

**Ark Community Charter School  
Math Curriculum Framework –Grade 6**

<u>Units</u>	<u>Suggested Pacing</u>	<u>New York State Content Standards</u>	<u>New York State Skills Standards</u>	<u>New York State Performance Indicators</u>	<u>Assessments (Formal/ including state assessments and Informal)</u>
What are your unit titles	When and in what order will the standards be taught and assessed?	What should students know? (Indicate which content is a benchmark standard that will be assessed at this grade level. For those standards assessed at this grade level, identify the tool to be used in the assessment column. Optional: You can also identify essential questions based on the content standards.)	What should students be able to do?	Indices of quality – What is the nature of the evidence required to demonstrate the standard has been met and the quality of the performance that will be deemed acceptable?  <b>Bolded performance</b> indicators are assessed in chapters and <i>italicized</i> performance indicators are taught and assessed daily.	What specific tools will be used to assess which content standard or skills standard at this grade level?
<b>The italicized problem solving strand performance indicators are done on a daily, or at least once a week basis throughout the year</b>	Daily or at least once a week	<b>Problem Solving Strand</b>	<i>Students will build new mathematical knowledge through problem solving</i>	6.PS.1 <i>Know the difference between relevant and irrelevant information when solving problems</i>  6.PS.2 <i>Understand that some ways of representing a problem are more</i>	<b>For all of the italicized problem solving strand performance indicators: They are assessed through a variety of</b>

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<b>(every chapter).</b>			<b><i>Students will solve problems that arise in mathematics and in other contexts.</i></b>	<p><i>efficient than others</i></p> <p><i>6.PS.3 Interpret information correctly, identify the problem, and generate possible strategies and solutions</i></p> <p><i>6.PS.4 Act out or model with manipulatives activities involving mathematical content from literature</i></p> <p><i>6.PS.5 Formulate problems and solutions from everyday situations</i></p> <p><i>6.PS.6 Translate from a picture/diagram to a numeric expression</i></p> <p><i>6.PS.7 Represent problem situations verbally, numerically, algebraically, and/or graphically</i></p> <p><i>6.PS.8 Select an appropriate representation of a problem</i></p> <p><i>6.PS.9 Understand the</i></p>	<b>methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.</b>

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			<p><b><i>Students will apply and adapt a variety of appropriate strategies to solve problems.</i></b></p>	<p><i>basic language of logic in mathematical situations (and, or, and not)</i></p> <p><i>6.PS.10 Work in collaboration with others to solve problems</i></p> <p><i>6.PS.11 Translate from a picture/diagram to a number or symbolic expression</i></p> <p><i>6.PS.12 Use trial and error and the process of elimination to solve problems</i></p> <p><i>6.PS.13 Model problems with pictures/diagrams or physical objects</i></p> <p><i>6.PS.14 Analyze problems by observing patterns</i></p> <p><i>6.PS.15 Make organized lists or charts to solve numerical problems</i></p>	

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			<p><b><i>Students will monitor and reflect on the process of mathematical problem solving.</i></b></p>	<p><i>6.PS.16 Discuss with peers to understand a problem situation</i></p> <p><i>6.PS.17 Determine what information is needed to solve problem</i></p> <p><i>6.PS.18 Determine the efficiency of different representations of a problem</i></p> <p><i>6.PS.19 Differentiate between valid and invalid approaches</i></p> <p><i>6.PS.20 Understand valid counterexamples</i></p> <p><i>6.PS.21 Explain the methods and reasoning behind the problem solving strategies used</i></p> <p><i>6.PS.22 Discuss whether a solution is reasonable in the context of the original problem</i></p>	



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			Students will use representations to model and interpret physical, social, and mathematical phenomena.	<p><i>6.R.6 Investigate relationships between different representations and their impact on a given problem</i></p> <p><i>6.R.7 Use mathematics to show and understand physical phenomena (e.g., determine the perimeter of a bulletin board)</i></p> <p><i>6.R.8 Use mathematics to show and understand social phenomena (e.g., construct tables to organize data showing book sales)</i></p> <p><i>6.R.9 Use mathematics to show and understand mathematical phenomena (e.g., Find the missing value:  <math>(3 + 4) + 5 = 3 + (4 + \underline{\quad})</math>)</i></p>	
		<b>Number Sense and Operations Strand</b>	Students will understand numbers,	<b>6.N.1 Read and write whole numbers to</b>	

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			multiple ways of representing numbers, relationships among numbers, and number systems.	<p><b>trillions</b></p> <p><b>6.N.2 Define and identify the commutative and associative properties of addition and multiplication</b></p> <p><b>6.N.3 Define and identify the distributive property of multiplication over addition</b></p> <p><b>6.N.4 Define and identify the identity and inverse properties of addition and multiplication</b></p> <p><b>6.N.5 Define and identify the zero property of multiplication</b></p> <p>6.N.6 Understand the concept of rate</p> <p>6.N.7 Express equivalent ratios as a proportion</p> <p>6.N.8 Distinguish the</p>	

