the process of finding the area of a triangle can be expressed generally as $A = \frac{1}{2} \cdot b \cdot h$ (or equivalent) and apply the formula to find the area of a triangle.

End of Unit Assessment:

- Identify or create a net that represents a prism or pyramid.
- Use a net to calculate the surface area of a prism or pyramid and explain the solution method.
- Interpret and write expressions using second and third power exponents to represent the area of a square or the volume of a cube. Write expressions, with or without exponents, to represent the surface area of a given cube.

Other Evidence:

CheckPoints
CER Responses
Exit Tickets
Various Thinking Tasks using Building Thinking Classrooms instructional strategies.

Learning Plan			
Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Developing Area Concepts: Decompose and Rearrange	Sort and compare tiling patterns; decompose and compose shapes using tangrams; refine definition of area; explore decomposition, rearrangement, subtraction, and enclosure strategies.	6.G.A.1	TCC1, TCC4, CCE4, P4, DE4
Finding Area Using Formulas: Parallelograms and Triangles	Decompose parallelograms into rectangles; discover base-height relationships; develop area formulas for parallelograms and triangles; practice identifying bases and heights in various orientations.	6.G.A.1	TCC1, TCC3, CCE1
Applying Area Formulas to Polygons	Apply decomposition and formula strategies to find areas of irregular and regular polygons; synthesize multiple strategies for complex problems.	6.G.A.4	TCC3, P4, AA2, AA3, TI2
Understanding Surface Area in 3D	Visualize polyhedra and explore nets; find surface area by calculating and summing face areas; develop surface area formulas; distinguish between surface area and volume.	6.G.A.4	CCE1, CCE3, P4, DE4

Connecting Geometry to Algebra	Explore patterns for squares and cubes; represent area and surface area using algebraic notation (s^2, $6s^2$); connect geometric understanding to algebraic thinking.	6.EE.A.2	TCC1, TCC3, CCE3, AA3

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 1 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Family-facing video summaries of each section (Vimeo/YouTube)

Physical manipulatives, tangrams, pattern blocks, polyhedron nets, and grid paper

Digital tools: IXL, Delta Math

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Unit 2 - Introducing Ratios

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.MATH.CONTENT.6.RP.A.1 – Understand ratio concepts and use ratio language to describe relationships between two quantities.

CCSS.MATH.CONTENT.6.RP.A.3 – Use ratio and rate reasoning to solve real-world problems (e.g., recipes, unit pricing, constant speed).

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC2: I can evaluate data gathered from multiple perspectives and draw conclusions.

TCC3: I can combine new information with my own ideas to generate solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE3:I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

P3: I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA2: I can identify past successful strategies and apply them independently.

AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that...	**Essential Questions:**
Ratios compare quantities and represent relationships.	What does a ratio express, and how do we use it?
Equivalent ratios reflect proportional relationships.	How can we show that two ratios are equivalent?
Multiple representations (tables, diagrams, expressions) deepen understanding of ratios.	How can different ways of representing ratios (diagram, table, expression) help us solve problems?
Students will know…	**Students will be able to...**
Definitions: ratio, rate, equivalent ratio, unit rate, “per.”	Create and interpret ratio representations.
Representations: double number line, tape diagram, table, expression.	Determine and explain equivalence of ratios.
Contexts: mixtures, recipes, unit price, constant speed.	Solve real-world ratio and rate problems using multiple approaches.
	Identify and compute unit rates.

Key Vocabulary: Ratio, rate, equivalent ratio, unit rate, per, double number line, tape diagram, table, “at this rate,” constant speed.

Assessment Evidence

Performance Tasks:
DE4, P4

End of Unit Assessment:

- Create and interpret discrete diagrams that represent situations involving ratios.
- Create and interpret sentences that describe ratios.
- Explain equivalent ratios in terms of the quantities in a recipe being multiplied by the same number to create a different size batch of something with the same taste or same shade.
- Generate equivalent ratios and justify that they are equivalent.
- Given prices and quantities or distances and times, calculate the price for 1 object or the distance traveled in 1 unit of time. Express each using the word “per.”
- Justify whether two situations do or do not happen at the same rate, by determining if the ratios in the situations are equivalent.
- Use a double number line diagram to represent and find equivalent ratios.
- Choose multipliers strategically when solving multi-step problems involving equivalent ratios.
- Use a table of equivalent ratios to solve problems.
- Choose representations and solution methods to reason about ratios and sums of quantities.
- Use diagrams or other strategies to solve problems involving ratios and the total amount.

