



WESTSIDE
ATLANTA CHARTER SCHOOL

Curriculum Map

Mathematics	Grade: 6	2018-2019
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Q2	Eureka Math- Modules 2 & 3 Focus Standards	How will we know students learned the material?	Enrichment and Remediation
Date	Standard	Assessment	Additional Info.
W1 10/5- 10/9	<p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? • How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? • How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? 	Daily Exit Tickets IXL	<p>Remediation/Accommodations: Repetition of directions, emphasis on key words in word problems (what is total? how many equal parts?); show how to use notebook paper to adhere to precision in drawing models</p> <p>CONCEPTS: -Division of fraction by whole number -Division of fraction by fraction Visual models</p> <p>EXTENSION: www.khanacademy.org www.ixl.com www.learnzillion.com www.mathcounts.org</p>

<p>W2 10/22-10/26</p>	<p>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</p> <p>MGSE6.NS.1 Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, including reasoning strategies such as using visual fraction models and equations to represent the problem.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> • How much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? • How many $\frac{3}{4}$-cup servings are in $\frac{2}{3}$ of a cup of yogurt? • How wide is a rectangular strip of land with length $\frac{3}{4}$ mi and area $\frac{1}{2}$ square mi? 	<p>Daily Exit Tickets IXL Topic A Quiz</p>	<p>Remediation/Accommodations: Repetition of directions, emphasis on key words in word problems (what is total? how many equal parts?); show how to use notebook paper to adhere to precision in drawing models</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> -Division stories -Fraction Models and Equations -Dividing Fractions and mixed numbers <p>EXTENSION: www.khanacademy.org www.ixl.com www.learnzillion.com www.mathcounts.org</p>
<p>W3 10/29-11/2</p>	<p>Multi-digit Decimal Operations</p> <p>MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>Daily Exit Tickets IXL Topic B Quiz Mid-Module Assessment</p>	<p>Remediation/Accommodations: Repetition of directions, teach ‘line “it” up’ strategy for addition/ subtraction of decimals; show how to use notebook paper to line up place values, teach song “divide, multiply, and subtract...bring it on down, yeah, bring it on back” for standard algorithm</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> -Sums and Differences of Decimals -Distributive property and the products of decimals -Fraction multiplication and the products of decimals <p>EXTENSION: www.khanacademy.org www.ixl.com www.learnzillion.com</p>

			www.mathcounts.org
<p>W4 11/5-11/9</p>	<p>Dividing Whole Numbers and Decimals</p> <p>MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm</p> <p>MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p>	<p>Daily Exit Tickets IXL Topic C Quiz</p>	<p>Remediation/Accommodations: Repetition of directions, provide visual aids on board, give one on one or small group instruction on dividing multi-digit numbers, review estimation as method to check for reasonableness</p> <p>CONCEPTS: -Estimating Digits in a quotient -Dividing Multi-Digit Numbers Using the Algorithm -Converting Decimal Division -Whole Number Division using fractions -Using Mental Math</p> <p>EXTENSION: www.khanacademy.org www.ixl.com www.learnzillion.com www.mathcounts.org</p>
<p>W5 11/12-11/16</p>	<p>Number Theory</p> <p>MGSE6.NS.4 Find the common multiples of two whole numbers less than or equal to 12 and the common factors of two whole numbers less than or equal to 100. a. Find the greatest common factor of 2 whole numbers and use the distributive property to express a sum of two whole numbers 1-100 with a common factor as a multiple of a sum of two whole numbers with no common factors. (GCF) Example: $36 + 8 = 4(9 + 2)$ b. Apply the least common multiple of two whole numbers less than or equal to 12 to solve real world problems.</p>	<p>Daily Exit Tickets IXL Topic D Quiz End of Module Test</p>	<p>Remediation/Accommodations: Repetition of directions, provide visual aids on board, review difference between factors and multiples; give one on one or small group review on partial products and factor rainbows</p> <p>CONCEPTS: -Even and Odd Numbers -Divisibility by 3 and 9 -Least Common Multiple -Greatest Common Factor</p>

			<p>-The Euclidean Algorithm for long division</p> <p>EXTENSION: www.khanacademy.org www.ixl.com www.learnzillion.com www.mathcounts.org</p>
<p>W6 11/16-11/30</p>	<p>Understanding Positive and Negative Numbers on the Number Line</p> <p>MGSE6.NS.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>MGSE6.NS.6a Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>MGSE6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p>	<p>Daily Exit Tickets IXL Topic A Quiz</p>	<p>Remediation/Accommodations: Repetition of directions, use models to illustrate differences between positive and negative numbers; use money to teach concept of debt/owing (negative)</p> <p>CONCEPTS: -Positive/Negative Numbers on the Number Line -Real World +/- numbers & 0 -The Opposite of a Number -The Opposite of a Number's Opposite -Rational Numbers on the Number Line</p> <p>EXTENSION: www.khanacademy.org www.ixl.com www.learnzillion.com www.mathcounts.org</p>
<p>W7 12/3-12/7</p>	<p>Order and Absolute Value</p> <p>MGSE6.NS.6c Find and position integers and other rational</p>	<p>Daily Exit Tickets IXL Topic B Quiz Mid-Module Assessment</p>	<p>Remediation/Accommodations: Repetition of directions, lead kinetic activity with kids taking steps forward and backward to</p>

	<p>numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> <p>MGSE6.NS.7 Understand ordering and absolute value of rational numbers.</p> <p>MGSE6.NS.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</p> <p>MGSE6.NS.7b Write, interpret, and explain statements of order for rational numbers in real-world contexts. For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</p> <p>MGSE6.NS.7c Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</p> <p>MGSE6.NS.7d Distinguish comparisons of absolute value from statements about order. For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</p>		<p>teach absolute value, give one on one or small group instruction on absolute value and the number line</p> <p>CONCEPTS:</p> <ul style="list-style-type: none"> -Ordering integers and other rational numbers -Comparing integers and other rational numbers -Writing & Interpreting Inequality Statements involving rational numbers -Absolute Value -Relationship between Absolute Value and Order -Statements of Order in the Real World <p>EXTENSION:</p> <p>www.khanacademy.org</p> <p>www.ixl.com</p> <p>www.learnzillion.com</p> <p>www.mathcounts.org</p>
<p>W8 12/10- 12/14</p>	<p>Rational Numbers and the Coordinate Plane</p> <p>MGSE6.NS.6b Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by</p>	<p>Daily Exit Tickets IXL Topic C Quiz End of Module Test</p>	<p>Remediation/Accommodations: Repetition of directions, use map activity to illustrate points on coordinate plane, work in small groups</p>

	<p>signs, the locations of the points are related by reflections across one or both axes</p> <p>MGSE6.NS.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane</p> <p>MGSE6.NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate</p>		<p>CONCEPTS:</p> <ul style="list-style-type: none"> -Ordered Pairs -Locating Ordered Pairs on the Coordinate Plane -Symmetry on the Coordinate Plane -Drawing the coordinate plane and points on the plane -Distance on the Coordinate Plane -Problem solving on the Coordinate Plane <p>-EXTENSION:</p> <p>www.khanacademy.org</p> <p>www.ixl.com</p> <p>www.learnzillion.com</p> <p>www.mathcounts.org</p>
<p>W9 12/17- 12/21</p>	<p>REVIEW OF SKILLS</p>	<p>Make Up Assessments as needed</p>	<p>EXTENSION:</p> <p>www.khanacademy.org</p> <p>www.ixl.com</p> <p>www.learnzillion.com</p> <p>www.mathcounts.org</p>