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			Students will understand meanings of operations and	<p>difference between rate and ratio</p> <p><b>6.N.9 Solve proportions using equivalent fractions</b></p> <p>6.N.10 Verify the proportionality using the product of the means equals the product of the extremes</p> <p>6.N.11 Read, write, and identify percents of a whole (0% to 100%)</p> <p>6.N.12 Solve percent problems involving percent, rate, and base</p> <p>6.N.13 Define absolute value and determine the absolute value of rational numbers (including positive and negative)</p> <p>6.N.14 Locate rational numbers on a number line (including positive and negative)</p>	

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			procedures, and how they relate to one another	<p><b>6.N.15 Order rational numbers (including positive and negative)</b></p> <p>6.N.16 Add and subtract fractions with unlike denominators</p> <p>6.N.17 Multiply and divide fractions with unlike denominators</p> <p>6.N.18 Add, subtract, multiply, and divide mixed numbers with unlike denominators</p> <p>6.N.19 Identify the multiplicative inverse (reciprocal) of a number</p> <p>6.N.20 Represent fractions as terminating or repeating decimals</p> <p>6.N.21 Find multiple</p>	

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			<p><i>Students will compute accurately and make reasonable</i></p>	<p>representations of rational numbers (fractions, decimals, and percents 0 to 100)</p> <p><b>6.N.22 Evaluate numerical expressions using order of operations (may include exponents of two and three)</b></p> <p>6.N.23 Represent repeated multiplication in exponential form</p> <p>6.N.24 Represent exponential form as repeated multiplication</p> <p>6.N.25 Evaluate expressions having exponents where the power is an exponent of one, two, or three</p> <p>6.N.26 Estimate a percent of quantity (0% to 100%)</p>	

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			<i>estimates.</i>	6.N.27 Justify the reasonableness of answers using estimation (including rounding)	
		<b>Algebra Strand</b>	<p>Students will represent and analyze algebraically a wide variety of problem solving situations.</p> <p>Students will perform algebraic procedures accurately.</p>	<p>6.A.1 Translate two-step verbal expressions into algebraic expressions</p> <p>6.A.2 Use substitution to evaluate algebraic expressions (may include exponents of one, two and three)</p> <p>6.A.3 Translate two-step verbal sentences into algebraic equations</p> <p>6.A.4 Solve and explain two-step equations involving whole numbers using inverse operations</p> <p>6.A.5 Solve simple proportions within context</p> <p>6.A.6 Evaluate formulas</p>	

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				for given input values (circumference, area, volume, distance, temperature, interest, etc.)	
		<b>Statistics and Probability Strand</b>			
<b>The italicized reasoning and proof strand performance indicators are done on a daily, or at least once a week basis throughout the year (every chapter).</b>	Daily or at least once a week.	<b>Connections Strand</b>	<p><i>Students will recognize and use connections among mathematical ideas.</i></p> <p><i>Students will understand how mathematical ideas interconnect and build on one another to produce a</i></p>	<p><i>6.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas</i></p> <p><i>6.CN.2 Explore and explain the relationship between mathematical ideas</i></p> <p><i>6.CN.3 Connect and apply mathematical information to solve problems</i></p> <p><i>6.CN.4 Understand multiple representations and how they are related</i></p> <p><i>6.CN.5 Model situations</i></p>	<b>For all of the italicized reasoning and proof strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.</b>

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			<p><i>coherent whole.</i></p> <p><i>Students will recognize and apply mathematics in contexts outside of mathematics.</i></p>	<p><i>with objects and representations and be able to draw conclusions</i></p> <p><i>6.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives</i></p> <p><i>6.CN.7 Apply mathematics to problem situations that develop outside of mathematics</i></p> <p><i>6.CN.8 Investigate the presence of mathematics in careers and areas of Interest</i></p> <p><i>6.CN.9 Recognize and apply mathematics to other disciplines and areas of interest</i></p>	
		<p><b>Reasoning and Proof Strand</b></p>	<p><i>Students will recognize reasoning and proof as</i></p>	<p>6.RP.1 Recognize that mathematical ideas can be supported using a variety of strategies</p>	

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			<p><i>fundamental aspects of mathematics.</i></p> <p><i>Students will make and investigate mathematical conjectures.</i></p> <p><i>Students will develop and evaluate mathematical arguments and proofs.</i></p>	<p>6.RP.2 Understand that mathematical statements can be supported, using models, facts, and relationships to explain their thinking</p> <p>6.RP.3 Investigate conjectures, using arguments and appropriate mathematical terms</p> <p>6.RP.4 Make and evaluate conjectures, using a variety of strategies</p> <p>6.RP.5 Justify general claims or conjectures, using manipulatives, models, expressions, and mathematical relationships</p> <p>6.RP.6 Develop and explain an argument verbally, numerically, algebraically, and/or graphically</p>	