Other Evidence:
CheckPoints
CER Responses
Exit Tickets
Various Thinking Tasks using Building Thinking Classrooms instructional strategies.

Learning Plan

Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute

Understanding Ratios and Equivalent Ratios	Describe associations between quantities using ratio language; sort and classify tiling patterns; explore recipes and color mixtures to develop the concept of equivalent ratios; refine definition of ratio.	6.RP.A.1	TCC3, TCC4, P4
Representing Equivalent Ratios with Visual Models	Use double number line diagrams to represent equivalent ratios; transition from discrete diagrams to more abstract representations; solve problems involving constant speed and batches.	6.RP.A.3, 6.RP.A.3.b	TCC2, TCC3, AA2
Organizing Equivalent Ratios in Tables	Represent equivalent ratios in table format; find missing values in ratio tables; compare two different ratio representations; explore when tables are more efficient than other models.	6.RP.A.3, 6.RP.A.3.a	TCC1, TCC2, CCE1
Solving Ratio and Rate Problems	Apply equivalent ratio strategies to solve complex ratio problems; work with part-part-whole relationships; solve comparison and scaling problems using multiple	6.RP.A.3	CCE3, CCE4, AA3, P3

	representations.		
Applying Ratio Reasoning to Real-World Contexts	Use ratio and rate reasoning to solve authentic problems; apply multiple strategies and representations; justify and communicate mathematical thinking.	6.RP.A	CCE1,CCE4, P4, AA3

Teacher Resources:

Illustrative Mathematics Grade 6 Unit 2 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Family-facing video summaries of each section (Vimeo/YouTube)

Physical tools: centimeter rulers, graph paper, colored pencils

Digital tools: IXL, Delta Math

Unit 3 - Unit Rates and Percentages

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.MATH.CONTENT.6.RP.A.2 – Understand the concept of a unit rate a/b associated with a ratio a:b with b ≠ 0.

CCSS.MATH.CONTENT.6.RP.A.3 – Use ratio and rate reasoning to solve real-world and mathematical problems, including percent problems.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC3: I can combine new information with my own ideas to generate solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE3: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing

various types of feedback to my peers.

DE1: I can search for multiple perspectives and compare and contrast those perspectives.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

TI4: I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed.

P3: I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA2: I can identify past successful strategies and apply them independently.

AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that...	**Essential Questions:**
Unit rates describe a ratio in terms of one unit and help compare quantities. Percents are another way to represent ratios and can be used to describe real-world contexts. Ratio, rate, and percent reasoning can be represented through multiple models.	What does a unit rate tell us and how can we use it? How can percentages represent real-world situations? What strategies help us solve ratio, rate, and percent problems?
Students will know… ● Definitions: unit rate, percent, equivalent ratios, part/whole relationships. ● Representations: tape diagrams, tables, double number lines, percent bars.	**Students will be able to...** ● Identify and compute unit rates. ● Solve problems involving percents, including percent increase/decrease and discounts. ● Choose and apply representations to solve problems.

Key Vocabulary: Unit rate, percent, equivalent ratios, quantity, tape diagram, double number line, part, whole, discount, tax, tip.

Assessment Evidence

Performance Tasks:	**Other Evidence:**
TCC1, CCE1 End of Unit Assessment: ● Recognize that when we measure things in two different units, the pairs of measurements are equivalent ratios. ● Apply this understanding to convert a measurement from one unit to another unit. ● Use a “rate per 1” to solve problems involving unit conversion. ● Apply reasoning about ratios and unit rates to solve problems and explain the solution methods. ● Calculate the two unit rates associated with a ratio and interpret them in the context of a situation. ● Choose a strategy to solve problems involving percentages and explain the solution method. ● Create tape diagrams, double number line diagrams, or tables to represent situations involving percentages.	CheckPoints CER Responses Exit Tickets Various Thinking Tasks using Building Thinking Classrooms instructional strategies. (**TCC1, CCE1**)

Learning Plan

Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Understanding Units of Measurement and Conversions	Anchor understanding of standard units of measurement with benchmark objects; classify units by attribute; perform unit conversions; use ratio reasoning in measurement contexts.	6.RP.A.3.d	TCC1, TCC3
Unit Rates and Rates Per 1	Compare speeds and prices using rates per 1; understand that equivalent ratios have the same unit rate; find unit rates to compare situations; apply rate reasoning to real-world problems.	6.RP.A.2, 6.RP.A.3.b	TCC3, P4, AA2
Understanding Percentages as Rates Per 100	Discover what "percent" means through gridded diagrams; use double number line diagrams to represent percentages; make connections between percentages, money, and other contexts; express quantities as percentages.	6.RP.A.3.c	TCC1, AA3, CCE1

Finding and Using Percentages	Calculate percentages using benchmark values and double number lines; solve problems involving finding the part, whole, or percentage; apply percentage reasoning to discounts, comparisons, and real-world situations.	6.RP.A.3.c	TCC3, TCC4, P4, CCE1, CCE4
Applying Unit Rates and Percentages to Real-World Problems	Solve complex problems integrating unit rates and percentages; justify solutions using multiple strategies; communicate mathematical thinking in authentic contexts.	6.RP.A	TCC1, P4, AA3, CCE1, CCE4

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 3 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Family-facing video summaries of each section (Vimeo/YouTube)

Visual tools: percent bars, 100 grids, graph paper

Digital Tools: IXl, Delta Math

Unit 4 - Dividing Fractions

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.MATH.CONTENT.6.NS.A.1 – Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions.

CCSS.MATH.CONTENT.6.NS.B.2 – Fluently divide multi-digit numbers using the standard algorithm.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE3: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays,

performance-based projects, whole group, and/or small group discussions. **DE4**: I can be respectful and responsible and build positive relationships with all members of the school community. TI4: I can identify my strengths and areas for growth, set goals toward improvement, and seek support as needed. P3: I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey. P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow. AA2: I can identify past successful strategies and apply them independently. AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that…	**Essential Questions:**
Multiplying and dividing fractions can be understood using models and real-world contexts. Division of fractions can be interpreted as how many groups or how much in one group. Fluency with fractions supports problem solving and reasoning in daily life.	What does it mean to divide fractions, and how can we model it? When do we multiply versus divide with fractions in real-life situations? What strategies help build fluency in fraction operations?
Students will know…	**Students will be able to...**
The meanings of multiplication and division with fractions. How to interpret and apply reciprocal relationships. How to use visual models such as tape diagrams and number lines.	Multiply and divide fractions and mixed numbers. Represent and solve problems using models and equations. Justify their reasoning and critique others' thinking.

Key Vocabulary: Multiply, divide, reciprocal, fraction, mixed number, product, quotient, inverse operation, unit fraction.

Assessment Evidence	
Performance Tasks: TCC1, DE4 End of Unit Assessment: ● Create a diagram and a multiplication or division equation to represent the relationship in situations involving equal-size groups, and coordinate these representations. ● Interpret a division expression in two ways: as an answer to a "How many groups?" question or to a "How many in each group?" question. ● Create a diagram, a multiplication equation, and a division equation to represent a problem that involves a fractional divisor and that asks "How many groups?" or "How much in one group?" ● Solve problems involving division of fractions by using diagrams, writing equations, or reasoning about the relationship between multiplication and division. Explain the strategies used. ● Apply the division algorithm for fractions to calculate quotients of fractions and mixed numbers. ● Determine the volume of a rectangular prism by packing it with unit cubes with appropriate unit-fraction edge lengths and by multiplying the edge lengths. ● Solve problems about length comparison, the side lengths and area of a rectangle, and the edge lengths and volume of a rectangular prism using fraction division.	**Other Evidence:** CheckPoints Mid-Unit Assessment CER Responses Exit Tickets Various Thinking Tasks using Building Thinking Classrooms instructional strategies. (**TCC1, DE4**)