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			<i>Students will select and use various types of reasoning and methods of proof.</i>	<p>6.RP.7 Verify claims other students make, using examples and counter examples when appropriate</p> <p>6.RP.8 Support an argument through examples/counterexamples and special cases</p> <p>6.RP.9 Devise ways to verify results</p>	
<b>The italicized reasoning and proof strand performance indicators are done on a daily, or at least once a week basis throughout the year (every chapter).</b>	Daily or at least once a week.	<b>Communication Strand</b>	<p><i>Students will organize and consolidate their mathematical thinking through communication.</i></p> <p><i>Students will communicate their mathematical</i></p>	<p><i>6.CM.1 Provide an organized thought process that is correct, complete, coherent, and clear</i></p> <p><i>6.CM.2 Explain a rationale for strategy selection</i></p> <p><i>6.CM.3 Organize and accurately label work</i></p> <p><i>6.CM.4 Share organized mathematical ideas through the manipulation of objects, numerical tables, drawings, pictures, charts,</i></p>	<b>For all of the italicized reasoning and proof strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman</b>

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			<p><i>thinking coherently and clearly to peers, teachers, and others.</i></p> <p><i>Students will analyze and evaluate the mathematical thinking and strategies of others.</i></p> <p><i>Students will use the language of mathematics to express mathematical</i></p>	<p><i>graphs, tables, diagrams, models, and symbols in written and verbal form</i></p> <p><i>6.CM.5 Answer clarifying questions from others</i></p> <p><i>6.CM.6 Understand mathematical solutions shared by other students</i></p> <p><i>6.CM.7 Raise questions that elicit, extend, or challenge others' thinking</i></p> <p><i>6.CM.8 Consider strategies used and solutions found by others in relation to their own work</i></p> <p><i>6.CM.9 Increase their use of mathematical vocabulary and language when communicating with others</i></p> <p><i>6.CM.10 Use appropriate vocabulary when describing objects, relationships,</i></p>	<p><b>NYS chapter tests.</b></p>

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			<i>ideas precisely.</i>	<i>mathematical solutions, and rationale</i>  <i>6.CM.11 Decode and comprehend mathematical visuals and symbols to construct meaning</i>	
<b>The italicized reasoning and proof strand performance indicators are done on a daily, or at least once a week basis throughout the year (every chapter).</b>	Daily or at least once a week.	<b>Connections Strand</b>	<i>Students will recognize and use connections among mathematical ideas.</i>  <i>Students will understand how mathematical ideas interconnect and build on one another to produce a coherent whole.</i>	<i>6.CN.1 Understand and make connections and conjectures in their everyday experiences to mathematical ideas</i>  <i>6.CN.2 Explore and explain the relationship between mathematical ideas</i>  <i>6.CN.3 Connect and apply mathematical information to solve problems</i>  <i>6.CN.4 Understand multiple representations and how they are related</i>  <i>6.CN.5 Model situations with objects and representations and be able to draw conclusions</i>	<b>For all of the italicized reasoning and proof strand performance indicators: They are assessed through a variety of methods; through teacher observation, one on one (or small group) consultation, student practice book, teacher checklist, Scott Foresman NYS section quizzes, and Scott Foresman NYS chapter tests.</b>

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			<p><i>Students will recognize and apply mathematics in contexts outside of mathematics.</i></p>	<p><i>6.CN.6 Recognize and provide examples of the presence of mathematics in their daily lives</i></p> <p><i>6.CN.7 Apply mathematics to problem situations that develop outside of mathematics</i></p> <p><i>6.CN.8 Investigate the presence of mathematics in careers and areas of interest</i></p> <p><i>6.CN.9 Recognize and apply mathematics to other disciplines and areas of interest</i></p>	
		<p><b>Geometry Strand</b></p>	<p><i>Students will use visualization and spatial reasoning to analyze</i></p>	<p>6.G.1 Calculate the length of corresponding sides of similar triangles, using proportional reasoning</p>	

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			<i>characteristics and properties of geometric shapes.</i>	<p>6.G.2 Determine the area of triangles and quadrilaterals (squares, rectangles, rhombi, and trapezoids) and develop formulas</p> <p>6.G.3 Use a variety of strategies to find the area of regular and irregular polygons</p> <p>6.G.4 Determine the volume of rectangular prisms by counting cubes and develop the formula</p> <p>6.G.5 Identify radius, diameter, chords and central angles of a circle</p> <p>6.G.6 Understand the relationship between the diameter and radius of a circle</p> <p>6.G.7 Determine the area and circumference of a</p>	