Learning Plan			
Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Understanding Division with Fractions	Explore the relationship between dividend, divisor, and quotient; reason about how the size of divisor affects the quotient; interpret division situations in concrete contexts; extend understanding from whole numbers to fractions.	6.NS.A.1, 6.EE.A.2.b	TCC1, P4, AA3. CCE1
"How Many Groups?" Interpretations	Use pattern blocks and diagrams to find how many groups when group size is a fraction; connect to multiplication equations; reason about equal-size groups of fractions using visual models and concrete materials.	6.NS.A.1	TCC3, TI2, CCE4, DE4
"How Much in Each Group?" Interpretations	Explore division questions asking "how much in each group"; use diagrams and area models to find unknown amounts; develop understanding of both interpretations of division with fractions.	6.NS.A.1, 6.G.A.1, 6.G.A.2	TCC4, P4, AA3, CCE1

Algorithms for Dividing Fractions	Develop and apply the algorithm for dividing fractions; connect to unit rates and reciprocals; practice calculating quotients using efficient methods.	6.NS.A.1	TCC1, P3, CCE3, DE4
Applying Fraction Division to Real-World Problems	Solve complex problems involving areas with fractional side lengths; apply fraction division to find dimensions; use multiple representations to solve problems; communicate reasoning.	6.NS.A.1, 6.G.A.1, 6.G.A.2	TCC4, P4, AA3

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 4 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Family-facing video summaries of each section (Vimeo/YouTube)

Visual tools: fraction tiles, number lines, area model templates

Digital Tools: IXl, Delta Math

Unit 5 - Arithmetic In Base Ten

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.MATH.CONTENT.6.NS.B.2 – Fluently divide multi-digit numbers using the standard algorithm.

CCSS.MATH.CONTENT.6.NS.B.3 – Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE3: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

P3: I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA2: I can identify past successful strategies and apply them independently.

AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that…	**Essential Questions:**
Procedural fluency with decimals and whole numbers strengthens problem-solving ability. Efficient algorithms can be applied to real-world contexts. Estimating and evaluating reasonableness are critical mathematical practices	What strategies help ensure accuracy when working with decimals and large numbers? How do algorithms support efficiency and flexibility in computation? When and why should we estimate in problem-solving?
Students will know... ● Standard algorithms for operations with whole numbers and decimals. ● Strategies for estimating and checking reasonableness. ● Applications of operations to solve real-world problems.	**Students will be able to...** ● Fluently add, subtract, multiply, and divide multi-digit decimals and whole numbers. ● Use estimation and mental math to check reasonableness. ● Apply arithmetic strategies in authentic problem-solving situations.

Key Vocabulary: Sum, difference, product, quotient, decimal point, place value, algorithm, estimate, rounding, benchmark numbers.

Assessment Evidence

Performance Tasks: CCE4, P3 End of Unit Assessment: ● Explain the sum or difference of two decimals in terms of combining like base-ten units and composing (or decomposing) a larger unit from (or into 10) units of a lower value. ● Use the standard algorithm to add or subtract decimals with multiple non-zero digits. ● Multiply decimals by using whole-number multiplication and applying place value to position the decimal point. ● Calculate the quotient of a whole-number or a decimal dividend and a decimal divisor, and explain the strategy used.	**Other Evidence:** CheckPoints Mid-Unit Assessment CER Responses Exit Tickets Various Thinking Tasks using Building Thinking Classrooms instructional strategies.

Learning Plan

Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Exploring, Adding, and Subtracting Decimals	Activate prior knowledge of decimals in shopping context; use diagrams to represent decimal addition and subtraction; develop strategies for adding and subtracting decimals with few and many non-zero digits; practice estimation and precise calculations.	6.NS.B.3	TCC4, CCE3, P3
Multiplying Decimals	Use fractions to understand decimal multiplication; explore multiple methods for multiplying decimals; create	6.NS.B.3	TCC1, CCE3, DE4

	diagrams to represent multiplication; calculate products using standard algorithms; reason about decimal placement.		
Dividing Decimals	Represent division with diagrams; develop and practice long division algorithm; extend to decimal quotients.: connect equivalent fractions to rewrite division problems with decimal divisors as equivalent whole-number division problems; extend division to decimals by decimals.	6.NS.B.3	P4, AA3, TCC4
Applying Decimal Operations to Real-World Problems	Plan and solve problems involving decimal operations in authentic contexts including measurement and surface area of boxes; apply fluency with all four operations; communicate mathematical thinking and reasoning about precision.	6.NS.B.3	TCC3, CCE1, TI4

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 5 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Teacher created Lessons and Google Slides to supplement Division lessons using equivalent fractions

Family-facing video summaries of each section (Vimeo/YouTube)

Visual tools: Printable place value charts and decimal grids

Digital Tools: IXl, Delta Math

Unit 6 - Expressions and Equations

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- CCSS.MATH.CONTENT.6.EE.A.1 – Write and evaluate numerical expressions involving whole-number exponents.
- CCSS.MATH.CONTENT.6.EE.A.2 – Write, read, and evaluate expressions in which letters stand for numbers.
- CCSS.MATH.CONTENT.6.EE.A.3 – Apply the properties of operations to generate equivalent expressions.
- CCSS.MATH.CONTENT.6.EE.A.4 – Identify when two expressions are equivalent.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA2: I can identify past successful strategies and apply them independently.

AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that…	**Essential Questions:**
Variables and expressions can represent real-world and mathematical relationships. Equivalent expressions are different ways of representing the same quantity. Properties of operations help simplify and evaluate expressions.	What do variables and expressions represent? How do we determine if two expressions are equivalent? How do we use the properties of operations to simplify expressions?
Students will know…	**Students will be able to...**
The structure and meaning of numerical and algebraic expressions. Definitions and roles of variables, terms, coefficients, constants, and exponents. The properties of operations: commutative, associative, distributive.	Write and interpret expressions. Use substitution to evaluate expressions. Generate and identify equivalent expressions. Explain reasoning verbally and in writing.

Key Vocabulary: Variable, expression, coefficient, constant, term, evaluate, equivalent, simplify, exponent, substitution.

Assessment Evidence

Performance Tasks: TCC4, AA2 End of Unit Assessment: ● Solve equations of the form x+p=q or *px*=*q* and justify the reasoning or strategy used (e.g., inverse operations, tape diagrams) ● Understand that solving an equation with a variable means finding a value for the variable that makes the equation true, and use substitution to determine whether a number is a solution to the equation. ● Justify whether two expressions are “equivalent,” or equal to each other for every value of their variable. ● Use the distributive property to write equivalent algebraic expressions. ● Evaluate expressions with variables and whole-number exponents using the order of operations. ● Determine equivalence of expressions with exponents by evaluating and comparing; explain why the order of operations matters. ● Create a table, graph, and equation to represent the relationship between two quantities. ● Identify the independent and dependent variable in a situation.	**Other Evidence:** CheckPoints Mid-Unit Assessment CER Responses Exit Tickets Various Thinking Tasks using Building Thinking Classrooms instructional strategies.
Learning Plan	

Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Equations in One Variable	Use tape diagrams and equations to represent relationships; explore truth of equations; understand what it means to solve; practice solving equations of the form x + p = q and px = q; apply to real-world situations; represent situations with equations.	6.EE.B.5, 6.EE.B.6, 6.EE.B.7	TCC1, P4, AA3
Equal and Equivalent Expressions	Write expressions with variables; understand the difference between equal and equivalent; explore the distributive property in depth; use circle models to explore how multiplication as equal groups leads to the distributive property; justify why decomposing a factor creates equivalent expressions, apply distributive property to simplify and expand expressions; develop algebraic fluency.	6.EE.A.3, 6.EE.A.4	TCC3, CCE3, AA2, DE4
Expressions with Exponents	Develop meaning of exponents; write and interpret expressions with exponents; apply order of operations; evaluate expressions with exponents; find equivalent	6.EE.A.1	CCE1, CCE4, P4