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			Students will apply coordinate geometry to analyze problem solving situations.	<p>circle, using the appropriate formula</p> <p>6.G.8 Calculate the area of a sector of a circle, given the measure of a central angle and the radius of the circle</p> <p>6.G.9 Understand the relationship between the circumference and the diameter of a circle</p> <p>6.G.10 Identify and plot points in all four quadrants</p> <p>6.G.11 Calculate the area of basic polygons drawn on a coordinate plane (rectangles and shapes composed of rectangles having sides with integer lengths)</p>	
		<b>Measurement Strand</b>	Students will determine what can be measured and how, using	6.M.1 Measure capacity and calculate volume of a rectangular prism	

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			<p>appropriate methods and formulas.</p> <p>Students will develop strategies for estimating</p>	<p>6.M.2 Identify customary units of capacity (cups, pints, quarts, and gallons)</p> <p>6.M.3 Identify equivalent customary units of capacity (cups to pints, pints to quarts, and quarts to gallons)</p> <p>6.M.4 Identify metric units of capacity (liter and milliliter)</p> <p>6.M.5 Identify equivalent metric units of capacity (milliliter to liter and liter to milliliter)</p> <p>6.M.6 Determine the tool and technique to measure with an appropriate level of precision: capacity</p> <p>6.M.7 Estimate volume, area, and circumference (see figures identified in geometry strand)</p>	

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			measurements.	<p>6.M.8 Justify the reasonableness of estimates</p> <p>6.M.9 Determine personal references for capacity</p>	
		<b>Statistics and Probability Strand</b>	<i>Students will collect, organize, display, and analyze data.</i>	<p>6.S.1 Develop the concept of sampling when collecting data from a population and decide the best method to collect data for a particular question</p> <p>6.S.2 Record data in a frequency table</p> <p>6.S.3 Construct Venn diagrams to sort data</p> <p>6.S.4 Determine and justify the most appropriate graph to display a given set of data (pictograph, bar graph, line graph, histogram, or circle graph)</p> <p>6.S.5 Determine the mean, mode and median for a given set of data</p>	

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			<p>Students will make predictions that are based upon data analysis.</p> <p>Students will understand and apply concepts of probability.</p>	<p>6.S.6 Determine the range for a given set of data</p> <p>6.S.7 Read and interpret graphs</p> <p>6.S.8 Justify predictions made from data</p> <p>6.S.9 List possible outcomes for compound events</p> <p>6.S.10 Determine the probability of dependent events</p> <p>6.S.11 Determine the number of possible outcomes for a compound event by using the fundamental counting principle and use this to determine the probabilities of events when the outcomes have equal probability</p>	

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Chapter 1	18 days			<p><b>6.N.1 Read and write whole numbers to trillions</b></p> <p><b>6.N.15 Order rational numbers (including positive and negative)</b></p> <p><b>6.N.22 Evaluate numerical expressions using order of operations (may include exponents of two and three)</b></p> <p><b>6.N.2 Define and identify the commutative and associative properties of addition and multiplication</b></p> <p><b>6.N.4 Define and identify the identity and inverse properties of addition and multiplication</b></p> <p><b>6.N.5 Define and identify the zero property of multiplication</b></p> <p><b>6.N.3 Define and identify the distributive property of multiplication over</b></p>	<p>t Foresman Program NYS tests:</p> <ul style="list-style-type: none"> <li>• 1/3 through chapter -Quiz A</li> <li>• 2/3 through chapter -Quiz B</li> <li>• Chapter test</li> </ul> <p>Scott Foresman NYS Test Prep and Spiral Review</p> <p>Informal daily assessment</p> <p>Scott Foresman Student Practice Book (homework)</p> <p>Scott Foresman Problem of the Day</p>

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				<b>addition</b>	
Chapter2	16 days			<b>Review of previous standards.</b>	t Foresman Program NYS tests: <ul style="list-style-type: none"> <li>• 1/3 through chapter -Quiz A</li> <li>• 2/3 through chapter -Quiz B</li> <li>• Chapter test</li> </ul> Scott Foresman NYS Test Prep and Spiral Review  Informal daily assessment  Scott Foresman Student Practice Book (homework)  Scott Foresman Problem of the Day
Chapter 3	14 days			<b>6.N.9 Solve proportions using equivalent fractions</b>  <b>Review of previous</b>	t Foresman Program NYS tests: <ul style="list-style-type: none"> <li>• 1/3 through</li> </ul>

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				<b>standards.</b>	chapter -Quiz A <ul style="list-style-type: none"> <li>• 2/3 through chapter -Quiz B</li> <li>• Chapter test</li> </ul> Scott Foresman NYS Test Prep and Spiral Review  Informal daily assessment  Scott Foresman Student Practice Book (homework)  Scott Foresman Problem of the Day