	exponential expressions.		
Relationships Between Quantities	Explore two related quantities; investigate how quantities change together; represent relationships using equations, tables, and graphs; identify patterns; interpret relationships in multiple representations.	6.EE.C.9, 6.RP.A.3.a, 6.RP.A.3.b, 6.RP.A.3.c	TCC3, CCE4, DE4
Applying Expressions and Equations to Real-World Problems	Create tables, equations, and graphs to represent real-world situations; use multiple representations to solve problems; analyze relationships between quantities in authentic contexts.	6.EE.A, 6.EE.B	TCC1, CCE3, CCE4

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 6 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Teacher created Lessons and Google Slides to supplement Distributive Property lessons (multiplication as equal groups)

Family-facing video summaries of each section (Vimeo/YouTube)

Digital Tools: IXl, Delta Math

Unit 7 - Rational Numbers

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- CCSS.MATH.CONTENT.6.NS.C.5 – Understand that positive and negative numbers describe quantities having opposite directions or values.
- CCSS.MATH.CONTENT.6.NS.C.6 – Understand a rational number as a point on the number line.
- CCSS.MATH.CONTENT.6.NS.C.7 – Understand ordering and absolute value of rational numbers.
- CCSS.MATH.CONTENT.6.NS.C.8 – Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC3:I can combine new information with my own ideas to generate solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE3: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussions.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA2: I can identify past successful strategies and apply them independently.

Understandings: Students will understand that...	**Essential Questions:**
Positive and negative numbers together represent quantities with opposite directions or values (temperature, elevation, debits/credits)	How can we represent and interpret situations involving opposite directions or values?
Zero is a reference point; numbers to the left/below are negative, and numbers to the right/above are positive	What does it mean to order and compare numbers that include negatives?
The absolute value of a number represents its distance from zero, regardless of direction	How does absolute value help us understand magnitude independent of direction?
Opposite numbers are equidistant from zero on a number line (e.g., -3 and 3)	How can inequalities represent constraints or conditions in real-world contexts?
Rational numbers (including negative fractions and decimals) can be ordered and compared using their position on a number line	What does the coordinate plane reveal about the relationships between two quantities?
Inequalities describe relationships between numbers and have infinitely many solutions that can be represented on a number line	How do common factors and multiples help us organize and simplify numeric relationships?
The coordinate plane with four quadrants allows us to locate and describe points using ordered pairs with positive and negative coordinates	
Common factors and common multiples help us understand relationships between whole numbers and simplify expressions	

Students will know…	**Students will be able to...**
Definitions: positive number, negative number, rational number, opposite, integer, absolute value, inequality, solution to an inequality, quadrant, coordinate plane, common factor, greatest common factor (GCF), common multiple, least common multiple (LCM) The meaning of symbols: − (negative), | | (absolute value), < (less than), > (greater than) That opposite numbers have equal absolute values How to interpret ordered pairs in context and identify which quadrant a point is in based on the signs of its coordinates That when comparing two negative numbers, the number closer to zero is greater (e.g., That the distance between two points on the coordinate plane can be found using absolute value Strategies for finding GCF and LCM (listing factors/multiples, using prime factorization, or systematic organization)	Represent positive and negative numbers in real-world contexts and explain the meaning of zero Plot and order rational numbers on a number line; identify opposites and absolute values Compare rational numbers using inequality symbols Write and graph inequalities (x>c or x<c) on a number line with appropriate notation Determine if a value is a solution to an inequality; find and interpret multiple solutions in context Plot ordered pairs with signed coordinates in all four quadrants and find distances using absolute value Find GCF and LCM; apply GCF to factor expressions Solve real-world problems involving negative numbers, inequalities, coordinates, and factors/multiples
Key Vocabulary: positive number, negative number, opposite (numbers), rational number, sign, absolute value,inequality, solution to an inequality, quadrant, x- coordinate, y-coordinate, factor, common factor, greatest common factor (GCF), least common multiple (LCM)	

Assessment Evidence	
Performance Tasks: TCC1, P4 End of Unit Assessment: ● Interpret rational numbers and absolute values in real-world contexts ● Plot rational numbers and their opposites on a number line, recognizing that opposites share the same absolute value ● Use words and symbols to compare rational numbers, including when absolute value is involved ● Determine whether a given value is a solution to an inequality ● Write inequality statements to represent constraints or conditions ● Create and label number line diagrams to represent all solutions to an inequality ● Understand how the signs of ordered pairs indicate quadrant location ● Plot points given coordinates or identify coordinates of points in all four quadrants ● Use coordinates and absolute value to find horizontal and vertical distances between points ● Identify factors of a number and find common factors of two numbers in real-world situations ● Identify multiples of a number and find common multiples of two numbers in real-world situations.	**Other Evidence:** CheckPoints CER Responses Exit Tickets Various Thinking Tasks using Building Thinking Classrooms instructional strategies.

Learning Plan			
Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Negative Numbers and Absolute Value	Extend understanding of the number system to include negative numbers; use positive and negative numbers in context (temperature, elevation); represent on vertical and horizontal number lines; understand meaning of zero in context; introduce absolute value and distance from zero; compare and order rational numbers.	6.NS.C.5, 6.NS.C.6, 6.NS.C.7.a, 6.NS.C.7.b, 6.NS.C.7.c	TCC1, CCE1, DE4
Inequalities and the Coordinate Plane	Write and graph inequalities; find solutions of inequalities; interpret inequality statements; construct and use coordinate plane with negative coordinates; find distances in coordinate plane; represent shapes using ordered pairs.	6.NS.C.6.a, 6.NS.C.6.b, 6.NS.C.6.c, 6.NS.C.8	TCC3, CCE1, AA2
Common Factors and Multiples	Find common factors and greatest common factor; find common multiples and least common multiple; apply to real-world problem contexts; use factor and multiple	6.NS.B.4	TCC4, CCE3, P4

	relationships in computation.		
Applying Rational Numbers to Real-World Problems	Draw and create designs on the coordinate plane; solve problems using rational numbers in all four quadrants; apply coordinate geometry in authentic contexts.	6.NS.C	TCC4, CCE3, DE4

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 7 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Family-facing video summaries of each section (Vimeo/YouTube)

Printable coordinate grids and number lines

Digital Tools: IXl, Delta Math

Unit 8 - Data Sets and Distributions

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- CCSS.MATH.CONTENT. 6.SP.A.1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers.
- CCSS.MATH.CONTENT.6.SP.A.2 Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape.
- CCSS.MATH.CONTENT.6.SP.B.4 Display numerical data in plots on a number line, including dot plots, histograms, and box plots.
- CCSS.MATH.CONTENT.6.SP.B.5

  (a) Summarize numerical data sets in relation to their context.
  (b) Describe the nature of the attribute under investigation.
  (c) Give quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation).
  (d) Relate the choice of measures of center and variability to the shape of the data distribution.

Standards for Mathematical Practice

- MP1: Make sense of problems and persevere in solving them.
- MP2: Reason abstractly and quantitatively.
- MP3: Construct viable arguments and critique the reasoning of others.
- MP4: Model with mathematics.
- MP5: Use appropriate tools strategically.
- MP6: Attend to precision.
- MP7: Look for and make use of structure.
- MP8: Look for and express regularity in repeated reasoning.

Vision of A Learner Attributes: Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

TCC1: I can ask relevant questions to evaluate possible solutions.

TCC3(6-8): I can combine new information with my own ideas to generate solutions.

TCC4: I can apply my learning to new experiences, determine if it works, and adjust in the future.

CCE1: I can contribute to discussions with my peers/teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully as I apply new knowledge to my thinking.

CCE3: I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

CCE4: I can express my thoughts and ideas, both verbally and in writing, in order to defend my perspective. I can do this via essays, performance-based projects, whole group, and/or small group discussion
ns.

DE4: I can be respectful and responsible and build positive relationships with all members of the school community.

TI2: I can identify my objectives and apply the best resources to my learning.

P4: I can step outside my comfort zone because I recognize that my mistakes are not failures, but rather an opportunity to learn and grow.

AA3: I can accept my mistakes in social and academic settings while learning to grow from them.

Understandings: Students will understand that... Statistical questions anticipate variability in data. Different graphical displays reveal different characteristics of a data set. Measures of center and variability describe data in meaningful ways. Data analysis helps us make evidence-based decisions.	**Essential Questions:** What makes a question statistical? How do graphs help us understand data? Which measures best describe a data set? How can data help us make decisions?
Students will know... The characteristics of statistical questions. The difference between categorical and numerical data. Mean, median, range, interquartile range, and mean absolute deviation. How to create and interpret dot plots, histograms, and box plots. How to describe the shape and spread of a distribution.	**Students will be able to...** Develop statistical questions. Collect and organize data. Create dot plots, histograms, and box plots. Calculate mean, median, range, IQR, and MAD. Compare two data sets using graphs and summary statistics. Draw conclusions and justify claims using data.

Key Vocabulary: Statistics, Statistical Question,Data Set, Distribution, Variability, Mean, Median, Range, Interquartile Range (IQR), Mean, Absolute Deviation (MAD), Dot Plot, Histogram, Box Plot	
Assessment Evidence	
Performance Tasks: CCE3, DE4 End of Unit Assessment: ● Comprehend and use the terms “numerical” and “categorical” to describe data sets. ● Justify whether a question is “statistical” based on whether variability is expected in the data that could be collected. ● Describe a distribution represented by a dot plot, including informal observations about its center and spread. ● Interpret a histogram to answer statistical questions about a data set. ● Compare the means and mean absolute deviations of different distributions. ● Interpret the mean and mean absolute deviation (MAD) in the context of the data. ● Compare the means and mean absolute deviations of different distributions. ● Interpret the mean and mean absolute deviation (MAD) in the context of the data. ● Compare the means and mean absolute deviations of different distributions. ● Interpret the mean and mean absolute deviation (MAD) in the context of the data.	**Other Evidence:** CheckPoints Mid-Unit Assessment CER Responses Exit Tickets Various Thinking Tasks using Building Thinking Classrooms instructional strategies.
Learning Plan	

Lesson Focus	Learning Activities	CCSS	Vision of a Learner Attribute
Data, Variability, and Statistical Questions	Collect and explore different kinds of data; distinguish between categorical and numerical data; identify and ask statistical questions; understand variability in data; record appropriate units of measurement.	6.SP.A.1, 6.SP.A.2, 6.SP.A.3	TCC1, CCE1, DE4
Dot Plots and Histograms	Create and interpret dot plots; use dot plots to answer statistical questions; understand when to use histograms; read and interpret histograms; describe distributions on histograms; understand shapes, centers, and spreads of distributions.	6.SP.B.4, 6.SP.B.5.a, 6.SP.B.5.b	TCC3, CCE3, P4
Measures of Center and Variability	Understand and calculate mean; interpret mean as balance point; introduce mean absolute deviation (MAD); compare data using mean and MAD; use measures to make comparisons between distributions.	6.SP.B.5.c, 6.SP.B.5.d	TCC4, CCE3, TI2
Median, Quartiles, and Box	Find and interpret median; compare mean and median;	6.SP.B.5	TCC3, CCE4, P4

Plots	understand quartiles and interquartile range (IQR); create and interpret box plots; use box plots to compare distributions and make inferences.		
Applying Data Analysis to Real-World Problems	Collect and organize data to solve authentic problems; choose appropriate representations and measures; make inferences and conclusions from data; communicate statistical findings and reasoning.	6.SP.A, 6.SP.B	TCC1, CCE3, AA3

Teacher Resources:

Illustrative Mathematics Grade 6, Unit 8 Teacher Guide and Teacher Course Guide

Google Slides for presentations

Family-facing video summaries of each section (Vimeo/YouTube)

Rulers, Playing cards, index cards

Digital Tools: IXl, Delta Math